



**JON L. JENMARC, INCORPORATED**  
 Consultants in Education  
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 Brockton, MA 02301-4330



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[www.jonljenmarc.com](http://www.jonljenmarc.com)

Fax is no longer available.

**SUMMER 2022**  
**CONTENT AREA COURSES IN**  
**ART, ENGLISH, HISTORY, MATH, PE/HEALTH, SCIENCE, SPED**  
**FOR RE-CERTIFICATION OR PROFESSIONAL LICENSE**

These online, self-paced CONTEBT AREA courses earn 3 graduate credits each (worth 67.5 PDPs) through **SOUTHERN NEW HAMPSHIRE UNIVERSITY**  
**SNHU PDEV courses for SUMMER 2022 are open for registration from APRIL 20 to AUGUST 6.**  
**For courses completed BEFORE JUNE 15, Grades will be available after JUNE 26.**  
**For courses completed AFTER JUNE 15, Grades will be available after AUGUST 21.**

**Each CONTENT AREA PDEV COURSE is priced at \$325.00 per graduate credit.**  
**THE COST OF EACH 3 GRADUATE CREDIT COURSE IS \$975.00.**

**RE-LICENSURE INFORMATION FROM THE**  
**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  
*Professional License Renewal*  
 Every five years based on Professional Development Primary License area – 150 PDP’s  
 Each additional license area – 30 PDP’s

**ROUTE TO PROFESSIONAL LICENSURE**  
*The DESE Option C ii for Professional License is as follows:*  
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 ii: "12 Graduate Level Credits in the Academic Discipline"  
 The "12 credit rule" to Professional Licensure is an individual process between each teacher candidate and the DESE.  
 While these courses have already been approved for other students toward Professional License by the DESE, we recommend that you get prior approval from the DESE before taking these courses toward your Professional Status.  
["Click here for DESE Pre-Approval Form"](#)

**JON L JENMARC** and **SOUTHERN NEW HAMPSHIRE UNIVERSITY** in Manchester NH offer a series of content-based, on-line courses in Art, English, History, Math, PE/Health, Science and Special Education.

**TO REGISTER FOR AN ONLINE CONTENT AREA COURSE:**  
 Fill out the registration form linked below for [Content Area Courses](#).  
 Complete ALL information and forward to Jon L. Jenmarc:  
 If paying by credit or debit card, fax form to: 508.586.6448  
 OR scan/email the form to [fran.jenmarc@gmail.com](mailto:fran.jenmarc@gmail.com)  
 If paying by check or money order, mail to:  
 Jon L. Jenmarc, Inc. ATTN: Lisa  
 1350 Belmont Street, Williamsburg Square #101  
 Brockton MA 02301-4430

**PLEASE call the JENMARC Office with any questions: 508.586.3574**

**JENMARC/SOUTHERN NEW HAMPSHIRE UNIVERSITY**  
**PROFESSIONAL DEVELOPMENT CONTENT AREA **ONLINE** COURSE DESCRIPTIONS**  
**SUMMER 2022**

**SUMMER 2022 courses are available from APRIL 20 to AUGUST 6**  
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**Art**

**EDAH 500JJ    *American Art from 1865 - 1970***

This lecture course will chart key moments in the history of modern art, from the late nineteenth century to the present day. Necessarily selective, the narrative developed throughout the course will stress those episodes in the history of art that have proven to be decisive influences on the production and reception of contemporary art.

**EDAH 501JJ    *Women in the Visual Arts***

This course covers the history of women as artists in the European and American traditions. Art by women in non-western cultures will also be studied, together with related issues such as images of women and feminist art analysis.

**EDAH 502JJ    *Impressionist Art from France to USA***

The France of the mid to late 1800's gave birth to a group of revolutionary artists who were given the name of the Impressionists. These painters endured the rejection of the French art establishment to eventually change the world of art forever. After the Civil War, American artists traveled to Europe to study and exhibit their work. Many of these Americans met the French Impressionist painters and learned their painting techniques. Some Americans chose to stay in France to paint, while others brought their own brand of Impressionism back home to America. In this course, students will explore the artistic and social consequences of Impressionism from France to America.

