



2020-2021 The American Women's College Academic Catalog

Main Campus

588 Longmeadow Street
Longmeadow, Massachusetts 01106

Central Massachusetts Campus

One Picker Road
Sturbridge, Massachusetts 01507

Bay Path University in Concord

521 Virginia Road
Concord, MA 01742

Philip H. Ryan Health Science Center

One Denslow Road
East Longmeadow, Massachusetts 01028

www.baypath.edu

Welcome

This academic catalog provides both current and prospective members of the campus community with detailed information about Bay Path University's academic programs, policies and regulations, procedures, fees and charges, etc. within The American Women's College.

Changes to Published Information

While every effort is made to ensure the accuracy of the information provided in this academic catalog as of its publication date in November 2020, information provided by this academic catalog, any website page that resides under the DNS registration of baypath.edu, the Student Guidebook, handbooks, and other printed materials or electronic media is provided for general guidance and it is subject to change without notice. This academic catalog or any of the before mentioned materials do not constitute a contract between Bay Path University and a student or applicant for admission. Individuals assume any risks associated with relying upon such information without checking other credible sources, such as the Vice Provost for Academic Affairs, the University Registrar, the Assistant Dean for Curriculum and Instruction, or the student's educator coach.

Bay Path University will include an addendum section in the back of this catalog for any changes in effect for the current academic year that were approved after the publication date.

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BAY PATH UNIVERSITY PROFILE

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Mission

A Bay Path University education empowers undergraduate women and graduate women and men to become leaders in their careers and communities with an innovative approach to learning that prepares students to flourish in a constantly changing world.

The Bay Path experience is nothing less than transformational. Our women-only undergraduate programs and our coeducational graduate programs are offered both on campus and online, providing a flexible, 21st Century education for learners at all stages of life and career. Bay Path students find a supportive and diverse community, close mentoring, and rigorous preparation for success in a complex and globally interdependent society. Students graduate with the applied knowledge, portable skillset, and confidence to thrive in their professions, identify and realize their dreams, and make a lasting difference in the world.

History of the University

When Bay Path University first opened its doors to students, there were typewriters and calculating machines in the classrooms. Today, we live in a world driven by iPads, mobile phones and laptops. Things may change, but throughout Bay Path's 100-year-old plus history, it has been true to its core promise – of providing innovative, career-focused educational programs that have evolved in response to the economic, cultural and technological influences of our time.

Founded in 1897 as the Bay Path Institute, Bay Path's first location was at the corner of State and Dwight Streets in downtown Springfield, MA. For decades, it experienced both educational and financial success, becoming one of the largest and most respected co-educational business schools in the region. Known for its accelerated 48-week format and strong education programs, particularly business management, accounting, teaching and finance, Bay Path's growth prompted a move in 1920 to a new site located at 100 Chestnut Street in Springfield, MA. There, it flourished for nearly 20 years increasing to 1200 students just prior to 1941.

History interceded with World War II, profoundly impacting Bay Path. All young, able-bodied men enlisted for the effort; meanwhile, young women were working on the factory floor to company offices in positions unimaginable before the war. The future would never be the same.

Noticing there was an opportunity to expand the role of women in business, Thomas Carr, a leading Springfield businessman, purchased Bay Path Institute in 1945. He made tremendous changes including: shifting Bay Path to all-women, changing the name to Bay Path Secretarial School for Women, and, most importantly, moving Bay Path to a new location in Longmeadow, MA. In 1949, it became Bay Path Junior College and was chartered by the Commonwealth of Massachusetts to award the Associate in Science degree. President Carr was instrumental in expanding the reputation of Bay Path by initiating nine major building or renovation projects and increasing the number of academic majors.

In 1968, President Thomas Carr stepped down from his leadership position. He was succeeded by President Douglas Perkins, who resigned after three years to pursue a position with the Federal Land Bank.

In September 1971, Dr. A. Randle Elliott became Bay Path's third president. Dr. Elliott was a scholar and dedicated to enhancing the academic reputation of Bay Path, as well as broadening the College's offerings to the community and non-traditional women.

The fourth president of Bay Path came from the ranks of the faculty. In 1979, Dr. Jeannette Wright took the helm and ushered in an era of profound change from reengineering the curriculum to

petitioning the Commonwealth to allow Bay Path to award Bachelor's degrees. At that time, the name was officially changed to Bay Path College. Dr. Wright served for 15 years, until her untimely passing in 1994.

A search committee was convened and selected Dr. Carol A. Leary as the fifth president of Bay Path College. Under her leadership, Bay Path underwent momentous changes including: the launching of the annual Women's Leadership Conference (1995); the establishment of the One Day A Week Saturday program for adult women (1999); the founding of the graduate school which now has over 25 degrees and certificates (2000); significant campus building renovations (Blake Student Commons, Carr Hall, Elliott Hall, and Mills Theatre); the building of the Philip H. Ryan Health Science Center (2015); and the creation of the American Women's College Online (2014-2015), among others. In addition, one of the most significant milestones in Bay Path's history was achieved: as of July 1, 2014 the name was changed to Bay Path University. This begins a new evolution in Bay Path's history, one that includes multiple campus sites, over 3300 students, and an online international presence that is broadening the reputation and solidifying the future of the University.

Profile

Bay Path University, an independent and not-for-profit institution, has a history of providing relevant education and quality degree programs that respond to the needs of the workplace and the demands of lifelong learning. The University offers degrees at four instructional locations and online. The main campus is located in Longmeadow, Massachusetts with other instructional locations in East Longmeadow, Sturbridge and Concord, Massachusetts. The administrative offices for the American Women's College Online, which offers associate and baccalaureate degree programs for adult women students around the world, are located in Springfield, MA. The University enrolls more than 3,000 students in the undergraduate program for women and the Graduate College for men and women.

At the undergraduate level, Bay Path University offers career focused and liberal arts degree programs in Biology, Business, Communications, Computer Science, Criminal Justice, Cybersecurity, Forensic Science, Health and Human Services, Health Services Administration, Justice Studies, Leadership and Organizational Studies, Legal Studies, Liberal Studies, Medical Science, Neuroscience, Nursing, Paralegal Studies, Pre-Occupational Therapy Studies, and Psychology with over 60 undergraduate majors and minors. The University offers the following graduate degrees: Post-Professional Occupational Therapy Doctorate; Doctor of Education in Higher Education Leadership and Organizational Studies; Doctor of Health Sciences; Doctor of Nursing Practice; Education Specialist; Master of Business Administration in Entrepreneurial Thinking and Innovative Practices; Master of Fine Arts in Creative Nonfiction; Master of Occupational Therapy; Master of Public Health, Master of Science in Accounting; Master of Science in Applied Behavior Analysis; Master of Science in Applied Data Science; Master of Science in Applied Laboratory Science and Operations; Master of Science in Clinical Mental Health Counseling; Master of Science in Communications; Master of Science in Communications and Information Management; Master of Science in Cybersecurity Management; Master of Science in Developmental Psychology; Master of Science in Education; Master of Science in Genetic Counseling; Master of Science in Healthcare Management; Master of Science in Higher Education Administration; Master of Science in Information Management; Master of Science in Leadership and Negotiation; Master of Science in Nonprofit Management and Philanthropy; Master of Science in Nursing; Master of Science in Physician Assistant Studies; and Master of Science in Strategic Fundraising and Philanthropy. Certificate programs for career enhancement and personal growth are also available in a variety of specific areas at both the graduate and undergraduate levels.

For more information about Bay Path University, visit “ABOUT US” at <http://www.baypath.edu/about/>.

Bay Path University Thumbprint

The Bay Path University Thumbprint reflects the University mission and is designed to prompt student development as educated, empowered, ethical professionals who lead value-driven lives. The Thumbprint represents the most fundamental meanings associated with Bay Path’s entire educational experience and is product of in-depth research, communal input, and clear and genuine institutional introspection.

Thumbprint Attributes	Supportive Values
Women Empowering	Embedded within the academic and student life of the Bay Path experience is a celebration of women – their stories, successes, struggles, immediate perceptions, and worldview. As an institution, we reflect all of these experiences and embrace them as our own.
Student Learning Committed	At Bay Path, we base our curricular and co-curricular experience on learning outcomes with our students need for success in our complex and global society. We continually monitor and assess, through the most effective means available, the progress our students make toward these outcomes and thereby ensure progressively more relevant and integrative learning.
Relevant to the Changing Workplace	Employers want workers who have the ability to learn how to learn and who have acquired skills relevant to a continually changing economy. Bay Path trains its graduates to answer the questions which we cannot yet envision, and thereby prepares them, not just for that first job, but for all the others that make up a successful career. As such, Bay Path values its role in developing the employable workforce of today and the workforce for tomorrow.
Student Focused and Transformative	Bay Path values the unique strengths, needs, intentions, passions, and potential of each student. By aligning these qualities with an educational experience delivered in small classes and by accessible and caring faculty, students are transformed into confident and capable leaders in their professions, families, and communities
Experiential and Hands-On	At Bay Path, we value learning that takes place outside the classroom. We provide numerous and interesting opportunities, including those involving research, for our students to apply their classroom learning to real work and important community challenges. Such opportunities foster self-discovery and career and life preparations.
Technologically Current and Modality Varied	Bay Path values the use of effective educational technology which enables us to offer the complete Bay Path University educational experience through a variety of modes, especially those involving hybrid of completely online models.
Globally and Aesthetically Appreciative	Bay Path values the intercultural diversity of our community, our nation, and the world. Our educational experience is encompassed by a multi-cultural perspective which enables our students to understand their place in the world and to be prepared for any future challenge. We recognize that the arts and academic travel opportunities are some of the most effective means to instill a sense of intercultural perception and we make those opportunities abundantly available in both our curricular and co-curricular experiences.
Rigorous and Integrated	At Bay Path, we expect our students to experience a rigorous and integrated learning environment. We value quantitative thinking and research and integrative learning, a process by which the skills a student masters in one course will be relevant to and augmented in another, all the way to graduation. Such integration enables our students to recognize the interdependence and progression of the learning process, its foundation in research, and prepares them to be lifelong learners.
Interdisciplinary and Ethically Aware	At Bay Path, we value the interconnectedness of academic disciplines. We know that important issues, especially those involving social and ethical dimensions, are best studied through the medium of interdisciplinary courses and approaches. We offer courses and approaches which enable our students to address and come to terms with these issues of both personal and professional ethics through a variety of perspectives.
Worthwhile Investment	At Bay Path, we understand that today’s University student is confronted by tremendous pressures related to time, money, friends, and family. Yet we value our opportunity to provide an enriching environment which transports our students along a journey of self-realization and personal fulfillment. We make every possible effect to ensure that this journey is a success and well worth the investment.

Instructional Locations

Main Campus

**588 Longmeadow Street
Longmeadow, Massachusetts 01106**

The main campus is home to the Residential College and traditional student resources, including Hatch Learning Commons, the Fleming Book & Gift Center, and a full service dining facility. Select on-ground programs within with graduate population and The American Women's College also offered on the main campus.

[Additional Information](#)

Philip H. Ryan Health Science Center

**One Denslow Road
East Longmeadow, Massachusetts 01028**

Bay Path University's state-of-the-art Philip H. Ryan Health Science Center opened in 2015. The 58,000 square foot building serves the institution by housing many graduate degree programs offered at the institution, including but not limited to the Master of Science in Physician Assistant Studies and Master of Occupational Therapy programs.

[Additional Information](#)

Central Massachusetts Campus (CMC)

**One Picker Road
Sturbridge, Massachusetts 01566**

Bay Path University launched the Central Massachusetts Campus (CMC) in 2003. This Worcester county facility provides a state-of-the-art learning experience and features spacious, well-equipped classrooms with wireless networked computers, high-speed internet access and professional presentation/ audiovisual equipment for select on-ground programs within the graduate population and The American Women's College.

[Additional Information](#)

Bay Path University in Concord

**521 Virginia Rd
Concord, MA 01742**

The Bay Path University in Concord campus opened in January 2017 to serve select on-ground programs within the graduate population. This site provides administrative and faculty offices, state-of-the-art spacious, well-equipped classrooms with wireless networked computers, and flexible learner-centered space that encourages both formal and informal interaction between students and faculty.

[Additional Information](#)

ACADEMIC CALENDAR

This academic calendar is accurate to the time of publication. Current versions of all academic calendars are on the [Academic Calendars page](#) on the Bay Path University website.

Summer July/August 2020 (2020 Summer Session II)	
June 26	Last Day to Add/Drop Courses (deadline: 5:00 PM)
June 29	First Day of Classes
July 3	University Closed – Independence Day
July 23	Last Day to Withdraw from a Course (deadline: 5:00 PM)
July 31	Last Day of Classes
August 7	Final Grades Due in Portal (deadline: 5:00 PM)

Fall 2020	
July 29	Last Day to Add a Fall Accelerated I Course (deadline: 5:00 PM)
August 2	Fall Accelerated I Begins
August 14	Last Day to Drop a Fall Accelerated I Course (deadline: 5:00 PM)
September 4	Last Day to Withdraw from a Fall Accelerated I Course (deadline: 5:00 PM)
September 7	University Closed – Labor Day
September 8	Fall Traditional Term Begins
September 12	Fall Accelerated I Ends
September 15	Last Day to Add/Drop a Fall Traditional Term Course (deadline: 5:00 PM)
September 16	Last Day to Add a Fall Accelerated II Course (deadline: 5:00 PM)
September 17	Final Grades Due for Fall Accelerated I
September 20	Fall Accelerated II Begins
October 2	Last Day to Drop a Fall Accelerated II Course (deadline: 5:00 PM)
October 12	University Closed – Indigenous Peoples' Day
October 23	Last Day to Withdraw from a Fall Accelerated II Course (deadline: 5:00 PM) Midterm Grades Due for Fall Traditional Term
October 31	Fall Accelerated II Ends
November 4	Last Day to Add a Fall Accelerated III Course (deadline: 5:00 PM)
November 5	Final Grades Due for Fall Accelerated II
November 8	Fall Accelerated III Begins
November 20	Last Day to Drop a Fall Accelerated III Course (deadline: 5:00 PM) Last Day to Withdraw from a Fall Traditional Term Course (deadline: 5:00 PM)
November 25-29	Thanksgiving Break No Class Meetings in the Fall Traditional Term
December 11	Last Day to Withdraw from a Fall Accelerated III Course (deadline: 5:00 PM)
December 14-21	Final Exam Week for Fall Traditional Term
December 19	Fall Accelerated III Ends
December 23	Final Grades Due for Fall Accelerated III Final Grades Due for Fall Traditional Term

Spring 2021	
January 18	No Classes – Martin Luther King Day
January 19	Spring Traditional Term Begins
January 20	Last Day to Add a Spring Accelerated I Course (deadline: 5:00 PM)
January 24	Spring Accelerated I Begins
January 26	Last Day to Add/Drop a Spring Traditional Term Course (deadline: 5:00 PM)
February 5	Last Day to Drop a Spring Accelerated I Course (deadline: 5:00 PM)
February 15	University Closed – Presidents’ Day
February 26	Last Day to Withdraw from a Spring Accelerated I Course (deadline: 5:00 PM)
March 5	Midterm Grades Due for Spring Traditional Term
March 6	Spring Accelerated I Ends
March 10	Last Day to Add a Spring Accelerated II Course (deadline: 5:00 PM)
March 11	Final Grades Due for Spring Accelerated I
March 14	Spring Accelerated II Begins
March 26	Last Day to Drop a Spring Accelerated II Course (deadline: 5:00 PM)
April 2	Last Day to Withdraw from a Spring Traditional Term Course
April 16	Last Day to Withdraw from a Spring Accelerated II Course (deadline: 5:00 PM) Last Day of Classes in Spring Traditional Term
April 19-April 26	Final Exam Week for Spring Traditional Term
April 24	Spring Accelerated II Ends
April 28	Last Day to Add a Spring Accelerated III Course Final Grades Due for Spring Traditional Term
April 29	Final Grades Due for Spring Accelerated II
May 2	Spring Accelerated III Begins
May 14	Last Day to Drop a Spring Accelerated III Course
May 16	Commencement
May 31	University Closed – Memorial Day
June 4	Last Day to Withdraw from a Spring Accelerated III Course
June 12	Spring Accelerated III Ends
June 17	Final Grades Due for Spring Accelerated III

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University-Level Accreditation



New England Commission of Higher Education (NECHE)

Bay Path University is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Associate of Schools and Colleges, Inc.).

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
(781-425-7785)
E-Mail: info@neche.org

Massachusetts Department of Education

The University is also accredited by the Massachusetts Department of Education. Inquiries regarding the accreditation status by the Massachusetts Department of Education should be directed to the administrative staff of the institution. Individuals may also contact:

Massachusetts Department of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108
617-994-6950
www.mass.edu

Program-Level Approvals



ABA Approved
Paralegal Program

American Bar Association (ABA) Approval

Bay Path's legal programs at the associate and baccalaureate degree levels, as well as the certificate of advanced paralegal studies, are approved by the American Bar Association. The Washington D.C. office is located at 740 15th Street, N.W. Washington, DC 20005. The phone number is 202-662-1000.