**EDAH 503JJ    *Modern Methods of Art Analysis***

Beginning in the nineteenth century, art history became an established academic discipline. Throughout the evolution of the field, works of art have been interpreted in a variety of ways, known as the methodologies of artistic analysis. Every work of art is an expression of its culture and its creator, and is dependent on its context.

The methodologies discussed here—formal analysis, biography and autobiography, iconology and iconography, psychoanalysis, race and gender, among others—reflect the multitude of meanings in an artistic work. Because art can be interpreted in a variety of ways, this course surveys the methodologies and approaches to artistic analysis used by art historians, philosophers, and critical observers.

**EDAH 504JJ    *Medieval Art- Early Influences***

The course surveys the visual culture of the early medieval West, from the turn of the seventh century until the middle of the eleventh, including the church decoration, illuminated manuscripts, and other works of art made in the lands that are now Italy, Spain, Switzerland, France, Germany, England, and Ireland.

From the world of Gregory the Great to the dynasty of Otto the Great, the course will seek first and foremost to develop the student's ability to look closely and intensively at visual material and will cultivate associated skills, such as spatial reasoning, the observation of details, visual recall, the recognition of patterns, and visual differentiation. The course will also seek to develop art historical skills, such as the precise description of the form and content, the recognition of traditional and innovative elements in a work of art, the discernment of program, and the placement of a work of art against the background of the moment of its creation through the meaningful interrelating of image and text.

**English**

**EDLA 500JJ    *Contemporary American Fiction***

This course examines a selection of contemporary American fiction in historic, aesthetic, and social contexts. In other words, we will explore the relationship between contemporary American literature and the world we live in. Topics may include literature and postmodern culture, how aesthetic style may be influenced by social and historical conditions, the blurring of fact and fiction in contemporary literature, and how literature is affected by issues of race, class, and gender. While the range of contemporary American fiction is extremely broad and varied, and impossible to cover in one semester, students will become acquainted with several of the major trends in American literature since 1965. The course is divided into three main units: 1) post W.W.II and postmodernism; 2) new journalism and popular culture; 3) issues of race, gender and family. As students will discover, these categories are not mutually exclusive. They overlap and intersect one another.

**EDLA 501 JJ    *Literature, Culture, and War in the Twentieth Century***

This is a course about war and culture, with a focus on twentieth-century England and America. Our primary concern is to consider how literary forms have developed to make sense of the twentieth century's mass wars, how wars are remembered and forgotten, and how war has been adapted to the dominant aesthetic and cultural movements of the century. The bulk of our readings will center on the First World War, primarily from the British perspective, and on the Vietnam War, primarily from the American perspective, but we will also read material from the Second World War and from more recent conflicts such as the first Persian Gulf War. Issues of national identity, memory, gender, irony, and protest will be at the forefront of our inquiry. We will read both combatant and civilian writers, and our readings will be drawn from a variety of genres, including fiction, poetry, memoir, film, cultural studies, and theory.

**EDLA 502 JJ    *Romantic Poets: The First Generation***

This course covers the concept of romanticism as first developed and then expanded by the two British poets William Wordsworth and Samuel Taylor Coleridge. Writing at the end of the eighteenth century and the beginning of the nineteenth century, Wordsworth and Coleridge lived during a time of great cultural and social changes, many of which will be covered in this course work. Both men created a literary theory that was developed by later romantic poets, influenced writers on both sides of the Atlantic, and set the direction for contemporary thought.

**EDLA 503 JJ    *Shakespeare: The Tragedies***

In this seminar we will explore the development of Shakespeare's interest in tragic theatre, which culminated in some of the most powerful and poetic tragedies of the suffering human subject in world literature. By submitting the so-called four 'high', or 'human' tragedies of Hamlet, Othello, King Lear and Macbeth to close rhetorical, poetic and philosophical analysis, we will attempt to understand the particular tragic mode of poetic subjectivity which Shakespeare explores in these plays, and its wider philosophical and existential implications for any human subject watching and reading these plays, then as now

**EDLA 504 JJ Early Victorian Poetry**

This course examines the works of the major English poets of the period 1830-1900. We will pay special attention to Alfred Tennyson and Robert Browning, and their great poetic innovation, the dramatic monologue. We will also be concentrating on poems by Elizabeth Barrett Browning, Gerard Manley Hopkins, Christina Rossetti, Matthew Arnold, A. E. Housman, and Thomas Hardy.