ACOTE and AOTA Approval

Bay Path's occupational therapy programs at the Master's degree levels are approved by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.

The Master of Science of Advanced Practice Occupational Therapy and the Master of Occupational Therapy are part of the Graduate School at Bay Path University. The entry-Level Occupational Therapy Program has been granted accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. AOTA's phone number is (301) 652-AOTA or email at www.aota.org.



Accreditation Council for Genetic Counseling (ACGC) Approval

The Master of Science in Genetic Counseling is fully accredited by the ACGC. The office is located at 4400 College Blvd Suite 220, Overland Park, KS 66211, (913) 222-8668.



Accreditation Review Commission on Education
for the Physician Assistant, Inc.

Review Commission on Education for the Physician Assistant (ARC-PA) Approval

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **Bay Path University Physician Assistant Program** sponsored by Bay Path University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **September 2025**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.



The Doctorate in Nursing Practice at Bay Path University is a new applicant pursuing initial accreditation by the Commission of Collegiate Nursing Education (CCNE) 655 K Street, NW, Suite 750, Washington, DC 2001, 202.887.6791. Bay Path University is accredited by the Commission on Collegiate Nursing Education (CCNE) for its Bachelor of Science in Nursing (BSN). Visit ccneaccreditation.org.



Department of Elementary and Secondary Education Approval

Bay Path's education programs at the baccalaureate and Master's levels are approved by the Massachusetts Department of Elementary and Secondary Education. The Massachusetts Board of Elementary and Secondary Education is located at 75 Pleasant Street, Malden, MA 02148. The phone number is 781-338-3000.

Additional Memberships

- American Association of Colleges of Nursing
- American Association for Paralegal Education
- American Association of University Women
- American Council on Education
- Association of Independent Colleges and Universities in Massachusetts
- The College Board
- Cooperating Colleges of Greater Springfield
- Council for Advancement and Support of Education
- National Association of College Admissions Counselors
- New England College Council
- Women's College Coalition

THE AMERICAN WOMEN'S COLLEGE OVERVIEW

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Overview

Embracing the mission of Bay Path University, The American Women's College (TAWC) empowers women to achieve success in college, careers, and life. Our on-campus, hybrid, and online accelerated degree completion programs allow diverse women to build on their strengths and seize opportunities for personal, professional, and financial growth. Courses provide students with a rich, dynamic, relevant, and engaging learning environment online and on-campus.

Joining together, students, faculty, staff, and communities are engaged in an interdisciplinary learning environment that fosters connections, collaborations, and relationships to support students' success. We are also career-focused and results-oriented. Adults who learn through TAWC programs are capable of being resourceful contributors to our increasingly interdependent world.

Our associate degree programs are available to students interested in completing introductory courses for a college degree. Baccalaureate degree programs offer students more in-depth professional knowledge and skills along with a broad based liberal arts foundation that combines the theory and practice necessary for understanding self, others, and the world. Students completing the program will be exposed to the humanities, sciences, quantitative reasoning, citizenship, healthy living, and more. In addition to required courses, most degree programs grant students the opportunity to choose elective courses that match their needs and interests.

Our TAWC curriculum allows students to map out their educational and career journey by customizing a course of study with a choice of majors, minors, and selected certificates. Students can earn an Associate in Arts, Associate in Science, Bachelor of Science, or Bachelor of Arts degree depending on the selected major.

Courses at TAWC are offered through different formats including on campus, hybrid, and online learning. Our fall and spring semesters are each comprised of three (3) six-week sessions. Students have the flexibility to design a course schedule that meets their needs. Classes include accommodations for diverse learning styles, needs, and goals. Depending on transfer credits, students with 90 credits can complete their degree with 10 courses in 11 months.

Teaching and Learning Philosophy

Education is a lifelong journey. Faculty who teach in The American Women's College are scholars and practitioners who value the aspirations, experience, and knowledge that adult learners bring to the classroom. Faculty also respect diverse learning styles and expect students to be active learners who are responsible for their own learning. Learning in and out of the classroom, online or face-to-face, includes self-directed learning assignments, experiential learning, research projects, discussions, team assignments, films, critical thinking, creative thinking, writing, presentations, lectures, research, guest speakers, community service, and other activities. Every course has a clear set of learning objectives and measurable outcomes. Assignments are carefully designed to provide students with feedback, advance students' learning goals, and recognize their achievements.

We strive to design and deliver quality teaching and learning within TAWC programs so that students can achieve their goals. As experienced adults with diverse worldviews and perspectives, students learn from each other, as well as from the faculty who serve as facilitators, content experts, and leaders. We value class attendance, engagement, respectful relationships, collaboration, and performance throughout the teaching and learning process. We appreciate

and welcome student and faculty feedback about courses, instruction, and administrative practices. We believe that TAWC students and faculty deserve the best we have to offer!

Course Modality Types

Online Course Options

The online degree programs at The American Women's College enable students to develop their field knowledge and expand their professional skill sets through asynchronous online classes. Courses typically involve online group discussions, individual assignments, career and experiential learning labs, and self-directed projects. Approximately 30 different online majors are offered.

On-Ground Course Options

In select programs, The American Women's College offers courses that meet for five hours on Saturdays. Students taking classes in this modality enjoy the benefits of significant face-to-face engagement with instructors and their peers. Weekly assignments are submitted through CANVAS, our learning management system. Students are able to use the CANVAS course as a resource to understand course learning outcomes, expectations for assignments, and course learning materials.

Hybrid Course Options

The American Women's College also offers a hybrid model that combines the best qualities of an in-class experience along with the flexibility and convenience of online learning. Every Saturday of the hybrid course, students attend a two-and-a-half-hour class on campus. This on campus portion of class gives students the opportunity to interact face-to-face with instructors and form strong relationships with classmates. The remaining online portion of the course allows students to complete class assignments and participate in discussions from any location.

ADMISSIONS

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Overview

Bay Path University admits students of diverse backgrounds, interests and talents whose academic and personal qualities predict growth and success. Students are identified on the basis of academic record, aptitude and motivation to successfully complete a selected program of study. A student's record of achievement in school is the most reliable indicator of University success. The University also places strong emphasis on personal qualities, leadership skills, and school/community services and activities.

Bay Path University offers a variety of admission options which are tailored to meet the individual needs of traditional and continuing education students. The undergraduate academic programs lead to the following degrees: Associate in Arts, Associate in Science, Bachelor of Arts and Bachelor of Science. Various certificate programs and non-credit options are also available.

The University understands that choosing the right institution may require more time for some students than others, therefore, Bay Path offers "rolling admissions" which allows students to apply when they are ready, as long as space is available. When planning to apply for financial aid and scholarships, students should plan to submit a completed application as early as possible. Students are generally notified of an admission decision within 48 hours of the admissions office having received all completed application materials.

To achieve its mission of educating students to become leaders in their careers and communities, the University depends on an educational and work environment of tolerance and respect. It is committed to providing an environment that is free of discrimination and illegal harassment, including sexual harassment for all faculty, staff and students working for the University, and for all students according to the additional Sexual Misconduct and Anti-Harassment/ Anti-Discrimination Policies. This commitment includes a Bay Path University policy that expressly prohibits discrimination and harassment based on sex, age, race, color, national origin or ancestry, disability, religion, sexual orientation, military status or veteran's status, gender identity, genetic testing or information.

Students applying to TAWC programs are admitted on the basis of academic record, aptitude, and motivation to successfully complete a selected program of study through an accelerated format. Our programs are generally designed for adult women. The University places strong emphasis on personal qualities, leadership skills, and previous life and professional experience.

Program information is available electronically at www.baypath.edu/awc. The TAWC Admissions Office can be contacted at: Telephone: 413-342-6822; Fax: 413-565-1082; E-mail: tawcadmissions@baypath.edu

Application Process

Applications for admission are available online at www.baypath.edu/awc. Official transcripts should be submitted to The American Women's College, Attn: Admissions, 588 Longmeadow Street, Longmeadow, MA 01106.

Students are generally notified of an admissions decision within 48 hours after receipt of all application requirements.

Application Requirements

Students are admitted to TAWC on a "rolling" basis. Applications are accepted throughout the year with six enrollment periods available each year. Admissions requirements include the

following:

- Completed online application;
- Official college transcripts for all accredited schools previously attended; minimum cumulative GPA of 2.0. Some programs may require a higher minimum GPA.
- Phone or in-person interview;
- Students with no previous experience or less than a 2.0 minimum cumulative GPA may be eligible for conditional acceptance.
- Students with fewer than 12 transferrable credits must also provide proof of high school graduation by submitting high school transcript(s) or GED, HiSET, or TASC completion document.
- The Admissions Department reserves the right to request additional documentation.

Additional Requirements for Nursing Programs:

For acceptance into the Bachelor of Science in Nursing Program, students must meet the following admission requirements:

- Associate degree/diploma from a regionally-accredited program, college, or university
- Registered nurse education from a nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN) or the National League for Nursing Accrediting Commission (NLNAC)
- GPA of 2.7 or as evaluated by the Academic Director of Nursing
- Successfully passing the NCLEX-RN Exam
- Currently licensed and in good standing as a registered nurse in the United States (must provide proof)
- Prospective students who graduated from a non-US based nursing program may be considered on a case-by-case basis by the Director of Nursing.
- Basic cardiac life support for the health care provider (photo copy of CPR card accepted)
- Two letters of professional recommendation
- Admissions essay describing candidate's vision/goals of the personal and professional advantages of earning a Baccalaureate of Science degree in Nursing
- Candidates will need to successfully pass national background checks per the state requirements

Note: Bachelor of Nursing students are financially responsible for all expenses related to obtaining the necessary background checks and clinical/health requirements associated with the direct clinical capstone experience. Fees vary based on the clinical site requirements.

Additional Requirements for International Students:

In addition to the standard admissions requirements outlined above, all applicants from outside of the United States may be required to submit the following documentation:

- Translated copy of secondary school transcript by WES, CED, or similar organization
- Official TOEFL internet-based test, IELTS, or Duolingo score report showing proof of English proficiency (for non-native English speakers)
 - Minimum score requirements are 75 for the TOEFL iBT, 5.5 for IETLS, and 44 for Duolingo
- Two letters of recommendation
- Short essay in English

Conditional Acceptance

Conditional acceptances may be available to students who do not meet the minimum standard admissions requirements, but who have demonstrated the potential for success at Bay Path University as determined by the Admissions Committee.

Students who have been admitted conditionally may be required to take a reduced course load and provide additional documentation. The student, under the guidance of their educator coach, is responsible for tracking their progress against the conditions of their acceptance. When the student achieves the specified conditions required for full acceptance, the educator coach will re-evaluate the student's academic status and seek approval from the Assistant Dean for Curriculum and Instruction to remove the conditional status. If a student does not achieve the conditions for full acceptance, the student may be placed on an extended conditional acceptance and must continue only with a reduced course load.

Conditional Acceptance for TAWC Nursing Students

A candidate who holds an Associate's degree in Nursing or a nursing diploma from a diploma program, and who has not yet passed the NCLEX-RN Exam but otherwise meets all admissions criteria, may be admitted conditionally to The American Women's College with the following conditions:

- Candidate must have graduated from a regionally accredited program, college, or university and hold an Associate's degree in Nursing or a nursing diploma from a hospital-based diploma program within 12 months of applying to TAWC.
- Candidates whose graduation dates are more than 12 months prior to applying for admission will be reviewed for conditional acceptance by the Director of Nursing on a case-by-case basis
- Conditionally accepted RN to BSN students must take and pass the NCLEX-RN Exam within her first three consecutive sessions of being admitted to TAWC.
- Students who pass the NCLEX-RN Exam in their first three consecutive sessions must notify their Educator Coach of their updated status. They must also submit their RN license number and state in which the license was earned (in addition to all other official admissions documents) to their Educator Coach.
- Students who do not pass the NCLEX-RN Exam in their first three consecutive sessions will be ineligible to continue in the RN to BSN Program. Students may be able to pursue other academic options in consultation with their Educator Coach.
- If a student passes the NCLEX-RN Exam after completing her first three consecutive sessions, she must fully re-apply to the RN to BSN program.
- Conditionally accepted RN to BSN students are eligible to take no more than one course per session.
- Conditionally accepted RN to BSN students cannot take WEL331, WEL441 or any BSN course until they pass their NCLEX-RN Exam and matriculate into the BSN program as fully accepted students.

Intent to Enroll

Students who are accepted into The American Women's College programs and who intend to enroll in classes must submit the Intent to Enroll Form to reserve their place in class. The form requires students to choose the session in which they intend to begin taking classes with the University. Students who do not start in the session they originally chose must complete the Enrollment Status Form or be subject to the institution's attendance and refund policies.

Deferred Admission

Accepted students who choose to defer enrollment must do so by submitting the Enrollment Status Form. After deferring for one calendar year, students wishing to pursue re-enrollment at TAWC must reapply for acceptance through the Admissions Office.

Admissions Appeals

Applicants wishing to appeal an admission decision should submit the appeal in writing, via e-mail, to the Vice President of Enrollment and Marketing at tawcadmissions@baypath.edu. Included with the written appeal should be documentation to support the reasons for the appeal. Final decisions regarding admissions appeals will be made by the Vice President of Enrollment and Marketing in consultation with the Program Director responsible for the academic program.

Appeal letters must include documentation to support the reasons for the appeal. The Vice President of Enrollment and Marketing is the last resort for the admissions appeal process.

Non-Matriculated Enrollment

A non-matriculated status permits students who are not seeking a Bay Path degree at the time of entry to take courses to explore degree options, for personal enrichment and/or professional development, or to help fulfill degree requirements for another institution.

Non-matriculated enrollment in undergraduate courses is only permitted to individuals that are able to validate they have earned or are near completion of a high school diploma or equivalent.

Non-matriculated students do not follow the admission requirements of matriculated students and are not eligible to receive financial aid. Individuals requesting non-matriculated enrollment must complete the Application to Take Coursework at The American Women's College Without Pursuing a Certificate or Degree Program.

Note: International students are not eligible to take on-ground or hybrid courses under a non-matriculated status due to visa requirements. There also may be specific programs that do not permit non-matriculated enrollment in their courses.

Placement Tests

Students may be evaluated for competency in select academic areas to help students and educator coaches plan a course of study that meets students' learning needs. Students should contact their educator coach with any questions regarding this process.

Transfer Credits

Students with transfer credits must submit official transcripts from all accredited colleges or universities attended. Students will receive a preliminary review of the credits likely to be accepted as transfer credits. Additional information about transfer credit is available in the [Transfer Credit Policy](#) in the Academic Policies & Procedures section of this academic catalog.

Articulation Agreements

Bay Path University has entered into admissions agreements with numerous colleges in the area. The agreements allow students to transfer in credits taken at the community college and are recognized as transferable by the agreement. For further information regarding articulation agreements, students should contact their admissions counselor educator coach.

Immunization Requirements for TAWC Students

Students Taking On-Ground/Hybrid Courses

Massachusetts General Laws Chapter 76, Section 15c requires that each student show immunization records for vaccinations against measles, mumps, rubella, diphtheria, tetanus, varicella, acellular pertussis and Hepatitis B series prior to attending classes on-ground.

Students of The American Women's College who plan to take on-ground or hybrid classes must obtain these vaccinations and submit proof of vaccination directly to Bay Path University Health Services via Medicaat no later than one week before the start of the student's first session.

RN to BSN Nursing Students

RN to BSN Nursing students must meet clinical requirements with Immunization and health records prior to the clinical experience.

Students Taking Online Courses

Students of The American Women's College who plan to only take online courses must either:

- submit proof of vaccinations as above, or;
- indicate on the Intent to Enroll form that they are only taking online courses, thus waiving the immunization requirements.

Failure to submit required documentation for immunizations will result in students being automatically dropped from course registrations before the first on-ground class meeting.

Reinstatement, Re-Entry and Re-Admittance Policy

Whenever continuous enrollment has been interrupted, students must initiate formal contact with the University to request reinstatement, re-entry and/or re-admittance. Students must be in good financial standing with the University to be eligible to return. Students are subject to all rules, regulations and academic requirements effective at the time of reinstatement, re-entry or re-admittance.

Observing the options listed in the [Reinstatement, Re-Entry and Re-Admittance Policy](#) found in the Academic Policies and Procedures section of this academic catalog will result in the most efficient review and timely decision.

Technology Requirements

Bay Path University recommends that incoming students have a computer available to them that meets a certain level of specification. An updated list of the minimum required technology standards can be found at the link below:

<https://support.baypath.edu/support/solutions/articles/4000014839-what-type-of-computer-does-bay-path-recommend->

FINANCIAL INFORMATION

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Tuition and Fees for The American Women's College

The tuition and fees for the academic year are:

Tuition (per credit)	\$400.00
Military Tuition	\$350.00
Challenge Exam Fee (to transcribe credits)	\$220.00
Prior Learning Assessment Fee	\$400.00 per 1-4 credit claim/each
Lost Campus Card Replacement Fee	\$10.00
Returned Check Fee	\$15.00
Day One Access Fee	\$40.00 **
Course Lab Starting at	\$50.00 **

**Day One Access Fee and Course Lab Fees fee vary by course. See [Day One Access Fee](#) and [Course Lab Fees](#) subsections below for comprehensive list of each.