**History****EDSS 500 JJ Democracy in America**

This course considers the history of politics and government in the United States by examining the history of American democracy in theory and practice. To what extent have American politics and government been democratic? What does the history of democracy in America suggest about the future of politics and society in the United States and the world? This course will examine the rise of parties and mass politics, machine politics and reform movements, the history of citizenship and suffrage as relates to race, ethnicity, and gender, the relationship between war and democracy, and the problem of reconciling democratic ideals with social and economic inequalities.

**EDSS 501 JJ The USA in World War II**

What was the nature of the relationship between Rosie the Riveter and GI Joe? Using the U.S. experience in World War II as its focus, this course encourages students to participate in new approaches to the historical study of warfare by challenging traditional divisions between home front and battle front. We will investigate the connections and conflict between soldiers and civilians, as well as their divergent and shared experiences.

**EDSS 502 JJ The Vietnam War**

The Vietnam War created one of the most divisive eras in United States' history. What began as a noble cause ended as a painful defeat politically, socially and emotionally. This course will examine the impact and legacy of the war as told by the many people involved.

**EDSS 503 JJ United States History from 1865 to Present**

This course provides students with an introduction to the field of U.S. History since 1865. It is intended to give students the broad foundation required for them to understand and practice outstanding historical scholarship. Readings include some of the most important recent works in the field. They also suggest the diverse range of topics and sources used, and research methods and narrative strategies that are employed by highly respected historians. Because of its topical and chronological scope, this course will prepare students to become better scholars of American history. The overview it provides will be invaluable in forming a more complete understanding of American history.

**EDSS 504 JJ When Religion Becomes Evil- God, Terror, History**

This course will examine the growing alliance between religion and violence from a historical, political and sociological perspective. Religion seems to be connected with violence everywhere. The September 11 assaults were only the most spectacular of a series of bloody religious incidents. In recent years, for example, religious violence has erupted among right wing Christians in the United States, Angry Muslims and Jews in the Middle East and indigenous religious communities in Africa and Indonesia and in other parts of the world. Like the activists associated with Osama bin Laden, those involved in these events have relied on religion to provide political identities that give license to vengeful ideologies.

**EDSS 505 JJ Catastrophes in U. S. History**

This course is an in-depth examination of the many shocking, tragic and lurid events that have altered the course of politics and history. Emphasis will be placed on the unique character of the U.S. Constitution and its ability to guide our nation through its most difficult times.

**Mathematics****EDMA 500 JJ Calculus AB for Educators**

The goal of this course is to help teachers develop their students' geometric insight into the concepts of differentiation and integration, and to apply these concepts to problem solving and "real world" applications. Course content will focus on the differentiation of algebraic and transcendental functions, applications of the derivative, differentials, indefinite integrals, definite integrals.

**EDMA 501 JJ Developing Mathematical Ideas in Numbers and Operations**

This course is designed to deepen teachers' pedagogical content knowledge in the Number and Operations mathematical strand. The content of this course supports standards-based mathematics programs. Teachers will explore the base ten structure of the number system, consider place value in computational procedures, and examine how concepts of whole numbers reappear when working with decimals. Through activities such as reading cases about elementary mathematics in classroom settings, viewing videotapes, doing mathematics, analyzing student work, and reading current research applicable to these issues teachers will learn more mathematics content for themselves, recognize key mathematical ideas with which students are grappling, appreciate the power and complexity of student thinking, analyze activities to uncover the mathematics students will learn from it, define and select mathematical objectives for their students, and learn how to continue learning about children and mathematics.

**EDMA 502 JJ Developing Mathematical Ideas through Applications**

This course is designed to support a standards-based math program in grade 1-6 and 5-12 classrooms. The combination of math-based content is designed to help teachers use inquiry-based learning to deepen understanding of mathematics. The syllabus appropriately references "standards-based math program", as a mathematics curriculum that reflects the content of the Math Framework, must address the standards detailed in the document and the standards articulated in the National Council of teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. The phrase "inquiry based" captures the essence of the Guiding Philosophy and Guiding Principles of the Framework that espouse "...requires the (problem) solver to search for a method...", "making and testing mathematical conjectures ...", "activities should build on curiosity and prior knowledge..."

**EDMA 503 JJ Mathematical Problem Solving**

This course will concentrate on solving, or attempting to solve, mathematics problems. How can one implement problem solving goals into the solution of his/her problem? The emphasis is on exploration of various mathematics contexts to learn mathematics, to pose problems and problem extensions, to solve problems and to communicate mathematical demonstrations. The problems will come from many sources. Inquiry, investigation, exploration will be significant tactics to solve a variety of mathematics problems.

**EDMA 504 JJ**                      **Mathematics Across the Curriculum**

Participants will have the opportunity to understand the methodologies necessary to teach math at all levels. Participants will explore the internet, complete reading assignments, and hands-on activities. The participants will have the opportunity to use this new found knowledge to develop new and exciting lesson/s that can be used in your classes the next day. Participants will read and review specific readings from the internet and other resources that will allow them to have a better understanding of how to teach math across the curriculum. Participants will complete independent research and write a research paper, utilizing resources stated in course assignments. Course assignments will reflect the level of students you are teaching.

**EDMA505 JJ**                      **Pedagogy & Instructional Practices that Enhance Student Learning in Mathematics**

This course will examine pedagogy and instructional practices that facilitate effective student learning. These practices and strategies, suitable for elementary and secondary mathematics classrooms, enhance content learning, improve classroom management, and provide engaging, worthwhile learning opportunities for students. This research-based pedagogy makes learning active, student centered, and meaningful. Furthermore, these practices are tools every mathematics teacher should utilize to ensure students successfully learn math facts, develop mathematical ideas, and solve problems that require critical thinking and number sense. Among the topics discussed in this course are Cooperative Learning, Differentiated Instruction, Inquiry-Based Learning, the Flipped Classroom, Activators and Summarizers, and Questioning techniques.

**Physical Education****EDPH 500 JJ**                      **Applied Sports and Fitness Psychology**

The course is designed to help the student apply concepts in sport and fitness psychology to real world experience as an athlete, coach, fitness instructor, parent, or teacher. Emphasis is placed on application of theories and ideas in sport psychology, rather than exploring theory alone.

**EDPH 501 JJ**                      **Current Issues in Sports and Physical Education**

This course examines contemporary issues and controversies in the world of sports today. This includes topics such as violence in sports, race and ethnicity in sports, economics issues related to sports, youth sports, sports and the media, sports and politics, performance-enhancing substances, and sports and religion.

**EDPH 502 JJ**                      **Developing Student Athletes: Theory and Practice**

This course is designed to provide the student with knowledge and experiences in counseling with an emphasis on traditional theory and skills. The major modalities covered will include Psychoanalytic, Neo-analytic, Person-centered, Humanistic, and Affective, Behavioral, Cognitive, and Family Systems therapies.

**EDPH 503 JJ**                      **Health and Wellness: The 21<sup>st</sup> Century Student**

Students are guided through various readings, viewings, responses and assignments to further increase their knowledge and awareness of health-related topics. By the end of the course, you will have the tools to revise your curriculum to help your students make healthier, life enhancing decisions. Substance abuse, and in particular, addiction to prescription medications, affects all of our communities. This course is designed to educate participants on various drugs and their side effects, as well as raise awareness of this recent epidemic. According to the Center for Disease Control (CDC), "Deaths from prescription pain killers have also quadrupled since 1999, killing more than 16,000 people in the US in 2013. Nearly two million Americans, aged 12 or older, either abused or were dependent on opioids in 2013.

**EDLD 506 JJ**                      **Concepts and Issues in Athletics**

This course will focus on the challenges and complexities faced by an Athletic Director on a day to day basis. Topics will include: routine tasks, community culture as it relates to philosophy and management of athletics, development of personnel policies from hiring to management to evaluation, understanding of the budgetary process for all program aspects, MIAA rules and regulations, school and legal policies regarding student behavior and expectations and apparent/community/media relations.