Day One Access Fee

Day One Access allows students to find digital course materials right within their courses in our learning management system, and course materials are available as soon as courses open to students. Courses using these digital materials are listed below.

ACC 100	Introduction to Financial Accounting
ACC 101	Introduction to Managerial Accounting
BSC 109	Biology I
BSC 150	Anatomy and Physiology I
BSC 151	Anatomy and Physiology II
BSC 250	Survey of Biochemistry
BUS 120	Business in Society
BUS 215	Legal Environments of Business
BUS 226	Principles of Marketing
BUS 235	Dynamics of Management
BUS 255	Human Resources Management
BUS 262	Talent Management
BUS 285	Becoming an Entrepreneur & Networking
BUS 300	Organizational Development and Change
BUS 307	Compensation and Benefits
BUS 308	Communicating in Business
BUS 327	Financial Management
BUS 329	Human Resource Policy, Employment Law, and Records Management
BUS 360	Global Food Industry
BUS 361	Food Laws and Regulations
BUS 420	Business Ethics
BUS 425	Entrepreneurial Simulation
BUS 485	Entrepreneurship Capstone: Preparation for New Ventures
BUS 491	Capstone: Strategic Management and Policy
CHL 101	Introduction to Community Health
CHL 102	Healthcare Communication and Documentation

CHL 150	Personal Health
CHL 202	Population Health Issues
CHL 250	Nutrition and Fitness Across the Lifespan
CHL 301	Environmental Health and Safety
CHL 302	Health Education Theories Across the Lifespan
CHM 150	General Chemistry I
CHM 152	General Chemistry II
CMS 100	Introduction to Mass Communication and Pop Culture
CMS 130	Communication Technology and Media Lab
CMS 213	Writing for the Media
CMS 220	New Media and Technologies
CMS 450	Capstone: Corporate and Organizational Communication
CRJ 204	Principles of Policing
CRJ 255	Women in Criminal Justice
ECO 240	Economics
EDU 130	Education, Schools, and Culture
EDU 411	Reading and Writing MTEL Prep
EDU 412	Math MTEL Prep
ENG 114	Critical Reading and Response
ENG 124	Research and Writing in the Disciplines
ENG 134	Literary Genres
HIS 114	US History to 1870
HIS 115	US History Since 1870
HIS 315	Contemporary America
HIS 330	African American History Since 1865
HSA 300	Health Service Management and Organizational Structure in the 21st Century
HSA 330	Information Technology in Healthcare Administration
HSA 340	Strategic Human Resources for Healthcare Organizations
HSA 360	Health Services Quality Management and Outcome Analysis
HSW 200	Nutrition
HSW 207	Seven Dimensions of Wellness
HSW 300	Fitness Throughout the Lifespan
HSW 351	Children's Health and Nutrition
HSW 352	Women's Health and Wellness
HSW 353	Men's Health and Wellness Issues
HSW 400	A Healthier Community
HUM 101	Fine and Performing Arts
HUM 110	Introduction to Philosophy
HUM 117	Introduction to World Religions
HUM 120	The Art of Film
LOS 325	Leadership and Management in a Global World
LOS 400	Ethical Leadership
LOS 430	Leading Organizational Change

MAT 104	Fundamentals of Mathematics
MAT 112	Applied University Mathematics
MAT 120	Statistics
PHS 100	Physical Science for Non-Science Majors
PSY 101	Introduction to Psychology
PSY 205	Child Development
PSY 206	Adult and Adolescent Development
PSY 321	Theories of Personality
PSY 323	Behavioral Research Methods
PSY 340	Physiological Psychology
PSY 370	Social Psychology
SOC 100	Introduction to Sociology
SOC 200	Social Problems
WEL 220	Women Empowered as Learners and Leaders
WEL 330	Strategies for Personal & Career Growth
WEL 440	Leadership in Practice

Course Lab Fees

Below is a comprehensive list of courses that carry lab fees:

ASO 500	Applied DNA Biology	\$350.00
ASO 605	Toxicology and Drug Analysis	\$350.00
ASO 670	Capstone I	\$350.00
BIO 110	Biology I for Science Majors	\$175.00
BIO 111	Biology I for Non-Science Majors	\$175.00
BIO 112L	Biology II for Science Majors Lab	\$175.00
BIO 150L	Anatomy and Physiology I Lab	\$175.00
BIO 151L	Anatomy and Physiology II Lab	\$175.00
BIO 210L	Genetics Lab	\$275.00
BIO 240L	Plants Rock Lab	\$280.00
BIO 260L	Microbiology Lab	\$275.00
BIO 300L	Biochemistry Lab	\$300.00
BIO 314L	Botany Lab	\$275.00
BIO 316L	Musculoskeletal Anatomy Lab	\$150.00
BIO 320L	Cell and Molecular Biology Lab	\$275.00
BIO 350L	Developmental Biology Lab	\$275.00
BIO 431L	Comparative Vertebrate Anatomy Lab	\$275.00
BIO 440L	Mammalogy Lab	\$275.00
BSC 108L	Fundamental Concepts in Science	\$130.00
BSC 150L	Anatomy and Physiology I Lab	\$165.00
BSC 151L	Anatomy and Physiology II Lab	\$150.00
BSC 210L	General Microbiology Lab	\$190.00
BSC 250L	Survey of Biochemistry	\$170.00

BSC 280L	Human Genetics & Disease Lab	\$151.00
CBY 220	Cyber Investigations I	\$100.00
CBY 310	Cyber Investigations II	\$100.00
CBY 430*	Mobile Technology Analysis II	\$100.00
CHE 120L	Chemistry I Lab	\$275.00
CHE 121L	Chemistry II Lab	\$275.00
CHE 220L	Organic Chemistry I Lab	\$275.00
CHE 221L	Organic Chemistry II Lab	\$275.00
CHE 300L	Analytical Chemistry Lab	\$275.00
CHM 150L	General Chemistry 1 Lab	\$155.00
CHM 152L	General Chemistry 2 Lab	\$190.00
FSC 105L	Criminalistics Lab	\$200.00
FSC 420L	Forensic Chemistry Lab	\$275.00
FSC 435L	Forensic Anthropology Lab	\$250.00
FSC 500L	Forensic Biology Lab	\$300.00
FSS 120	Foodborne Microorganisms with Laboratory	\$235.00
FSS 150	Foodborne Diseases with Laboratory	\$220.00
FSS 220	Food Chemistry I with Laboratory	\$90.00
FSS 250	Food Chemistry II with Laboratory	\$105.00
HLO 697	Preparing for Immersive Weekend I	\$550.00
HLO 698	Preparing for Immersive Weekend II	\$550.00
HLO 699	Preparing for Immersive Weekend III	\$550.00
LAW 241	Computer Assisted Legal Research	\$80.00
LAW 415	Advanced Legal Research and Writing	\$80.00
NEU 100L	Neuroscience I Lab	\$175.00
NEU 200L	Neuroscience II Lab	\$175.00
NEU 250	Research Methods in Neuroscience	\$200.00
PHS 201L	College Physics I Lab	\$200.00
PHS 202L	College Physics II Lab	\$200.00

*There is no lab fee for this course when it is offered through The American Women's College

Other Charges

Miscellaneous Fees

A common miscellaneous fee applying to students is a challenge exam fee to purchase credits of \$220.00. Please see the Registrar's Office for additional information on challenge exams. Other fees include a lost Campus Card replacement fee, a returned check fee, a lost key fee, etc. These fees are determined annually. A list of miscellaneous fees is available at the Business Office.

Books and Supplies

Books and supplies are available through the Fleming Book and Gift Center. The costs to students will vary depending upon the number of courses taken during the semester and student's program of study.

Transcripts

Transcripts must be requested by the respective student through Bay Path's Transcript Request webpage: <http://www.baypath.edu/transcriptrequest>. Only requests made by the respective student will be processed.

eTranscripts are \$5.00 per copy, paper transcripts sent to a domestic address are \$7.50 per copy, and paper transcripts sent to an international address are \$10.00 per copy. The Registrar's Office reserves the right to withhold processing any transcript request if a student has an unpaid financial obligation to the University.

Auditing a Course

The tuition for an audited course is one-third the regular amount per credit hour. Additional information about auditing is available in the [Auditing Courses](#) policy of the Academic Policies & Procedures section of this academic catalog.

Billing Process

Students are billed on a semester basis with each semester consisting of three (3) six-week sessions. This means your bill will consist of the tuition and fees for three sessions. You must reconcile your bill with the Student Financial Services Office prior to attending class.

Payment Options

Students must reconcile their bill with the Student Financial Services Office prior to attending class. The payment options are as follows:

1. If you are receiving financial aid, notification of your financial award will be sent to you via email. For new students, the award notification email will provide you with instructions to create a log-in for NetPartner, an interactive financial aid web portal. You must either accept or decline your award via NetPartner prior to the start of your course. If your financial aid award does not cover your entire bill for the semester, you must pay this amount in full at least two weeks prior to the start of the semester, sign up for the payment plan (see the "Tuition Management Systems, Inc." section), or apply for an alternative loan (see the Student Financial Services Office for more information).
2. If you are receiving reimbursement from your employer, please refer to the section entitled "Employer Reimbursement Policy" for your payment options.
3. If you are not receiving financial aid or employer reimbursement and do not elect to sign up with Tuition Management Systems for the payment plan, you may be eligible to pay for each SESSION at least two weeks prior to the start of that session, if approved by the Student Financial Services Office.

Failure to pay the tuition bill in full prior to the start of each semester will jeopardize the student's enrollment status.

Payment Methods

All checks and money orders should be made payable to Bay Path University. The University also accepts MasterCard, Visa, and American Express. Tuition payments can also be made online through the My Bay Path Portal or by calling the cashier.

Students must contact the Student Financial Services Office to verify they qualify to use the Payment Plan option. Payment plans are available to those who qualify through Tuition Management Systems, Inc. (TMS). TMS is an interest-free monthly payment program, which allows students to spread out all or part of their educational expenses each semester. A \$40 enrollment fee covers the plan administration as well as a life insurance policy in the amount of

the enrolled contract for the bill payer. Students who need assistance determining the correct budget amount should contact the Student Financial Services Office. To sign up for the payment plan, apply online at <http://baypath.afford.com>. Please note that students using this plan will not be eligible to receive transcripts or diplomas until the balance is paid in full.

Employer Reimbursement Policy

Any student receiving reimbursement from their employer may apply with the Student Financial Services Office to defer the reimbursed portion of their bill until the end of each session. To apply for deferment, the student must complete a Bay Path University Application to Defer Tuition Payment located on the My Bay Path University student portal. Students must complete the application in its entirety and return the form to the Student Financial Services Office. The payment for the deferred portion of the bill must be made within two weeks from the last scheduled class date of the session. This form must be updated each semester.

Credit Balance Policy

Some students may receive a credit balance on their account due to an overpayment or by applying for loan funds above and beyond the cost of tuition and fees. For a student to receive a refund, all funds must be received by the University and posted to the student's account. If a student would like to keep their credit on their tuition account to be applied to an upcoming semester, the student must complete the Credit Balance Authorization Form available on the My Bay Path University portal. Credit balances under \$1.00 will not be refunded.

Policy of Non-Payment

All students must satisfy their financial obligation with the Student Financial Services Office prior to attending class or moving into a residence hall. Any student not satisfying their financial obligation with the Student Financial Services Office may not register for classes, receive class schedules or residence hall assignments, attend classes, reside in residence halls, take examinations, receive grades, receive transcripts, receive diplomas, or participate in Commencement activities. A student whose tuition account is not reconciled by the beginning of each semester may have their registration cancelled with a hold placed on the student's account.

In the event that a student account is delinquent and is sent to a collection agency, the student will be responsible for reasonable collection costs and attorney's fees.

Additional information regarding late payments from the U.S. Department of Veterans Affairs for veteran military service members is available in the [Military Benefits and Services section](#).

Refund Policy

Federal Refund Policy

Recipients of Federal Title IV financial assistance who subsequently withdraw from the University before completing 60% of their period of enrollment will be subject to the federal refund policy. Students must inform the institution in a timely manner of their withdrawal from the institution.

Briefly, a federal refund worksheet is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. The amount of Title IV Program assistance earned is based on the amount of time the student spent in academic attendance.

To be considered withdrawn from the University, students must complete the Enrollment Status Form with the Registrar's Office. Students are recommended to review the Withdrawal policy for more information.

In the event the student is subject to disciplinary action requiring withdrawal or results in expulsion, the University does not refund any fees. Charges other than tuition are nonrefundable.

Institutional Refund Policy

Any student withdrawing from the University who is not receiving Federal Title IV financial assistance or those who are receiving Federal Title IV financial assistance that withdraw after 60% of their period of enrollment is subject to the Institutional Refund Policy stated below:

Sessions containing 6 weeks

- For withdrawal from the University prior to the second scheduled class, a student will receive a 100% refund.
- For withdrawal from the University after the second scheduled class, there will be no refund.

To be considered withdrawn from the University, students must complete the Enrollment Status Form with the Registrar's Office. Students are recommended to review the Withdrawal policy for more information.

In the event the student is subject to disciplinary action requiring withdrawal or results in expulsion, the University does not refund any fees. Charges other than tuition, room and board are nonrefundable.

Course Refund Policy

Any student dropping or withdrawing from a course but not withdrawing from the University is subject to the Course Refund Policy stated below:

- Students dropping a course, but not withdrawing from the University, by the drop deadline will have their bill adjusted and no charge will be reflected for the dropped course. Students receiving financial aid will have their financial aid package recalculated, if necessary.
- Students withdrawing from a course after the drop deadline, but not withdrawing from the University, will not receive a refund.

To be considered dropped or withdrawn from a course, students must inform the Registrar's Office and complete the necessary forms as determined by the Registrar's Office. Students are recommended to review the Registration & Course Information section of this academic catalog for additional information.

Campus Card

All undergraduate students will receive a Campus Card from the University. The Campus Card serves numerous functions including: identification, admission into the Blake Dining Hall, purchasing items at the Fleming Book and Gift Center, purchasing food at the Carpe Diem Café, checking out materials at the Hatch Library,, printing/copying on public printers on the Longmeadow and East Longmeadow campuses, and accessing certain buildings. Any balance of voluntary dollars on the student's Campus Card at the end of the fall semester will be carried forward to the spring semester. Any balance at the end of the spring semester will be applied to

the student's bill. Refunds of voluntary deposits will be made at the end of the spring semester or upon withdrawal from the University if all financial obligations are satisfied.

Print Management System

All public printers on the Longmeadow and East Longmeadow campuses are equipped with a print management system, called Papercut, which will allow students to make prints and copies using their Campus Card. Students' accounts will be credited \$100 which equates to approximately 1,000 free prints/copies per year. Once that allotment has been used, each additional print/copy will cost the student ten cents. Students may add funds in increments of \$10 to their ID via the management portal, wildcat.baypath.edu.

Military Benefits and Services

Bay Path University is pleased to work with current military service members, veterans, and their families.

Military Tuition Discount

Active or retired military service members and their spouse are entitled to a per credit tuition discount with The American Women's College. Eligible individuals must submit a Military Tuition Discount Eligibility Form during the admission process to qualify for the discounted rate. Additional information about the military rate is available in the [Tuition and Fees for The American Women's College](#) subsection of the Financial Information section of this academic catalog.

Veteran Educational Benefits

The University is committed to helping veterans and their families receive financial assistance through the U.S. Department of Veterans Affairs (VA). The information below is designed to assist our veteran students in completing the necessary steps to receive VA Educational Benefits after acceptance and admittance to Bay Path University:

- If you have not already done so, contact a Department of Veterans Affairs counselor at 1-888-442-4551 to discuss your education benefits.
- Complete the VA's Application to start using your education benefit: <https://www.vets.gov/education/apply>. If/when approved, you will be mailed a Certificate of Eligibility.
- Submit a copy of your Certificate of Eligibility to Student Financial Services (first floor of the Annex) or scan a copy to sfs@baypath.edu.
- Work with your Educator Coach to register for classes. This may include submitting any required documentation such as an Intent to Enroll Form.

Late Payment Policy

The university will adhere to the requirements of and comply with the *Veterans Benefits and Transition Act of 2018*, specifically S2248 PL 115-407 Section 103. In accordance with Section 103 of the *Veterans Benefits and Transition Act of 2018*:

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

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

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

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

- Prevent enrolling
- Assessing a late penalty fee
- Requiring alternative or additional sources of funding
- Denies access to school resources

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

- Submit a COE or Statement of Benefits by the first day of classes
- Submit a written request to be certified
- Provide any additional information needed for certification

Yellow Ribbon Program

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 GI Bill® that helps make higher education more affordable for veterans. Bay Path University offers a limited number of Yellow Ribbon Scholarships and the amount awarded is matched by the Department of Veterans Affairs. All military service members who are 100% eligible for VA Educational Benefits that have exhausted their yearly limit for these benefits are eligible for a scholarship. Eligible individuals will be contacted by Student Financial Services directly with additional information about completing the Bay Path University Yellow Ribbon Program Application.