**Science****EDSC 500 JJ**                      **Biology of Women**

This course will focus on study of female anatomy and physiology with much of the course emphasizing one of the most important skills of advanced science students: critically reading and evaluating primary literature and review papers. The lecture notes will introduce topics in broad strokes with some depth given to topics of choice. The articles relate to content found in the lectures. By reading these articles you will foster a deeper learning of certain topics in women's health and how research is conducted to achieve biological findings. Videos and podcasts will also be assigned to reinforce ideas and help break down complex or interesting concepts within the course.

**EDSC 501 JJ**                      **Climate Change Adaptation**

This course will delve into the specifics of climate change adaptation activities taking place internationally and domestically in different sectors and regions. Particular emphasis will be placed on understanding the different components of climate change adaptation and resilience and how stakeholders at the international, national, state, local, private and nongovernmental sector scale are taking action to address existing and projected climate impacts.

**EDSC 502 JJ**                      **Environmental Biology**

This course will span topics in environmental biology from the local ecology and history, to governmental intervention to global issues. Much of the course will revolve around one of the most important skills of advanced science students: critically reading and evaluating primary literature and review papers. The lecture notes will introduce topics in broad strokes with some depth given to topics of choice. The assigned readings are primary research articles or review papers related to the lecture topics. By reading these articles you will foster a deeper learning of certain topics in environmental biology and an understanding of how research is conducted to achieve biological findings.

**EDSC 503 JJ**                      **Forensic Biology**

This course will center around the study of forensic science with emphasis on techniques rooted in biology. Much of the course will revolve around one of the most important skills of advanced science students: critically reading and evaluating primary literature and review papers. The lecture notes will introduce topics in broad strokes with some depth given to topics of choice. The articles generally relate to these lectures and present the primary research behind findings now presented in textbooks and on websites as facts and statistics.

**EDTS 506 JJ                      Neuroscience and Education**

Teaching pedagogies are as varied as the students they target. Some center around scientific research on the process of learning. This course will delve into the neurological research regarding learning and the debate of its value to real world application. Much of the course will focus on one of the most important skills of advanced science students: critically reading and evaluating primary literature and review papers. By reading assigned articles you will foster a deeper understanding of neuroscience research and the interpretation of that research by secondary sources.

**PDSC 501 JJ                      GREEN Chemistry**

This course explores the principles of green chemistry, with a basis in environmental, industrial, and biochemistry, and discusses alternative chemistry solutions to support a sustainable development. Students will be able to analyze current chemical methods, identify problems within these current methods, and problem-solve by creating solutions to make these chemical methods more sustainable.

**Special Education****EDSP 500 JJ                      Advanced Assessment Strategies: Psycho-Educational Evaluation**

This is a process-oriented, hands-on course designed to teach informal methods and procedures that can be used by special needs educators to study the educational functioning of elementary and middle school students. An ecological and a phenomenological perspective to assessment will provide the framework for this course. Observation, interview, curriculum-based measures, and authentic approaches will be used with a particular focus on literacy, math, learning style, and affective/cognitive factors related to learning. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

**EDSP 501 JJ                      Learners with Autism: Understanding and Remediating Learning Deficits**

Communication deficits are a hallmark characteristic of autism spectrum disorders. In this course, students will learn about the variability and complexity of difficulties in communication, including vocal and non-vocal communication. Alternatives to vocal communication will be discussed. Students will learn how such deficits can be assessed, prioritized, and addressed through effective goal setting and objective evaluation of progress. Students will be introduced to the verbal behavior classification system as a way to conceptualize core communication skills.

**EDTS 505 JJ                      Consultation and Collaboration in Special Education**

This course will explore the theories and models of special education services. It will provide teachers with an overview of the laws governing special education services and provide a better understanding of service delivery, including inclusion practices, resource rooms, collaboration, and substantially separate facilities. Students will explore the merits of various referral methods.