Monthly Housing Allowance

The Harry W. Colmery Veterans Educational Assistance Act (also known as the “Forever GI Bill®”) was signed into law on August 16, 2017. This legislation brings significant updates to VA education benefits. Two sections of the law change how VA calculates Post-9/11 GI BILL® Monthly Housing Allowance (MHA) payments. These changes became effective in 2018; however, VA did not have the capability to make the rate change immediately. As of December 1, 2019, VA systems began processing MHA payments in accordance with the law so students may see their rate change depending on how they are impacted by MHA changes. The VA will also send all students who received an MHA between August 1, 2018 and December 1, 2019 a letter informing them of whether they were overpaid, underpaid, or not impacted.

Students whose education is funded through the GI Bill® should also know the following changes that went into effect on December 1, 2019:

- MHA rate is now based on the date a student first used their Chapter 33 entitlement.
- MHA rate is now based on where a student physically attends the majority of their classes.

- TAWC coursework is offered in what the VA considers a non-standard term so students who intend to receive an MHA must take a minimum of 6 credits per session to qualify.
- In a non-standard term, benefits will only be received for the session(s) in which the requirements are met.

GI Bill Comparison Tool

GI Bill® students can estimate their MHA rate using the GI Bill® Comparison Tool at va.gov/gi-bill-comparison-tool.

Additional Resources

Veterans The Blue Book – A Western MA Guidebook for Veterans and their Families:

<https://s3.amazonaws.com/baypath/files/resources/veterans-guidebook-for-western-massachusetts.pdf>

From Combat to Classroom – a Guide to Understand Student-Veterans:

<https://s3.amazonaws.com/baypath/files/resources/from-combat-to-classroom.pdf>

Questions

Military service members, veterans and their families can use the following resources to ask questions or request additional information about their benefits:

Admissions (Admission): 413-565-6822 or tawcadmissions@baypath.edu

Registrar’s Office (Enrollment): 413-565-1335 or registrar@baypath.edu

Student Financial Services (Financial): 413-565-1799 or sfs@baypath.edu

General Information

Bay Path University reserves the right to change tuition and fees. The tuition and fee schedules for the 2021-2022 academic year will be announced to all current students and applicants in the spring of 2021.

The University does not assume responsibility for loss resulting from fire or theft of personal property at the University. It reserves the right to make changes in the faculty, curricula, schedule of classes, calendar of days, fees, and policies at any time deemed practical or necessary. Students are financially responsible for damages to rooms in residence halls, classrooms, equipment, furnishings, breakage of laboratory equipment, false fire alarms, inappropriate use of technology or equipment, and fraudulent telephone use.

FINANCIAL AID

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Overview

Bay Path University offers a comprehensive program of need-based and academic merit-based financial assistance which includes scholarships, grants, work-study, and loans. Funds for these programs are provided by federal, state, private sources, and Bay Path University through the generosity of alumni, foundations, and friends of the University. Bay Path University strives to make enrollment possible for all academically qualified students who are willing to undertake some financial responsibility for meeting expenses. Bay Path University Scholarships are awarded on the basis of merit and/or need and a variety of other criteria, such as academic performance or promise, special talents, and other characteristics that Bay Path University deems of value. The University offers a significant number of merit-based scholarships to students with exceptional academic ability regardless of financial need.

All information in the student financial aid application file is considered confidential. Disclosure of family financial information is governed by the Family Educational Rights and Privacy Act. The student financial services staff cannot discuss details of the student's application with persons other than the student and/or responsible parent. If a student would like someone to have access to their information, a confidential release form, available upon request, must be on file with the Student Financial Services Office. Students and families are encouraged to contact the student Financial Services Office at any time to discuss concerns, questions, or major changes to their family's financial circumstances.

The Student Financial Services Office is a resource for educational financing options beyond need-based financial aid programs. Students and family members involved in the financing process are encouraged to contact financial aid staff for information and application procedures.

Financial Aid Eligibility

Applicants or current students seeking consideration for aid must be enrolled as matriculated (degree-seeking) students on at least a half-time basis (6 credit hours per semester contributing to degree requirements) to qualify for most financial aid programs. All applicants for financial aid must be accepted for admission at the University before an award can be made. Because financial aid is awarded on a first-come, first-served basis, it is to the applicant's advantage to apply early and complete all requirements for review. Awards may be subject to adjustment and/or cancellation if a student's enrollment status is less than half-time.

Financial Aid Application and Renewal

Application

All applicants (incoming and returning) for need-based financial aid must complete a Free Application for Federal Student Aid (FAFSA), preferably before April 1 of the year in which financial aid is desired, to apply for federal and institutional need-based aid programs. Bay Path University's Department of Education code number is 002122. Applicants are encouraged to complete the FAFSA online at <http://www.fafsa.ed.gov>.

Students are responsible for filing properly completed forms by the published priority dates. Failure to complete the process in the required time may jeopardize eligibility for assistance. Students must also provide all documentation requested by the Student Financial Services Office. Failure to comply may result in a denial or cancellation of assistance. Financial aid is awarded on the basis of financial need and academic standing and is subject to federal, state, and University policies. Any change in a student's enrollment, financial, marital, or residential status must be reported promptly to the Student Financial Services Office.

The Student Financial Services Office uses the information provided on the financial aid application to determine the amount of family resources which should be available to the student for University expenses. Among the factors used in the analysis are: family and student income; assets; taxes; the number of people in the household; the age of children; the age of the older parent; and the number of matriculated children in any University. Students with unusual financial circumstances or need, may document their special circumstances in writing by contacting the Office of Student Financial Services. Financial aid information is considered confidential.

Students selected for verification by the federal processor upon completion of the FAFSA form, may be asked to submit additional documentation to the Student Financial Services Office. Documentation may include a Verification Worksheet and copies of the parents' and student's most recent IRS tax return transcript and W-2s.

Renewal

All need-based forms of financial aid grants, work, and loans are committed for the period of one academic year only. Students must reapply for aid annually. Awards are granted on an annual basis and are applied equally to each semester of a student's account unless otherwise noted on the award letter. Students must meet the University standards of satisfactory academic progress to receive financial aid. See [Satisfactory Academic Progress & Financial Aid section](#) for full policy language.

Many Bay Path University need-based scholarships and grants remain with the student as long as they continue to demonstrate financial need, maintain full-time status, and meet the University's standards for good standing and satisfactory progress for state and federal programs. Should a student's financial need increase, their financial aid may be increased; should a student's need decrease, need-based financial aid will be decreased. Need-based scholarships and grants are not renewed if a student fails to meet the prescribed deadlines or funds become unavailable for any reason. Merit-based scholarships are not renewed if a student withdraws from the University or returns to the University without an approved leave of absence. A student who does not enroll full-time, drops to part-time status, or does not maintain the required grade point average, loses their merit-based scholarship award for that semester.

Requirements for Financial Aid

150% Rule

As of July 1, 2013, a first-time Federal Subsidized Loan borrower is no longer eligible for the Subsidized Student Loan program if they exceed 150% of the published length necessary to graduate within an undergraduate degree program. In addition, a borrower reaching the 150% limit becomes ineligible for the interest subsidy benefits on all Federal Subsidized Loans disbursed to the borrower on or after July 1, 2013.

Coursework Contributing Towards Degree

Bay Path University students are either charged a set tuition amount each semester based on their division/degree program or they are charged on a per credit basis based on the number of enrolled credits for the specified semester. With respect to financial aid, federal regulations dictate that only coursework that is contributing to their degree (i.e. coursework contributing to a declared major, minor, or certificate) can count towards financial aid eligibility. Therefore, a student who is taking coursework that is not contributing to their degree requirements will be charged for those credits and they will not contribute towards their financial aid eligibility.

To avoid any potential issues, students who use financial aid are encouraged to work with their advisor and the Registrar's Office to ensure that all course registrations are contributing to their degree requirements prior to the start of the semester.

Repeat Courses

Per federal regulations, students may only receive financial aid for the same course two times before the course would no longer contribute towards financial aid eligibility. This requirement is in effect regardless of whether any previous attempt at the course is passed/failed and/or whether the course is still an outstanding degree requirement.

Financial Aid Award Levels

Enrollment status is defined by the number of credit hours a student is enrolled in each semester for purposes of financial aid eligibility, loan deferments or any other official certification. Enrollment information for an undergraduate student is defined by the information below.

Full-Time Enrollment: 12+ semester hours
Three-Quarter Time: 9 to 11 semester hours
Half-Time: 6 to 8 semester hours
Less than Half-Time: Less than 6 semester hours

Bay Path Scholarships for Undergraduate Students

Bay Path offers scholarships which range from \$500 up to \$2,000 based on academic ability and financial need. Applicants who wish to be considered for federal, state, and loan programs must also complete the Free Application for Federal Student Aid (FAFSA). Completion of this form guarantees consideration for federal, state, and Bay Path University need-based grants. Students are eligible to receive only one merit-based scholarship in any academic year.

A. Randle Elliott Scholarship

The A. Randle Elliott scholarship was established in honor of the former Bay Path President Mr. Elliott to serve students with financial need.

Anabella Villabolas/Petit Family Foundation

The Anabella Villalobos/Petit Family Foundation Scholarship shall be awarded to declared science majors with a high financial need, preferably from Connecticut. If there are no suitable candidates from Connecticut, then eligible students from outside Connecticut may be selected.

Agnes M. Lindsay Trust Scholarship

The Agnes M. Lindsay Trust Scholarship is an annual scholarship awarded to students with financial need from rural New England towns in Maine, Massachusetts, New Hampshire and Vermont. Students must be from towns with fewer than 15,000 inhabitants.

Allison Gare '74 Memorial Scholarship

The Alison Gare Memorial Scholarship Fund is a need-based/ merit scholarship awarded to incoming or returning students.

Alumnae Scholarships

Alumnae/Reunion Fund

Henry S. Stern and Ann S. Scholarship

The Henry S. Stern and Ann S. Stern Scholarship is a need-based scholarship awarded to students from Fairfield County or New Haven County in Connecticut. If there is not a suitable recipient from the area, students from other areas of Connecticut may be awarded the scholarship.

Antonacci Family Endowed Scholarship Fund for Business Students

The Antonacci Family Endowed Scholarship Fund for Business Students provides scholarship support to business students with high financial need and in good academic standing.

Barbara and James Sadowsky Family Scholarship

The Barbara and James Sadowsky Family Scholarship is awarded to an underserved population of traditional undergraduate students with high financial need.

Barbara Brodeur Hill '57 Endowed Scholarship

The Barbara Brodeur Hill '57 Scholarship Fund is a merit scholarship awarded to a returning undergraduate student in good academic standing (3.0 or higher) with a declared major and who is active in community and campus activities.

Barbara Jean Trikakakis '79 Memorial Scholarship

The Barbara Jean Trikakakis '79 Memorial Scholarship is a need-based/merit scholarship, awarded to returning students in good academic standing for retention purposes.

Benjamin Dorskind Memorial Scholarship

The Benjamin Dorskind Memorial Scholarship is a need-based scholarship awarded to a first-year or returning student.

Bernard Mussman '41 Scholarship

The Bernard Mussman '41 Scholarship is a need-based scholarship awarded to underserved students in good academic standing.

Beverly A. Holmes Scholarship

The Beverly A. Holmes Scholarship is a need-based/merit based scholarship awarded to deserving students with high need; preference to women of color, particularly African American and Latina students.

Bold Women's Scholarship

The Bold Women's Scholarship will be awarded to incoming first-year and transfer undergraduate students with high financial need. Recipients must have a GPA of 3.0 or higher and have engaged in extracurricular activities; showing potential impact on the Bay Path campus. Currently enrolled students facing financial hardships can also be awarded, but they must be in good academic standing and active on campus.

The Carol A. Leary Endowed Scholarship Fund for First Generation College Students

The Carol A. Leary Endowed Scholarship Fund for First-Generation College Students is awarded to high need undergraduate first-generation college students at Bay Path. Students at The American Women's College can be considered.

Charlotte Trafton Baer '47 Memorial Scholarship

The Charlotte Trafton Baer '47 Memorial Scholarship is a need-based scholarship open to students who work hard to achieve academic success and contributes something towards her own expenses.

Class of 1963 Scholarship

The Class of 1963 scholarship is a depleting fund that seeks to make a Bay Path education attainable for underserved women. The scholarship will be awarded to traditional students with high financial need and in good academic standing.

Continuing Education Scholarships**Craig W. and Kathleen Shaughnessy Low Scholarship**

The Craig W. and Kathleen Shaughnessy Low Scholarship provides financial support to students interested in or a part of the Science or Performing Arts Departments.

D'Amour Family Scholarship

The D'Amour Family Scholarship provides two \$1,000 scholarships for students from the Pioneer Valley area with high financial need and in good academic standing (Minimum GPA of 3.0.)

David and Michael Sullivan Scholarship

The David and Michael Sullivan Scholarship provides annual support to two traditional students with high financial need, who might not otherwise have the opportunity to attend Bay Path University. The recipients are eligible to continue to receive this scholarship annually, provided they maintain a minimum GPA of 3.0.

Driscoll Family Scholarship Fund

The Driscoll Family Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Elizabeth Dorrance Memorial Fund

The Elizabeth Dorrance Memorial Award is a need-based/merit scholarship awarded to graduates of Turners Falls High School in at least their second year of study at Bay Path University.

Eva Coty '26 Scholarships

The Eva Coty '26 Scholarship is a need-based scholarship giving preference to students in a business-related program. First-year or returning students are eligible to receive this scholarship.

Fontaine Family Scholarship

The Fontaine Family Scholarship is used to provide scholarship support to students with high financial need. Recipients must be in good academic standing and enrolled in the traditional program or at The American Women's College. Preference will be given to students from western Massachusetts.

Freed First-Year Writing Scholarship

The Freed First-Year Writing Scholarship will be awarded each spring to a rising sophomore who demonstrates excellence in written communication. First-year writing faculty will choose recipient.

John P. Gaffney Memorial Scholarship

The John P. Gaffney Memorial Scholarship is awarded to students with a connection to the theatre or theatre workshop.

Dr. George F. Kalf Endowed Scholarship

The Dr. George F. Kalf Endowed Scholarship will provide scholarship support to a deserving undergraduate student with a good academic record (minimum GPA of 3.0) and financial need.

The recipient will be eligible to receive the scholarship all four years as long as they maintain a GPA of 3.0.

Golden Z Scholarship

William Randolph Hearst Endowed Scholarship

The William Randolph Hearst Endowed Scholarship provides scholarship support to traditional and adult students, with preference given to students of color with financial need.

Jaci '62 and Art Gilman Scholarship

The Jaci '62 and Art Gilman Scholarship provides financial support to a first-year Occupational Therapy student enrolled in the traditional undergraduate program. Recipient will be awarded this scholarship every year as long as they maintain good academic standing and continues to meet the criteria of the scholarship.

Jane and Alan House Scholarship Fund

The Jane and Alan House Scholarship Fund provides scholarship support to students with high financial need and in good academic standing.

Jeanne Williams Kalf '51 Endowed Scholarship

The Jeanne Williams Kalf '51 Endowed Scholarship provides financial support to deserving undergraduate students with a good academic standing (Minimum GPA of 3.0) and financial need. The recipient can continue to receive the scholarship for all four years as long as they continue to meet the selection criteria.

Joel and Lorraine Festa Roseman '65 Scholarship

The Joel and Lorraine Festa Roseman '65 Scholarship is to be awarded to a deserving student from Connecticut with high financial need.

John N. Macrae Memorial Scholarships

The John N. Macrae Memorial Scholarship provides financial support to a student with good academic performance and financial need.

Juliette A. Mercier Memorial Scholarship

The Juliette Mercier Memorial Scholarship is awarded to a returning student who has shown outstanding contribution in the area of student activities.

Justin W. Barber Memorial Scholarship

The Justin W. Barber Memorial Scholarship is awarded to one returning honors student who has demonstrated good campus citizenship, seriousness of purpose and high ideals.

Lady Margaret Thatcher Fellowship for International Study

The Lady Margaret Thatcher Fellowship for International Study is used for American students' tuition and/or living expenses as they study or complete internships abroad.

Legacy Scholarship

The Legacy Scholarship is for students whose mother, father, grandmother or grandfather is a graduate of the University. This scholarship offers financial assistance up to four years of study for students enrolled in a Bay Path University undergraduate program. Students must be accepted and matriculated into either the traditional program or The American Women's College. Students must be registered as a full-time student each semester to receive the scholarship. The amount of the scholarship is \$500 annually and is renewable up to four years of

study in an undergraduate program as long as the student maintains satisfactory academic progress.

Lillian U. Carmel '51 Endowed Legacy Scholarship

The Lillian U. Carmel '51 Legacy Scholarship is awarded to a traditional undergraduate whose grandmother, grandfather, mother or father graduated from Bay Path Institute, Bay Path College or Bay Path University.

Longmeadow Scholarship

Bay Path University will provide tuition benefits based on available space and application eligibility to the children of Longmeadow Town employees and of Longmeadow residents for traditional undergraduate students a \$2,500 scholarship above any other financial aid provided for up to two students annually. A \$5,000 scholarship above any other aid will be offered to the Longmeadow High School recipient of the “Bay Path University Book award”.

Louise McGuire Kursmark '76 Endowed Scholarship

The Louise McGuire Kursmark '76 Scholarship provides support for students with high financial need who might not otherwise have the opportunity to attend Bay Path University. Students must be in good academic standing and preference is given to an undergraduate business major.

M. Constance Breck Scholarship

The M. Constance Breck Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Maximilian E. and Marion O. Hoffman Foundation Endowed Scholarship

The Hoffman Scholars Endowed Scholarship is awarded to traditional undergraduate students from Connecticut majoring in science who demonstrates financial need, academic excellence and motivation to pursue a career in science. Preference will be given to first-generation college students.

Mack F. Wallace Endowed Scholarship

The Mack F. Wallace Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Marcia H. Conrad Scholarship

The Marcia H. Conrad Scholarship is awarded to a student in good social and academic standing and demonstrating need; to assist with the purchase of textbooks.

The Mary Wielkiewicz Besko '46 Endowed Scholarship

The Mary Wielkiewicz Besko '46 Scholarship is used to provide support for undergraduate students with high financial need who are majoring in science and or minoring in performing arts, and who are current residents of the U.S.A.

Maurice L. Farrell Memorial Scholarship

The Maurice L. Farrell Memorial Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Melba H. Corliss Memorial Scholarship

The Melba H. Corliss Memorial Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Maria Murphy-Hall '49 Endowed Scholarship

The Maria Murphy-Hall '49 Scholarship provides scholarship support for Bay Path University students with high financial need and a good academic record (minimum GPA of 3.0 or greater) in the traditional undergraduate program or at The American Women's College.

Anne E. Murray Endowed Scholarship

The Anne E. Murray Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Paul Norton Memorial Scholarship

The Paul Norton Memorial Scholarship provides support for needy and deserving sophomores and upperclassmen, with a preference given to students active in the Theatre Workshop or similar co-curricular activities involving music, theater or the arts.

PeoplesBank Scholarship

The PeoplesBank Scholarship is awarded to students in the traditional program or The American Women's College who are employees or daughters of employees of PeoplesBank with high financial need and who are in academic good standing. If no student meets the criteria, it is awarded to a resident of Hampden or Hampshire counties. The scholarship is renewable provided the student continues to meet the criteria.

Pride Stations & Stores Scholarship

The Pride Stations & Stores Scholarship is awarded to needy and deserving students, with a preference for business majors.

Professor Joseph R. Racine Scholarship

The Professor R. Joseph Racine Scholarship is awarded to a student in good academic standing with demonstrated financial need.

R. Milton Boyce '31 Endowed Scholarship

The R. Milton Boyce '31 Scholarship is awarded to a returning traditional undergraduate student in good academic standing with a declared major who is active in community and campus activities.

Rose Ananian Kalajian '35 and Robert Proodian '35 Endowed Scholarship

The Rose Ananian Kalajian '35 and Robert Proodian '35 Scholarship is awarded to high-need students in the traditional program or The American Women's College that are in a Bay Path University business program and have one parent of Armenian descent.

Roberta Campbell Wilson '62 Carpe Diem Endowed Scholarship

The Roberta Campbell Wilson '62 Carpe Diem Scholarship is awarded to a first generation student in the traditional program or The American Women's College that has high financial need and is in good academic standing. Preference is that this be awarded annually to one student as they proceed through her academic years at Bay Path University up to graduation, provided the student remains in good standing.

Ruth E. Goss Scholarship

The Ruth E. Goss Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Ruth McLoughlin Vignati '62 Scholarship

The Ruth McLoughlin Vignati '62 Scholarship is awarded to students with high financial need.

Rydin Family Scholarship

The Rydin Family Scholarship provides scholarship support for Yankee Candle employees, or immediate family members of Yankee Candle employees, with financial need, in the Traditional or adult programs. Scholarship students are eligible for renewed awards each subsequent year, if student remains in good academic standing. In the event there are no applicants from Yankee Candle or one of its retail stores/related business operations, the scholarship may be awarded to a student from Hampshire, Hampden, Franklin, or Berkshire counties.

S. Prestley Blake Scholarship

The S. Prestley Blake Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Salina Leary Endowment for International Study

The Salina Leary Endowment for International Study is awarded to assist a full-time undergraduate Bay Path student, who is a United States (US) citizen, to travel outside of the US in an international study program approved by Bay Path University.

Jeanette T. Wright Performing Arts Scholarship

The Jeanette T. Wright Performing Arts Scholarship is awarded to a student who shares in Dr. Wright's love and knowledge of music, dance, and theatre, who is proficient in the performing arts, and who participates in Bay Path University's performing arts program.

The Thea Katsounakis '70 Endowed Scholarship

The Thea Katsounakis '70 Scholarship is awarded to a student with high financial need and in good academic standing from Springfield, Massachusetts. In the absence of a candidate from Springfield, the search may be broadened to Western Massachusetts.

Victoria Malko Neetz '39 and Roger Neetz Scholarship

The Victoria Malko Neetz '39 and Roger Neetz Scholarship is awarded to provide financial assistance to a returning traditional undergraduate student in good academic standing (3.0 GPA or higher) with a declared major.

Venessa O'Brien Scholarship

The Venessa O'Brien Scholarship is awarded to a needy and deserving student.

Women in Business Honors Scholarship

Students enrolled in the Women in Business Honors Program (WiBH) are awarded a \$2,500 renewable scholarship.

Women in STEM Honors Scholarship

Students enrolled into The Women in STEM Honors (WiSH) program are awarded a \$2,500 renewable scholarship.

Merrie and Lyman Wood Scholarship Endowment

The Merrie and Lyman Wood Scholarship is awarded to deserving students with financial need.

Bay Path University awards a number of scholarships to deserving students each year. Most scholarships are part of a balanced financial aid package that includes University-based employment, loans, grants, and academic scholarships. All students who apply for financial aid are also considered for the following scholarships endowed by Bay Path University (Please note

not all scholarships endowed by the University are listed below. For a complete listing of scholarships endowed by Bay Path University, contact the Office of Student Financial Services.

Bay Path University Grants

Bay Path Grants

These grants are awarded based on the financial aid need of the student as demonstrated through the Free Application for Federal Student Aid (FAFSA).

Sister/Sister and Mother/Daughter Grants

Bay Path University offers a grant to a sister/sister or mother/daughter who are enrolled at Bay Path University together. This grant offers financial assistance as a one-time award for students enrolled in the Bay Path University traditional undergraduate program. Students enrolled in a graduate program do not qualify for this grant; but a daughter or sister of a current Bay Path University graduate student may be eligible for this grant as long as the daughter or sister is accepted into an undergraduate Bay Path University program. Eligibility is for students whose mother, daughter or sister who will be enrolled together at Bay Path University. For purposes of the mother / daughter relationship, the daughter must be a legal dependent on the parental tax return. Students must be accepted and matriculated into the traditional undergraduate program. Students must be registered as a full-time student to receive the scholarship. The grant amount is \$500 as a one-time award to both students enrolled with the exception of graduate students. Students are required to submit an application to apply.

Federal and State Programs

Federal Grants

Pell Grant: Undergraduate students with high demonstrated financial need, as determined by the FAFSA, are eligible for the Pell grant. More information on the Pell Grant is available online at <https://studentaid.ed.gov/sa/types/grants-scholarships/pell>.

Supplemental Educational Opportunity Grant (FSEOG): Limited SEOG funding is available to undergraduate students that demonstrate the highest level of need per their FAFSA. More information on the FSEOG is available online at <https://studentaid.ed.gov/sa/types/grants-scholarships/fseog>.

State Grants

Massachusetts, Pennsylvania, and Vermont offer scholarship and grant programs for undergraduate students who reside in those states and attend school in Massachusetts.

Applicants for the Massachusetts State Grant must reside in Massachusetts for at least one year prior to receiving the grant. High school counselors or state scholarship offices can provide eligibility and deadline information. For the telephone number and address of a state's scholarship office, contact the Federal Student Aid Information Center at 800-433-3243.

Please note that a student's federal or state grant aid eligibility may affect their eligibility for other financial aid resources, including institutional grant funding. Also, if a student does not meet any deadlines or complete all requisite documents in order to receive federal or state grants, Bay Path University grant may not be used to make up the loss of government funding.

Federal Student Loans

Subsidized Federal Direct Student Loan

A subsidized federal direct student loan is need-based and a student's eligibility for it is determined by the student's FAFSA and academic program each academic year. Only undergraduate students are eligible to receive it. The US Department of Education pays the loan's interest (in effect, the loan will not accrue interest):

- while you're in school at least half-time,
- for the first six months after you leave school (referred to as a grace period*), and
- during a period of deferment (a postponement of loan payments).

Unsubsidized Federal Direct Student Loan

All U.S. Citizens and eligible non-citizen students are eligible for an unsubsidized federal direct student loan regardless of need. The total amount of eligibility depends on the year in school. Both graduate and undergraduate students are eligible to borrow through the unsubsidized federal direct student loan program. A FAFSA must be filed in order to receive an unsubsidized federal direct student loan. The federal government charges interest on the unsubsidized loan from the time the loan is disbursed until the loan is paid in full. There is an option to defer payment of interest during school; that interest is capitalized (added to the principal) at repayment.

Repayment on any federal student loan begins six months after a student graduates or ceases to be enrolled with at least half-time student status.

Interest rates for federal direct student loans are fixed and determined by the U.S. Department of Education. Federal student loans are subject to an origination fee imposed by the U.S. Department of Education. The fee is taken from the gross amount borrowed through the loan program and the remaining net amount is credited to the student's account. In order for students to be eligible to borrow through the Federal Direct Student Loan Program, they must have at least half-time student status in their degree program. Borrowers through the federal direct student loan program may be required to accept certain kinds of loan, complete master promissory notes and counseling sessions before receiving funding. More information on the federal direct student loan program is found online:

[Subsidized and Unsubsidized Federal Direct Students Loans](#)

[Federal Direct Parent PLUS Loan](#)

Financial aid is credited to student tuition accounts when all documentation has been submitted, verification (if required) is complete and after the add/drop period to validate enrollment.

Additional Funding Sources

Private alternative loans are an additional source of funding for undergraduate students. Borrowers can apply for non-federal educational loans from the lender of their choice if additional loans are needed. Private alternative loans are options for credit-worthy students. Students who would like further information regarding these loan programs should contact the Bay Path University Student Financial Services Office.

Our recommended lenders meet the basic criteria listed below.

- Federal loans are almost always better for the borrower than non-federal loans. Please explore the use of all federal aid, scholarship aid, and institutional, state, and private grant aid before applying for a non-federal loan.
- A student or parent borrower may choose any lender even if not included on the list. We urge you to carefully compare benefits and responsibilities before choosing a lender. Many states have state agencies that provide educational loans at

competitive rates and benefits. It's recommended that you research what is offered in your state.

- The lender list was developed based on information provided by lenders on terms and conditions favorable to the borrower. This includes competitive interest rates, payment or reduction of fees, high-quality loan servicing, sufficient minimum and maximum annual loan limits to cover average needs, and reasonable customer service call center hours and wait times, as reported by lenders.
- Some lenders offer loans to cover past due balances or offer loans to international students. Please research products offered by individual lenders if you are seeking a loan for one of these purposes. All loans for international students require a co-signer who is a U.S. citizen (or U.S. permanent resident for some loans).
- Lenders that have borrower reported issues that have not been resolved to the satisfaction of the University will be removed from the list.
- The list of lenders is offered in random order on ELM Select. A borrower can choose any lender and is not limited in any way to lenders on the list. Students may review www.elmselect.com for the list of available lenders.

Academic Eligibility

Recipients of financial aid (including most loan programs) must make satisfactory academic progress toward their degrees. Satisfactory progress is defined by the college and is reviewed each semester. The evaluation consists of a review of quantitative progress (semester hours earned per year) and qualitative achievement (cumulative GPA), (see Satisfactory Academic Progress Policy and Financial Aid).

Treatment of Federal Student Aid When a Student Withdraws (R2T4)

The law specifies how Bay Path University must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOG), and Federal Perkins Loans.

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during your period of enrollment, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by Bay Path University and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earned 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payments period or period of enrollment, you earn all the assistance that you were scheduled to receive.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Bay Path University may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). Bay Path University needs your permission, you

will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loans funds that you would have received had you remained enrolled past the 30th day.

If you received (or Bay Path University or parent perceived on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of...

- your institutional charges multiplied by the unearned percentage of your funds, or
- the entire amount of excess funds.

Bay Path University must return this amount even if it didn't keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. For any loan funds that you must return, you (or your parent for PLUS loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an *overpayment*. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. You must make arrangements with the Department of Education to return the unearned grant funds.

If the university returns federal funds on a student's behalf to avoid a federal overpayment, the amount returned may result in a balance due to the university.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to Bay Path University to cover unpaid institutional charges. Bay Path University may also charge you for any Title IV program funds that the school was required to return. If you don't already know Bay Path University's refund policy, you should ask for a copy. Bay Path University can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1.800.4.FEDAID (1.800.433.3243). TTY users may call 1.800.730.8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov and/or contacting Bay Path University Student Financial Services Office at 413.565.1256 or our website www.baypath.edu.

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Academic Resources

Academic Advising

Educator coaches at TAWC serve as advisors whose primary goal is to educate and guide students through their programs with career goals in mind. The requirements and electives in our programs are included in each student's educational plan. Major courses of study are selected during the admissions process and confirmed by the student's educator coach. TAWC staff work closely with other schools and academic departments to deliver an array of opportunities for students. TAWC program staff members are present each Saturday when classes are in session to provide support and assistance to faculty and students.

Every student who is enrolled in a TAWC program develops a customized academic program based on their transfer credits, interests, and selected course of study. Educator Coaches for TAWC programs are dedicated to working in partnership with students to assist them in making satisfactory progress toward graduation. Educator coaches stay abreast of course requirements for various majors, including the proper sequencing of courses. While educator coaches serve as a dedicated resource for students, it is ultimately the student's responsibility to make decisions about their course of study in order to meet all of the requirements for graduation. Students are encouraged to connect with their educator coach on a regular basis after enrollment.

Graduates choosing to continue their education beyond their undergraduate degrees receive advising from faculty members and from their dedicated advisor. Hatch Library has information available about local and national graduate and professional programs, as does the Office of Graduate Admissions at the University campuses.

Academic Support

Each campus location provides students with academic support resources to help them achieve success. Assistance with writing, mathematics, and various subjects can be arranged on the request of the student. Students are encouraged to seek academic support and assistance early and as often as needed.

Online tutoring services are available through Tutor.com. These services are offered at no charge to students and can be accessed through the Bay Path Portal and the Canvas learning management system. Tutors will respond within 24 hours to requests.

AccessAbility Services

Under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act, Bay Path University is committed to providing equal access to all students in all programs and services. Students with disabilities who wish to request reasonable accommodations to ensure equal access to classes, programs or services must register with the AccessAbility Services Office, located in the Blake Student Commons room 111. Reasonable accommodations for coursework may include extended time on exams, reduced distraction testing environment, note-takers, auxiliary aids, and preferential seating. Accommodations for programs and services may include visual or auditory aids, preferential seating, special assistance or access to facilities. Each request is evaluated individually and accommodations vary depending on the type and severity impacts of the disability.

Students who wish to request accommodations must:

- Provide a written request for accommodations by completing an Intake Form available in the AccessAbility Services Office and on their website.

- Provide current documentation of the disability from a qualified evaluator (psychologist, physician, etc.) to the AccessAbility Services Office. See the documentation guidelines on the office's website for more detail.
- Meet with AccessAbility Services for an intake meeting, to review the request and discuss reasonable accommodations.

After reviewing the request and documentation, the AccessAbility Services Office determines what accommodations are reasonable and discusses these with the student at the scheduled intake meeting. Once reasonable accommodations have been approved, the student and AccessAbility Services staff work together with the faculty and staff to ensure that the accommodations are implemented. Students must request services each semester and must discuss any changes to disability status or to the nature of the disability resulting in new accommodation requests. Accommodations may be requested at any time during the semester, but students are encouraged to make requests in a timely manner as accommodations cannot be retroactive.

The student may appeal any decision made by the AccessAbility Services Office by submitting a written grievance to the Vice Provost of Academic Affairs.