**EDTS 507 JJ                      Personalized Learning for Special Populations**

The process of designing and implementing instruction for children with mild to moderate learning needs will be developed. Students will learn to identify appropriate instructional strategies, behavioral objectives, and learning tools, including technology. They will also learn to evaluate the effectiveness of instruction. Provisions for meeting the pre-practicum requirements are included. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

**EDTS 508 JJ                      Classroom Management of Special Populations**

This course reviews curriculum content areas for students with intensive special needs, techniques to develop skills in functional domains, and also covers intervention in the motor, emotional, applied academics, and transition areas. Included is a focus on the process of development and content of Individual Educational Plans (IEPs) and Individualized Transition Plans (ITPs). Educational theories of active learning and strategies for supporting learners of all ages (3-22) in integrated settings are addressed.

**Educational Leadership/Administration****EDLD 507 JJ                      Family and Community Engagement**

This course explores and analyzes the school leader's role in organizing, implementing and evaluating family and community engagement. Participants will understand families, schools and society as social systems as relating to their relationships to children, colleagues, parents and the community. The course studies ways to improve engagement practices, communicate effectively with culturally and linguistically diverse families and to develop partnerships in support of student learning.

**EDTS 509 JJ                      Using Data to Improve Curriculum and Instruction**

This course focuses on the use of data to improve curriculum, instruction and learning. It explores best practices in assessment strategies, data collection techniques and data analysis methods designed to inform decision making in schools. Candidates will learn to facilitate the practice of standards-based data and research-driven teaching and will develop a plan for instructional improvement.

**EDLD 509 JJ                      Public School Operational and Financial Strategies**

This course is designed to help students "think strategically" about school finances and operations. Students will explore the sources of revenues, financial decision-making and the management and accounting practices utilized in public organizations. Students will acquire financial tools, competencies for budgetary planning and analysis. This course provides basic understanding of financial strategies in varied educational settings, their related risks, analysis of financial information and budgeting.

**EDLD 510 JJ                      Supervision and Evaluation**

Effective supervision and evaluation are key ingredients in continuous school improvement. This course explores research and best practices in teacher supervision and evaluation and prepares principal candidates to become effective supervisors and evaluators. It also addresses the role of induction, mentoring and professional development in teacher effectiveness. Candidates will become immersed in a variety of models. This course also addresses 5-Step Cycle training requirements set forth in the Massachusetts Model System for Educator Evaluation.





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or mail it to: Jon L. Jenmarc 1350 Belmont Street, Williamsburg Square #101, Brockton, MA 02301-4430

SEMESTER \_\_\_\_\_ YEAR \_\_\_\_\_ Date \_\_\_\_\_ Please complete all the following information.

Name \_\_\_\_\_  Male  Female Date of birth \_\_\_\_\_  
Last First Initial/Maiden

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (cell) \_\_\_\_\_ (work) \_\_\_\_\_ Email \_\_\_\_\_

Occupation \_\_\_\_\_ Employer \_\_\_\_\_

**Citizenship:**  U. S. Citizen  Resident Alien  Citizen of \_\_\_\_\_

**Ethnic Origin** (optional):

Non-Resident Alien  Black, Non-Hispanic  American Indian/Alaskan Native  Other

Asian/Pacific Islander  Hispanic  White, Non-Hispanic Explain \_\_\_\_\_

\* These questions are being asked to furnish statistics, as required by the Department of Education

**I am registering for:**  Credit  Non-credit

***Southern New Hampshire University does not discriminate on the basis of race, creed, national or ethnic origin, or disability in the administration of its education policies, admissions, scholarship and loan programs, employment, or any other rights, privileges or activities involving its students, faculty or staff. SNHU reserves the right to make changes affecting policies, courses, instructors or other changes deemed necessary.***

Course #	Course Title	Cr.	Start Date	Course Fee
				\$ 975.00

**Please make check payable to: Jon L. Jenmarc, Educ Consultants**

Date paid _____	Amount paid _____	Payment Method: <input type="checkbox"/> Check <input type="checkbox"/> Money Order <input type="checkbox"/> MC/VISA/AMEX
Card number _____	Expiration date _____	
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