Bookstore

Bay Path University partners with Follett Books to maintain a supply of all books used for courses. Book lists for courses are generated by academic departments. The bookstore located at the Longmeadow campus also serves campus locations and online students over the telephone, through e-mail, and direct mail services. Students are responsible for purchasing the books needed for each course. The bookstore accepts credit cards and has a buy back policy. Students interested in items identifying Bay Path University, refreshments, or other sundries will also find a selection in the bookstore.

Capitals of the World/National Landmarks

Each spring break, when international travel is judged to be appropriate and there are a minimum number of participants, students have the opportunity to visit a different world center on a University-sponsored tour. If deemed more appropriate, a national landmark will become the destination for the tour. An intensive seven-week course, which meets before and immediately after the tour, is recommended. International travel fellowships are available to students.

TAWC students may participate in the Capitals of the World tour only if they are not taking classes during the session in which the tour is scheduled.

Career Development

Bay Path's focus on leadership, communication, and technology is integrated into its unique model for career development. Career goals for adult women enrolled in TAWC programs are discussed in detail during the admissions process and reexamined throughout her program, especially through the WELL curriculum. The electives, general education courses, and major requirements built into each degree program ensure that students gain real world experience and career direction within their chosen career field as they move through their degree program.

Bay Path University recognizes the important links between theoretical knowledge in a major and the actual application of such knowledge in the world of work. Class projects for community businesses and organizations, practitioner professors who introduce students to a variety of careers, interactive simulations, and student teaching all contribute to career planning and

preparation. Courses also include various career assessments, resume reviews, interviewing skills, and leadership development opportunities. Career coaches are available for consultation at each campus.

We also maintain helpful career resources through our online portal pages, discipline-specific virtual learning communities, mentors, and special events. Students who engage in career development have the opportunity to build on their strengths, explore opportunities, advance in their careers, and/or secure employment. Assistance with graduate school choices and applications is also available. While educator and career coaches regularly assist students with career services, job placement and graduate school acceptance are not guaranteed. Students are educated to recognize that career development is a lifelong process.

Bay Path recognizes that adult learners have unique career development needs and complicated schedules, so we have created a specialized program for our students that builds off the foundation they develop in the WELL program. We offer a 24-7 online hub with targeted career resources that can be accessed by students whenever they need it. We also provide opportunities for virtual group career coaching and virtual resume, cover letter, LinkedIn, and job search workshops. We encourage the development of professional networking opportunities between students, alumnae, staff, and employers through our robust Virtual Learning Communities (by major), our virtual industry meet-ups, and our TAWC LinkedIn group. We also support students' in finding and securing both traditional and virtual internship opportunities. Our goal is to help TAWC students develop the skills and competencies needed to succeed in their chosen fields and to help them find the resources they need to get good career information and make good career decisions. You will be empowered to manage your own career successfully over the course of your life.

Strategies for Personal and Career Success

Students register for WEL330 focusing on career reflection, exploration, and planning. You will create a model career portfolio, including a personal statement, a polished cover letter and resume, a LinkedIn profile, a set of business cards, and professional references. Blended into the curriculum is attention to skill building and practice, including learning research, interviewing, negotiating and networking skills.

Child Care Policy

Bay Path University recognizes students' needs for child care; however, we cannot meet this need on the University campus. Students are expected to make arrangements for child care on their own. Children are not permitted to be on campus unattended or in classrooms while students are attending classes.

Community Service Credit

All students are encouraged to work as volunteers in supervised community service and may earn from one to three credits in any semester, (totaling a maximum of four elective credits), toward graduation. Students can volunteer in a variety of settings, such as: nursing homes, senior centers, day care centers, schools, hospitals and health agencies, community centers, recreation facilities, the court system and social service agencies. Sullivan Career & Life Planning Career Coaches assist students in choosing suitable volunteer opportunities and supervise credit-earning volunteer experiences.

Cooperating Colleges of Greater Springfield (CCGS)

Bay Path University is a member of the Cooperating Colleges of Greater Springfield (CCGS), a consortium of eight colleges, including American International College, Elms College, Holyoke

Community College, Springfield College, Springfield Technical Community College, Western New England University and Westfield State University.

CCGS supplements student learning experiences through inter-college library privileges, joint student activities, shared social and cultural events, and the opportunity to enroll in courses at any of the colleges. This reciprocity allows full-time students at Bay Path University to enroll in two courses each semester at any CCGS institution at no additional fee provided the course(s) is not offered at Bay Path University that semester and the CCGS course(s) will not put the student over a full-time course load.

Once students have matriculated at Bay Path, they may transfer no more than 12 additional credits from another institution. Credits earned through the CCGS as part of the cross-registration agreement for full-time students are not included in this number.

Counseling Services

Students who require counseling services are encouraged to use resources available to them in their respective communities. Students may also contact the counseling staff at Bay Path University Health Services for assistance and referrals. Counselors are available during normal business hours. If an emergency arises at any other time, students may contact staff on duty at their campus location or Campus Public Safety at the main campus.

Directed Study

Low enrolled courses are evaluated in the weeks prior to the course start, and a determination is made to cancel a course or run it as a Directed Study, based on enrollment. Typically, a course with fewer than 5 students will either be cancelled - if student schedules can be rearranged without impacting their graduation timeline - or offered as a directed study.

Food Services

Students attending classes at the Longmeadow campus have access to food services offered by Aramark through the Blake Center Dining Hall and Carpe Diem Café during posted business hours. Vending machines are also located in various campus buildings. Students are responsible for the costs of food services.

The Central Mass campus also assists students with access to food services including maintaining a kitchen area and/or vending machines for use by students. Students are responsible for the costs of food services.

Hatch Library and Information Services

The [recently renovated](#) Hatch Learning Commons, home to library services and online & digital learning, offers an inviting atmosphere, not only for individual study, but also collaborative learning in our group study rooms. Library resources include an up-to-date collection of over 500,000 items, which have been carefully selected to support your academic success. Bay Path students may also borrow recreational items such as popular fiction books or DVDs,

In addition, students may borrow items in person from the other academic libraries of the [Cooperating Colleges of Greater Springfield](#), from the Storrs (Longmeadow Public) Library, or through free interlibrary loan.

Our [website](#) offers 24/7 access to over 100 online databases, featuring full-text articles from thousands of scholarly journals and major newspapers. Whether on or off campus, students with Internet access can view over 350,000 e-books and other electronic resources, including high-

quality, course-related web sites and [online tools](#) for citation, research, and writing help. Ready reference collections and space to use them are also provided and staffed by Hatch librarians at Bay Path's campuses in East Longmeadow, Sturbridge, and Concord, MA.

We are dedicated to helping our students complete research assignments or find library resources by phone, email, and also in person. At least one professional librarian is on duty whenever the library is open. Librarians at Hatch Learning Commons provide personalized service to every patron.

[Hatch librarians](#) also collaborate with Bay Path faculty in teaching information literacy skills required for the 21st Century workplace and valuable for lifelong learning by integrating with both our Traditional and TAWC programs in English and WELL ([Women as Empowered Learners and Leaders](#)) courses.

The Center for Online & Digital Learning provides dedicated teaching and learning support services for faculty and students engaged in online learning and technology-enhanced learning at Bay Path. This includes formally orienting new faculty and students to online learning, instructional design services for faculty, supporting faculty and students' work with educational technologies like the Canvas and the iPads, as well as support for the University's digital badging program.

Hatch Learning Commons is open seven days a week year round; current hours are posted on the web site.

Health and Wellness Services

Bay Path University encourages students to attend to mind, body, and spirit. Students taking courses on campus have access to the Fitness Center and coursework that helps students learn more about effective ways to maintain and cultivate health and wellness.

Internships

TAWC students interested in internship opportunities as an elective course must consult with their advisor/educator coach and Academic Program Director to complete the necessary documentation and receive approval from the Academic Program Director. Internships are offered to students with junior status and above based on the premise that academic knowledge combined with practical experience better prepares students to succeed professionally beyond college. Students have the opportunity to identify their own internship sites and experiences. Each student's learning activities and performance are approved and evaluated by college faculty/staff as well as the onsite supervisor. Six-credit internships require 240 hours of approved supervised work; three-credit internships require 120 hours. Internship courses are graded on a pass/fail basis.

Orientation

All new students who enroll in TAWC programs are required to attend an orientation program before they attend classes. Orientations are scheduled for each enrollment period, and give students the opportunity to prepare for classes, make connections with fellow students and BPU staff, and identify available support resources. During the onboarding process, students receive extended orientation services – including instruction related to the course management system.

Parking

On campus parking is provided for every campus location. Students are responsible for knowing parking regulations and obtaining parking passes from the Campus Public Safety Office.

Students who park on campus are expected to follow rules and regulations outlined by the University.

Print on Demand Textbook Service

The American Women's College recognizes that textbook costs may prohibit students from purchasing required print course materials, and therefore incorporates no and low cost openly-licensed course resources where appropriate. In courses where these openly licensed, low cost materials have been incorporated, the digital course materials are embedded in the CANVAS classroom. For some of these courses, students who wish to have a hard copy of the course resources may be able to take advantage of a low-cost print-on-demand service that TAWC has engaged. For more information about printing course materials in specific courses, consult your educator coach.

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Absence Dictated by Religious Beliefs

In accordance with its long-standing tradition of respecting the religious beliefs of every student, Bay Path University complies with the following law of the Commonwealth of Massachusetts:

Any student in an educational or vocational training institution other than a religious or denominational educational or vocational training institution, who is unable, because of their religious beliefs, to attend classes or to participate in any examination, study or work requirement, on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which they may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student availing themselves of the provisions of this section.

Academic Integrity and Classroom Behavior Policy

(The policies and procedures set forth herein are subject to revision; changes are effective when they are posted online.)

The Bay Path University Policy on Academic Integrity and Classroom Behavior [“Policy”] is interpreted and enforced through the Standing Committee on Academic Integrity and Classroom Behavior from whose membership Hearing Boards will be formed to resolve allegations of violations of the Policy and, when appropriate, impose sanctions for violations. The Standing Committee is comprised of representatives from the Bay Path community including full-time faculty, administrators, and full-time students from each division (Traditional Undergraduate, The American Women’s College, and Graduate programs). The Committee is co-chaired by a member(s) of the full-time faculty who works collaboratively with the University administration and has responsibility for administering the Hearing Board process..

The University academic disciplinary process is designed to determine whether violations of the Policy have occurred and to impose sanctions when violations are found. The disciplinary process occurs entirely within the University community and is not a legal proceeding. It does not involve or incorporate legal rules of procedure or evidence and no provision is made for the involvement of or representation by legal counsel for any respondent, complainant, or witness. A student (respondent) accused of violating the Policy may select a full-time faculty member or other member of the University community, who is not an administrator or a staff member in either Academic Affairs or the President’s Office, to act as a liaison and intermediary with the Committee; but this liaison shall not be legal counsel and shall not have the right to investigate, interview, or cross-examine witnesses or others. The faculty liaison may advise the student, appear at any hearing, and may speak on the student’s behalf.

Any student or other person who contacts any administrator concerning any matter involving academic integrity or classroom behavior shall be directed to the Co-Chair of the Standing Committee. Any faculty or staff member contacted under these circumstances should also notify the student or other person that all communications concerning matters involving academic integrity or classroom behavior must be directed to the Co-Chair of the Standing Committee. The Co-Chair of the Standing Committee can be contacted at integrity@baypath.edu.

Academic and Classroom Behavior

The maintenance of academic integrity and classroom behavior within the University is the responsibility of each faculty member and each student. Dishonorable behavior may be academic

or classroom or both. Issues involving violations of this Policy fall under the aegis of the Standing Committee on Academic Integrity & Classroom Behavior.

Academic Integrity

Dishonorable academic behavior includes, but is not limited to the following:

- plagiarism, including self-plagiarism;
- the use of unauthorized sources of information or violation of copyright and/or license agreements
- cheating
- the theft of academic materials or information
- assisting others in acts of academic dishonesty or conspiracy of any kind that threatens or damages the integrity of the academic process or the University community
- disruptive behavior in the classroom
- using any University resource to engage in any plagiarism or cheating
- any other disruption or obstruction of teaching and learning.

Student work will be assessed not only for quality of thought and expression but also for academic integrity. To help prevent plagiarism and promote the correct use of sources, the University makes anti-plagiarism software available to faculty and students. Faculty electing to use the software may require that papers be submitted for textual similarity review for the detection of plagiarism. Penalties for dishonorable academic behavior may range from the imposition of a failing grade in an academic assignment to immediate suspension or dismissal from the University. Students found responsible for violations of the Policy on Academic Integrity & Classroom Behavior forfeit their eligibility for academic and other University honors.

Process for Academic Integrity Policy Violations

A faculty member who has evidence of a student failing to adhere to the Policy has a duty to report the conduct by email (integrity@baypath.edu) addressed to the Co-Chair(s) of the Standing Committee, which will also serve as notice to the Office of Academic Affairs, which will maintain records of the allegation and the disposition of the matter. Students may report allegations of academic integrity to any faculty member or administrator who will forward the report by email to integrity@baypath.edu. Faculty reporting a matter will refrain from investigating the matter. Faculty shall respect the confidentiality of information relating to or resulting from reports of academic dishonesty.

When conduct involving academic dishonesty occurs in the faculty member's class, they may elect to attempt to resolve the matter informally through the process for informal resolution set forth below. In the alternative, the faculty member may elect to refer the matter directly to Academic Affairs by emailing integrity@baypath.edu for disposition by the Standing Committee through a Hearing Board. A student whose conduct is the focus of a matter referred directly to the Committee for consideration by a Hearing Board may request that the Co-Chair of the Standing Committee investigate the possibility of informal resolution of the matter. The Co-Chair of the Standing Committee may consult with members of the Committee, the complainant and faculty member involved, and meet with the student and others before determining whether to let the matter proceed through a Hearing Board or be resolved informally.

Informal Resolution

A faculty member electing to pursue informal resolution of a violation of the Policy shall first notify the Co-Chair of the Standing Committee by email (integrity@baypath.edu) of the facts and circumstances of the alleged violation. The faculty member will notify the student of the complaint and the faculty member's intent to resolve the matter through informal resolution, by

email in a form approved by the Standing Committee. The student will be asked to respond to the complaint and will be advised of a respondent's rights under the Policy, including the right to seek the advice of a faculty liaison and to meet with the Co-Chair of the Standing Committee. If the student accepts the informal disposition of the matter, the faculty member should notify the Co-Chair of the Standing Committee by sending the student's response to integrity@baypath.edu. Documentation of the matter and its resolution will be kept on file by the Office of Academic Affairs. If the faculty member elects to resolve the matter through the informal process, the faculty member, in consultation with the Co-Chair of the Standing Committee, may suggest a resolution appropriate to the circumstances. For example, the faculty member may assign the student a grade of "F" for the course and/or for the particular assignment, or grade so much of the assignment that represents the student's own work, or require that the student repeat the assignment or a similar assignment. The student may decline informal disposition and request that the matter be referred directly to the Standing Committee for resolution by a Hearing Board. Allegations resolved informally are subject only to academic sanctions; but if a student requests resolution by a Hearing Board, the Board retains the discretion to impose the full range of academic and disciplinary sanctions, including immediate suspension or expulsion from the University. A faculty member pursuing informal resolution of a matter must confer about the matter with the Co-Chair of the Standing Committee or their designee. If the alleged conduct is a student's second or subsequent offense at the University, the matter is automatically referred to the Standing Committee for further action. All referrals to the Committee will be made to the Co-Chair of the Standing Committee and the Office of Academic Affairs through email at integrity@baypath.edu. For all matters under consideration at the end of a term, an Incomplete ("I") shall be entered as the student's grade until the matter is resolved.

Reporting – Responsibilities & Sanctions

Faculty, administrators, and staff have a responsibility to report conduct that violates the Policy. Students are encouraged to report conduct involving violations of the Policy. No student will be sanctioned for failing to report a violation of the Policy, but students should be aware that failure to report violations of the Policy encourages additional or future violations and that non-reporting has a corrosive effect on the academic integrity of the community. Students who have witnessed or have knowledge of acts of academic dishonesty or classroom behavior are expected to respond honestly and completely when asked about the conduct or incident during a hearing or an investigation of an allegation of a Policy violation. Failing to respond to inquiries or making false, incomplete, or misleading statements or accusations may be treated as violations of the Policy and be subject to sanctions. Any student who pressures or induces or threatens a student to engage in or conceal violations of the Policy, or who retaliates in any way against a student who provides information, reports, or participates in an investigation or hearing shall be deemed to have violated the Policy involving academic and classroom behavior and be subject to the full range of disciplinary or academic sanctions.

Self-Report and Non-Disciplinary Response

Any student who is involved in conduct constituting a violation of the Policy on Academic Integrity and Classroom Behavior or who finds herself or himself in an ethically compromising situation may self-report the situation to their advisor/educator coach, a Co-Chair of the Standing Committee, or any member of the full-time faculty. A student who self-reports may face academic penalties but will not be subject to disciplinary sanctions for a first offense, unless the conduct is a serious violation without any mitigating circumstances or is otherwise extremely egregious or destructive. The self-report is treated as a significant factor in mitigation of any sanction imposed. Any self-report must be made before the conduct is discovered or reported to a member of the faculty or the Standing Committee or the Office of Academic Affairs.

Hearing Board Process

If the matter is referred to the Standing Committee for resolution by a Hearing Board, by the Office Academic Affairs or upon request by the faculty member or the student, the Co-Chair of the Standing Committee will notify the faculty member and the student that a referral to the Committee has been received and that a Hearing Board will be convened. Separate Hearing Boards will be convened for matters in the traditional undergraduate and graduate program (trad/grad) and those in The American Women's College (TAWC). The notice to the student/respondent will include a summary of the complaint and advise the student of a respondent's rights and responsibilities under the Policy, including the right to obtain a faculty liaison (a full-time faculty member in trad/grad or an Academic Program Director in TAWC). The composition of the Hearing Board is as follows:

- **Traditional Undergraduate/Graduate Division:** The Hearing Board will consist of the Co-Chair of the Standing Committee (or her or his designee), two faculty members, and two students, with no member having a vested interest in the matter. The faculty member making the allegations may request appointment of one member of the faculty on the Standing Committee to the Disciplinary Board and the student, who will receive notice of the composition of the Disciplinary Board, may seek disqualification of one faculty member and two student representatives. The Co-Chair of the Standing Committee will select any replacements.
- **The American Women's College:** The Hearing Board will consist of the Assistant Dean for Curriculum and Instruction (or his or her designee), two Academic Program Directors, and up to two students, with no member having a vested interest in the matter. The faculty member making the allegations may request an appointment of one Academic Program Director and the student, who will receive notice of the composition of the Board, may seek disqualification of one Academic Program Director and one student representative. The Assistant Dean for Curriculum and Instruction will select any replacements.

The Hearing Board will handle the matter in a timely fashion by scheduling a hearing to take place within fourteen (14) days of formation, unless circumstances merit additional time. The venue of the Hearing Board will generally follow the learning modality of the course. Allegations that arise in online courses will be addressed in a Hearing Board meeting held virtually, while allegations that arise in on-ground courses will be addressed in a Hearing Board that convenes in person, where circumstances allow. If the Co-Chair of the Standing Committee determines that travel to and from on-campus sites is prohibitive to a face-to-face meeting, a virtual meeting may be substituted for an in-person meeting.

Before the hearing the respondent(s) will be given the opportunity to obtain the advice of a faculty liaison and to identify any witnesses or present any information relevant to the allegations to the Co-Chair of the Standing Committee for consideration by the Board. The Co-Chair of the Standing Committee will also interview witnesses identified by the complainant and others in preparation for the hearing. The Board, presided over by the Co-Chair of the Standing Committee will hear evidence to determine whether, based on a preponderance of evidence, a violation of the Policy has occurred and to impose sanctions, if appropriate. Witnesses, including the complainant and the respondent will present evidence to, and answer questions from, the Board. A record will be kept of the proceedings, which will include a summary of the testimony and findings of fact. The proceedings of a Hearing Board will be private, and members of the Board will scrupulously respect the confidentiality of the process.

If more than one student is involved in the action a single hearing will occur unless, before the Hearing Board is formed, a respondent sends to the Co-Chair of the Standing Committee by email (integrity@baypath.edu) a written request that states the reasons for separate hearings. The Co-Chair of the Standing Committee will evaluate the request and may consult with the Committee to determine whether to grant the request. The decision to hold a single hearing, or separate hearings rests within the discretion of the Co-Chair of the Standing Committee and is final and not subject to appeal. If the respondent was found responsible for earlier violations involving academic integrity, this history will be made available to the members of the Board upon consideration of sanctions. The respondent and complainant faculty member, as well as others invited by the Co-Chair of the Standing Committee may be asked to attend the meeting of the Board. Notice of the decision of the Hearing Board will be sent to the student and the Interim Vice President of Academic Affairs within seven (7) days of the hearing. Students determined to be responsible for acts of academic dishonesty may be subject to academic and disciplinary sanctions including, but not limited to, the following:

- Confirmation of all sanctions already provided through informal disposition, including receiving a “zero” or an “F” for the assignment(s) in question; and/or
- Failure (“F”) in the course in which the act took place; and/or
- Immediate suspension from the University for a specified period of time; and/or
- Immediate dismissal from the University for an indefinite period with conditions for readmission, if any, defined by the Interim Vice President of Academic Affairs at the time dismissal occurs; and/or
- Permanent expulsion from the University with documentation on her or his permanent record.

Students who have been found responsible for violations of the Policy forfeit eligibility for academic or other University honors and may be removed from any appointed position or required to resign from any elected position in the University. If a student is found responsible for violations of the Policy but is not enrolled in the course for which they provided or secured information for someone who was enrolled in the course, they are subject to the same disciplinary sanctions outlined above.

Appeal

A respondent who believes the decision of the Hearing Board is unsupported by or contrary to the evidence, or is the result of procedural error or bias, or who seeks reconsideration of any sanctions imposed, may appeal within seven (7) days of receiving the notification from the Hearing Board. This appeal must be made in writing and sent by email at integrity@baypath.edu, and directed to the attention of the Interim VP of Academic Affairs, who will review the matter. The Interim VP of Academic Affairs will determine whether the appeal has merit and, if so, may render a decision or return the matter to the Hearing Board for further consideration. Newly discovered evidence, unknown at the time of the hearing, may be raised on appeal in support of a request for further consideration by the Board or in support of a request for reconsideration of sanctions. Such newly discovered evidence should be sent (by email at integrity@baypath.edu) to the Co-Chair of the Standing Committee who will forward the evidence to the Interim Vice President of Academic Affairs. Upon receipt of the evidence, the Interim Vice President of Academic Affairs may decline to hear the evidence and decide the appeal on the record, send the matter back to the Hearing Board for reconsideration, or consider the evidence and render a decision on the appeal. The decision of the Interim Vice President of Academic Affairs is final and may not be appealed further.

Classroom Behavior

Dishonorable classroom behavior, which includes all applicable violations identified above, as well as any other threatening or disruptive behavior, or any act that affects the integrity of the fact-finding or hearing process also constitutes a violation of the Policy within the authority of the Co-Chairs of the Standing Committee. Any faculty member who perceives or suffers from such behavior by any student or group of students while pursuing duties in the instructional process may request that the student or students leave the immediate learning environment. If, in the faculty member's judgment, the student or students will not respond to direction by the faculty member, they may contact Campus Public Safety for assistance. The faculty member must report the conduct in writing (by email at integrity@baypath.edu) as soon as possible to the Co-Chair of the Standing Committee and, if appropriate, file an incident report with the Campus Public Safety Office. The Co-Chair of the Standing Committee will notify the student involved that a complaint has been made and that the matter will be resolved through the hearing process. The Co-Chair will also advise the student that they may select a faculty liaison for advice and assistance during the pendency of the matter and work with the student to identify an appropriate member of the faculty to serve as a faculty liaison.

Summary Process

When a complaint involving questions of academic integrity also involves dishonorable classroom behavior, or egregious conduct, the Co-Chair of the Standing Committee, in consultation with the Vice Provost and Chief Educational Compliance Officer and other appropriate administrators, will determine whether summary process is appropriate or whether the matter should be dealt with by a Hearing Board through the formal hearing process. For serious misconduct that appears to merit suspension of a student from class or campus, or expulsion from the University, the complaint will be handled expeditiously through the summary process, without recourse to the formal hearing process or involvement of a faculty liaison. The Co-Chair of the Standing Committee will promptly investigate the matter in consultation with the appropriate campus departments. The Co-Chair of the Standing Committee or his or her designee may, on her or his own initiative, require the student to refrain from contacting the professor or other students, or to stay away from the class or classroom or other areas on campus, or may prohibit the student from entering the campus while a matter involving social behavior is under review. A student whose behavior is under review, or any person advocating or acting on the student's behalf, should direct any and all communication about the matter to the Co-Chair of the Standing Committee, who will forward the information to the appropriate recipient and keep a copy of the communication on file.

Sanctions

A student found responsible for dishonorable classroom behavior through summary process faces sanctions that include removal from the classroom, suspension from class, or withdrawal from the class. Students may also be suspended from the University, barred from campus, or dismissed from the University with either the privilege of readmission at some later time, subject to conditions determined by the University, or expelled with no opportunity for readmission. Students found responsible for dishonorable social behavior also face any or all of the academic sanctions set forth in the Policy including being ineligible for University honors and forfeiture of University offices. A student aggrieved by the decision of a Hearing Board in a matter involving classroom behavior has the same right of appeal as a student found responsible for a violation of the academic integrity component of this Policy. A student found responsible through the summary process may be heard by the Interim Vice President of Academic Affairs in mitigation of responsibility or sanction but has no right of appeal. A decision by the Vice President of Academic Affairs is final. In any case in which the conduct is criminal in nature, a report will be made to Campus Public Safety and referrals and reports made to the appropriate law enforcement agency and/or the District Attorney for Hampden County.

Academic Technology Policies

The Web-based Jenzabar portal system called the MyBayPath portal (my.baypath.edu) allows students to view and print their individual class schedules, grades, billing statements, financial records, degree audits and enrollment histories, as well as to access personal e-mail and information resources. The following policies are related to accessing information at Bay Path University:

- The official method of communication with students and members of the Bay Path community is via e-mail and the My Bay Path Portal. Students are responsible for checking their Bay Path e-mail account regularly for important notices and other information, and for complying with stated University policies and guidelines. E-mail accounts are automatically established for all students within one week of initial enrollment.
- Bay Path University does not mail or provide printed copies of class schedules, grade reports, or degree audits. These are available in the MyBayPath Portal under the Students Portlet.
- The MyBayPath Portal also provides access to financial information. Students are able to access their financial information at all times; however, when there is an outstanding balance, unapproved financial aid, missing immunization records, or other required documents, students will have access only to their billing statement but not to their schedule, degree audit, course selections, or other information. All other information is made available to students after all financial and other requirements have been met.
- The MyBayPath Portal also includes an online bulletin board. Student-generated e-mail can only be addressed to specific named individuals and cannot exceed 30 recipients. Any information that needs to be shared with groups may be posted on My Bay Path Portal bulletin board(s).

Acceptable Use of Technology

1. Purpose

To ensure Bay Path University (BP) and all BP Users are responsible for proper use of information and protected from illegal and/or harmful actions that result from inappropriate use of BP Systems.

2. Definitions

BP users: All University employees, faculty, adjunct faculty, and students, in addition to all contractors, consultants, temporary workers, per diem, volunteers, visitors, and student workers that access BP Systems.

BP systems: All equipment and data owned by BP, which includes: individual computing and storage devices (desktop, laptop, tablet, printer, flash drive, etc.) and any data contained on them; as well as enterprise computing resources (e.g. Jenzabar, internet access, e-mail, file shares, software, servers, networks, phone systems, system accounts).

BP data: All information stored, processed, or transmitted through BP systems and used by the BP users for academic or administrative operations. Such data is owned by the University and not the user.

Confidential data: Social security number, ID number, student educational records as defined by FERPA (including grades), financial data, account numbers, bills, personnel files, passwords, and any other information labeled as confidential by BP users. BP will take reasonable steps to protect personal information as permitted by law.

3. Responsibilities of BP Users

- I. Use that is consistent with the BP mission and policies;
- II. Use in an ethical and lawful manner;
- III. Use which consistently protects the confidentiality, integrity, and availability of BP data:
 - A. Ensure data are accurate, prevent mishandling;
 - B. Ensure access to data are limited to the needs of a job function;
 - C. Ensure that data are available for appropriate University personnel;

4. Privacy & Monitoring

All University owned property and the data therein, whether stored electronically, on paper, or in any other form, are subject to review at the discretion of the University. Portions of the IT infrastructure include automatic and manual monitoring and recording systems that are used for reasons that include, but are not limited to, security, performance, backup, and troubleshooting. The University reserves the right at any time to monitor and access any data, including the contents of any University computer or University communications, for any legitimate business reason.

5. Personal Use

The University recognizes that limited personal use of BP systems may be necessary from time to time to attend to personal matters that cannot be handled outside work/school hours. Limited personal use of BP Systems must not interfere with or disrupt the work of the unit or other University business or educational activities nor unduly burden BP Systems such that they are not available for business and educational use. Bay Path systems may not be used for the purpose of a personal business (for profit or not for profit) or for any political activities. Bay Path systems are to be used in a manner consistent with the policies of the University. Users are prohibited from engaging in any communication that is discriminatory, defamatory and/or unlawful.

6. Legal Standards

All BP Users are expected to abide by all Federal and State laws and regulations. The following list is used for illustrative purposes, and is not intended to be a comprehensive guide to Federal and/or State law:

- FERPA: regulates the confidentiality of student records.
- GLBA: regulates the confidentiality of financial information.
- HIPAA: regulates the security and privacy of health information.
- PCI DSS: regulates the confidentiality of credit card information.
- DMCA 1998: regulates the protection of intellectual property.
- USC Title 18 §1030: Fraud and related activity in connection with computers.
- CAN-SPAM Act: Regulates the use of mass e-mailing.
- MGL c.93H: Mandates reporting of security breaches.
- MGL c.266, S. 33A: Fraud through the use of computer resources.
- MGL c.266, S. 37E: Prohibits identity theft.
- MGL c.272, S. 99: Wiretapping law.
- MA 603 CMR 49: Bullying or Retaliation regulations.
- MA 201 CMR 16: Regulations on security freezes.

- MA 201 CMR 17: Standards for the protection of personal information.
- MA 940 CMR 27: Safeguards for Personal information.

7. Investigations & Discipline

Use of BP systems and data are subject to the Operations Manual for University Employees. Any investigations of misconduct will be conducted according to the Operations Manual. For students, use of BP systems and data are subject to the policies included in the Student Guidebook including the Code of Conduct and Policy on Academic Integrity and Classroom Behavior. Unauthorized use or abuse of BP Systems or data may result in disciplinary action up to and including termination and/or expulsion. Additional civil and/or criminal punishments may be applicable.

Examples of prohibited behavior (this is not intended as a comprehensive list):

- Circumvention of any security measures including: hacking, probing, or unauthorized reconfiguration of systems; use of computer viruses, worms, or any kind of spyware or malicious software.
- Divulging an account password; unauthorized use of another account; impersonation or misrepresentation of identity.
- Removing confidential data from Bay Path systems or property without written authorization from the proper Data Trustee.
- Storing or transmitting unencrypted confidential BP data to non BP systems without proper written authorization.
- Running unauthorized IT servers or networks.
- Forgery of communications, unauthorized or inappropriate manipulation of data (by alteration or omission).
- Sending spam, pranks, chain letters, pyramid schemes or any kind of for-profit solicitation.
- Creating or distributing data that may reasonably be considered offensive or disruptive to any employee, student, Trustee of the University, prospective employee, prospective student, or any other person. This includes data that may offend someone on the basis of age, gender, gender identity, race, sexual orientation, religious beliefs, national origin, disability, or any other category protected by law.
- Illegally downloading, storing, or sharing copyrighted material.
- Engaging in communication that is discriminatory, defamatory and/or unlawful.

When you use University computing services, and accept any University issued computing accounts, you agree to comply with this and all other computing related policies.

Anti-Harassment and Anti-Discrimination Policies

Anti-Harassment/Anti-Discrimination

In order to achieve its mission of educating students to become confident and resourceful contributors to our increasingly interdependent world, the University depends on an educational and work environment of tolerance and respect. It is committed to providing an environment that is free of discrimination and illegal harassment, including sexual harassment for all faculty, staff and students working for the University, and for all students according to the additional Anti-Harassment/ Anti-Discrimination Policy located in the Student Guidebook. This commitment includes a Bay Path University policy that expressly prohibits discrimination and harassment based on an employee's sex, age, race, color, national origin or ancestry, disability, religion, sexual orientation, military status or veteran's status, gender identity, genetic testing or information. These forms of discrimination and harassment are illegal, and Bay Path University will not tolerate any form of such discrimination or harassing conduct or behavior by an employee, vendor, client, contractor, Board Member or any visitor of Bay Path University. The University recognizes the right of all employees and students to be treated with respect and dignity. Harassment and discrimination in any form is unacceptable behavior and will not be tolerated.

This policy is designed to do the following:

- reaffirm the University's commitment to providing a positive, humane environment for study and work free from harassment;
- let all members of the University community know what kind of conduct is expected and what kind of conduct is proscribed;
- inform victims of harassment, including sexual harassment, of their options and rights;
- inform all members of the University community about the procedures available at the University for addressing, investigating, and resolving harassment complaints, including sexual harassment complaints;
- protect the rights and confidentiality of all parties to harassment complaints to the extent possible; and
- prevent retaliation against persons alleging sexual and other unlawful harassment or against persons cooperating in an investigation.

Prohibited Conduct

Harassment – Acts or communications addressed to individuals or groups because of race, national origin or ancestry, religion, gender, sexual orientation, age, disability, marital status, military or veteran's status, gender identity, genetic testing or information is similarly prohibited by this policy.

Examples of impermissible harassment, including racial harassment, include the following:

- The use of physical force or violence to restrict the freedom or movement of another person or to endanger the health and safety of another person based on the person's race, color, gender, national origin or ancestry, disability, religion, sexual orientation, military or veteran's status, gender identity, or genetic testing or information;
- Physical or verbal behavior that involves an express or implied threat to interfere or has as its purpose or has the reasonably foreseeable effect of interfering with an individual's personal safety, academic efforts, employment, participation in University-sponsored extracurricular activities because of the individual's race, color, gender, national origin or ancestry, disability, religion, sexual orientation, military or veteran's status, gender

- identify, or genetic testing or information and which causes that individual to have a reasonable apprehension that harm is about to occur;
- Any type of conduct that has the effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile or offensive working or learning environment;
 - Epithets, slurs or derogatory comments based on a person's race, color, gender, national origin or ancestry, disability, religion, sexual orientation, military or veteran's status, gender identity, or genetic testing or information. It should be emphasized, however, that isolated instances (e.g. a single comment or joke) ordinarily will not constitute harassment unless it is repeated or egregious.

Harassment may not be present if the conduct is welcomed and encouraged. Even though the behavior may not constitute harassment or discrimination, corrective action may be warranted.

Sexual Harassment

Sexual harassment is a form of behavior that adversely affects the employment relationship and is prohibited by State and Federal law. The University condemns and prohibits sexual harassment by any employee or student.

Sexual harassment does not refer to voluntary social activities among employees. Instead, it refers to behavior that is not welcomed by the employee, which is purely offensive to her or him, and which undermines morale and /or interferes with the ability of the employee to work effectively. Sexual harassment includes unwelcome actions such as:

- sex-oriented verbal abuse
- sexual remarks or jokes
- physical contact including patting, pinching or repeated brushing against another person's body
- demands or requests for sexual favors accompanied by implied or overt promises of preferential treatment or threats concerning an individual's status as an employee
- actual or attempted rape or assault

It is, therefore, against the policies of the University for any employee, male or female, to harass another employee sexually, that is, by making unwelcome sexual advances, requests for sexual favors, or other uninvited verbal or physical conduct of a sexual nature when:

- submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term of condition of employment or as a basis for employment decisions;
- such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating, or sexually offensive work environment;
- retaliation is threatened or undertaken against an individual who complains that such conduct is interfering with her or his work performance.

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether intended or not, that is unwelcome and has the effect of creating an educational environment or workplace environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- unwelcome sexual propositions, invitations, solicitations, and flirtations; leering;
- unwelcome and inappropriate touching, patting, fondling, pinching, or obscene gestures;
- seeking sexual favors or relationships in return for the promise of a favorable grade or other academic or employment benefit or opportunity;
- conditioning an academic-related action (such as a grade, assignment, or refraining from discipline) on a sexual favor or relationship;
- unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes, or innuendos; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls;
- sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body; comment about an individual's sexual activity, deficiencies, or prowess;
- sexually suggestive objects, pictures, cartoons, videotapes, audio recordings or literature, or computerized transmissions placed in the work or study area, that may embarrass or offend individuals, subject to general principles of academic freedom as defined in the Faculty Handbook;
- in the case of co-workers or individuals in positions of authority, conduct of the nature set forth above when the effect is to unreasonably interfere with the ability of a person to perform his or her employment or academic responsibilities, or when the effect is to create an offensive, intimidating and/or hostile working or learning environment for that person.

Unwelcome sexual behavior toward another employee or student, which is sufficiently severe or pervasive to alter the conditions of the victim's employment or academic surroundings and results in a work or educational environment that a reasonable person would find abusive or offensive creates a "hostile environment."

Isolated instances (e.g., a single sexual overture, comment, invitation or joke) ordinarily will not constitute sexual harassment unless there is repetition or the circumstances are egregious. In this regard, occasional compliments also do not constitute sexual harassment. Sexual behavior that is welcomed and consensual may not constitute sexual harassment. Even though the behavior may not constitute harassment or discrimination, corrective action may be warranted.

Supervisor/Director Relationships/Consensual Relationships

Bay Path University very strongly discourages consensual relationships of an intimate or sexual nature among co-workers. These types of relationships can result in a breach of confidentiality, reduced objectivity, slowed productivity, excessive socializing, preferential treatment, arguing on the job and charges of sexual harassment if the relationship ends badly.

Although Bay Path University does not prohibit consensual relationships among co-workers, it has adopted a policy prohibiting supervisor/supervisee consensual relationships. Under this policy parties have a thirty-day penalty free window to report the relationship to Human Resources. Human Resources will work with the Vice President of the division(s) to determine how the reporting relationship can be removed. Actions could include transfer of either party and/or demotion of the supervisory level of employee. Supervisors who engage in dating

relationships with subordinates and do not report the relationship to Human Resources will be subject to disciplinary action, up to and including discharge from employment.

The University prohibits relationships of an intimate or sexual nature between faculty or staff members and students, because among other reasons, they pose great potential for sexual harassment problems. For example, consider students who are currently enrolled in a class taught by a faculty member or who are currently employed by a faculty or staff member in any capacity. Because the question of consent is complicated by the difference in power that exists between faculty or staff and students in such circumstances, and, the difference in power can give rise to the appearance of impropriety, faculty and staff are prohibited from entering such relationships with students.

Procedure for Dealing with Harassment

An initial course of action for anyone who feels that they have been harassed may be for that person, either alone or with another employee, or another student in the case of a student working for the University, to emphatically tell or otherwise inform the harasser that the conduct is unwelcome, offensive, violates this policy, and must stop. This may solve the problem, and if it does, further proceedings will usually not be necessary.

Employees who become aware of inappropriate discriminatory or harassing conduct toward another employee that they believe is prohibited by this policy must immediately report the matter to the Director of Human Resources. An employee who in good faith reports a suspected violation of this policy shall not suffer harassment, retaliation or adverse employment consequences from other employees or the University. An employee who retaliates against someone who has reported a suspected violation in good faith is subject to discipline up to and including termination.

Any faculty or staff who perceives herself or himself as a victim of harassment may also contact their division Vice President to discuss the harassment complaint. The Vice President has an obligation to notify the Director of Human Resources of such a complaint and will work with the director to determine if an acceptable solution can be achieved. If an acceptable solution is not attained, a formal investigation will be initiated.

If the person who believes they have been the victim of harassment decides that they wish to file a formal complaint this may be done in writing or orally to the Director of Human Resources, 588 Longmeadow Street, Longmeadow, MA 01106, telephone (413) 565-1252.

Complaint Investigation

When the University receives the complaint, it will promptly investigate the allegation of harassment in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent possible under the circumstances. The division Vice President and/or the President will be notified that an investigation is being initiated. Our investigation will include a private interview with the person filing the complaint and with the witnesses. We will attempt to interview the person alleged to have committed the harassment. Only those with a need to know will be apprised: (1) that an investigation is taking place; (2) of the results of an investigation; or (3) of the facts upon which the allegation of harassment is based.

Following the investigation, the University will make the final determination as to the merits of the complaint. If the University finds that the allegations in the complaint have been established by the investigation, the University will act promptly to attempt to eliminate the offending conduct, and where it is appropriate, it will impose disciplinary action appropriate to the offense.

Such action may range from counseling to termination and may include such forms of disciplinary action as deemed appropriate under the circumstances.

When a complaint or the outcome of an investigation warrants notification of local law enforcement, the President will be notified and the University will cooperate with the investigation to the best of its ability.

Harassment Involving Only Students

Every effort has been made to make this policy and the procedures set forth herein consistent with the Policy for students. A student who perceived herself or himself to be the victim of harassment may report the incident to the Vice Provost for Academic Affairs and Dean/Title IX Coordinator, the Dean of Students and Director of Persistence, the Dean of Academic Support Services and Assistant Coordinator of Title IX, or the counselors in the counseling center at 588 Longmeadow Street, Longmeadow, MA 01106, in accordance with the Anti-Harassment/Anti-Discrimination Policy in the Student Guidebook.

Confidentiality

It is expected that, at all states of any proceedings under this policy, confidentiality will be maintained to the greatest extent possible at the discretion of the University.

All records of all alleged incidents of harassment, resolution, and any disciplinary action shall be kept in confidence for three years after the termination of all individuals involved.

Retaliation

Any retaliation against an individual bringing a complaint or participating in an investigation under this policy is strictly forbidden and unlawful, and will result in appropriate disciplinary actions.

Malicious, False Accusations

Any knowingly false or malicious complaints of discrimination or harassment will result in disciplinary action, up to and including termination of employment and/or permanent expulsion.

State and Federal Remedies

In addition to the above, if you believe you have been subjected to discrimination or harassment, including sexual harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using the University complaint process does not prohibit you from filing a complaint with these agencies. The following agencies are responsible for the enforcement of employment discrimination laws:

Massachusetts Commission Against Discrimination Boston Office

One Ashburton Place – Room 601

Boston, MA 02108

(617) 994-6000

TTY: (617)994-6196

Massachusetts Commission Against Discrimination

436 Dwight Street, Room 220

Springfield, MA 01103

(413) 739-2145

Equal Employment Opportunity Commission

One Congress Street, 10th Floor
Boston, Massachusetts 02114
(617) 565-3200

Active Engagement

At Bay Path University, we believe that students learn through being actively engaged in their classes, both online and on-ground. Research supports that engagement with faculty and peers is a critical element to student persistence, academic success, and personal development. We therefore expect students to empower one another and to encourage the active and positive participation of peers.

To foster student success, we assess active engagement regularly in all classes as a component of grades. In the majority of online courses, active engagement takes place via robust discussions in the weekly discussion board assignments. In hybrid courses, active engagement typically requires students to post a response to a discussion board prompt, and in-class activities reinforce weekly competencies. In fully on-ground classes, in-person discussions allow students to explore concepts, and additional in-class activities may supplement learning experiences.

- Faculty assess students each week using the rubrics. Helpful feedback to the student is required.
- Active engagement is graded via rubrics, and active engagement grades are entered into the Canvas Learning Management System regardless of modality.
- Though the typical active engagement assignments are described above, some courses may structure active engagement in other ways. Students should refer to their Canvas class for further information on active engagement grading in each course.

Assessment Activities

As declared by its mission, *“a Bay Path University education empowers undergraduate women and graduate women and men to become leaders in their careers and communities with an innovative approach to learning that prepares students to flourish in a constantly changing world.”* As its mission reveals, Bay Path’s primary function is to propel student learning while preparing students to serve as agents of change and positive impact in their lives beyond the University. On a daily basis, Bay Path renews its commitment to its mission by embracing its responsibility to the Bay Path community of students, faculty, and staff to deliver an educational experience of the highest quality.

Throughout students’ educational journey, there is no single question asked with greater frequency by more members of the Bay Path community or that warrants greater consideration and effort than the question, “how are students progressing in their learning?” It is the central charge of assessment to address this question through the evaluation, documentation, exchange, and reporting of the achievement of student learning outcomes.

Students know that the successful completion of a course or a term does not signal the conclusion of learning. Similarly, the responsibility for assessment does not end with efforts to answer the question of how are students progressing in their learning. Rather, the larger purpose of assessment is to continuously enhance the Bay Path experience by amplifying the voices and experiences of students as key sources of institutional learning. By placing students at the center of the assessment experience, student consensus readily emerges regarding the aspects of the Bay Path experience that both exceed student expectations and require attention. Consensus

perspectives are highly actionable, thereby enabling Bay Path to build upon program successes and pursue improvements.

Surveys – Placing Students at the Center of the Assessment Experience

Bay Path undertakes assessment from a holistic perspective, combining analyses of student performance by faculty with student self-report information obtained via a variety of surveys (e.g., nationally normed and locally developed). Placing students at the center of this holistic assessment experience is possible when the assessment process conveys value and opportunity for students to participate. Bay Path strongly encourages students to place themselves at the center of the assessment experience by providing input through the following sample of surveys administered at Bay Path:

Graduating Student Survey (GSS) - Graduating students across divisions complete the Graduating Student Survey prior to Commencement. The survey solicits students' perspectives and qualitative suggestions regarding the Bay Path experience and post-graduate outcomes.

Student Learning Outcomes Assessment

Assessment of student learning in academic programs, inclusive of the Core Curriculum, forms the foundation of the University's efforts to ensure that students are achieving the outcomes of a Bay Path education. Each academic program at Bay Path has articulated student learning outcomes that reflect the knowledge, skills and abilities that students are expected to possess during and at the conclusion of a course or program of study. The student learning outcomes for each program are included in this Catalog. Students' academic performance in courses, assessed in the aggregate, is summarized annually and compared to established criteria for acceptable levels of knowledge or skill acquisition. The results of these annual assessments are used by Bay Path faculty to enhance the University's curriculum and delivery of instruction.

Attendance Policy

Due to the accelerated nature of The American Women's College, the following attendance policy is strictly enforced:

- By the first Saturday of the session start, students are required to actively demonstrate engagement in any courses for which they are registered.
- Students taking on-ground or hybrid classes must attend the first Saturday of classes each session.
- Students taking online or hybrid must complete an assignment or discussion board post by 11:59pm ET on the first Saturday of each session.

Students with active military orders or students who are in the National Guard or Reserves who have drill dates or annual training that coincide with the first class meeting may be exempt from the Attendance Policy. Students must provide a copy of their active military orders or their schedule of military drill and/or training dates to the Registrar's Office (tawcregistrar@baypath.edu) by the Wednesday prior to the start of the session in order to be eligible for exemption from the Attendance Policy.

Accelerated degree programs within The American Women's College of Bay Path University are carefully designed with dynamic learning experiences involving substantial class participation and in compliance with federal credit hour guidelines. Attendance and participation is critical for all scheduled classes, whether the class is taught on-ground, online, or in hybrid format. Faculty will monitor and record attendance for on-ground and hybrid courses and the Registrar's Office will monitor reports of academic attendance drawn from the learning management system for online courses. In accordance with the federal and state financial aid requirements, the University

will maintain accurate records of student attendance. In the case of a student missing a first class due to military requirements, they will still be required to work through the robust curriculum and learning activities, and the faculty member will support the student as needed to ensure they meet course learning outcomes.

Required First Class Participation

All students are required to participate in the first meeting of a course. In courses offered on-ground or hybrid, this means attending and participating in the first face-to-face class meeting. For both online and hybrid courses, students must submit their first assignments (typically due Thursday of the first week) in CANVAS by 11:59pm ET on the first Saturday of the session.

Administrative Drop from Class (Missing the first class session of a single course)

Students who fail to attend their first class meeting in the manner described above will be administratively dropped from that course. The Registrar's Office will contact these students via their Bay Path email, copying the student's primary advisor/educator coach. In this email, students will be informed of their impending drop.

Administrative Drop from Institution (Missing the first class session of all courses in a session)

Students who fail to attend their first class meeting of all of their courses in a session will be administratively dropped from these courses, and may be withdrawn from the institution. The Registrar's Office will contact these students via their Bay Path email, copying the student's primary advisor/educator coach. In this email, students will be informed of their impending drop and will be sent the Enrollment Status Form.

Enrollment Status Form

If the student wishes to continue to be registered for classes in later sessions of that semester, they must complete an Enrollment Status form. A link to this form is sent to the student via email by the Registrar's Office. By submitting this form to Bay Path University, the student is informing the institution of their intentions in relation to their enrollment status. The student must submit the form by midnight EST on the Friday before the second scheduled Saturday of the current session.

If the student fails to submit the Enrollment Status Form by the stated deadline – or indicates that they do not wish to continue – the Registrar's Office will administratively drop them from all current and future courses, while also administratively withdrawing them from the institution.

Planning Ahead to Return

New students who wish to defer their enrollment to a date within the current semester should consult their educator coach or admissions counselor.

New students who wish to defer their enrollment to another semester should consult their admissions counselor.

Returning students who wish to remain enrolled at the institution should contact their educator coach or admissions counselor.

Dropping or withdrawing from course(s), whether initiated by the student or the institution, may significantly affect a student's financial aid.

Students with any questions related to the attendance policy should contact their educator coach directly.

Auditing a Course

A student may audit a class to acquire knowledge, but not to earn credits or a grade. Students must officially register to audit a course with the Registrar's Office and they are expected to comply with the attendance requirements, complete assigned reading, participate in discussions, and take any examinations.

Registration to audit a course will be approved on a space-available basis. Students cannot change their status from audit to for credit after the close of the add/drop period nor can they later take a previously audited course for credit. Audited courses will be reflected on the student's permanent record.

Additional information about the cost of auditing courses is available in the [Auditing a Course](#) policy in the Financial Information section of this academic catalog.

Challenge of Final Course Grade

Grade appeals are designed to assist students who believe their final course grade is inappropriate because of an error, deviation from published expectations, or unequal treatment. A student may appeal course grades for the following reasons:

1. There was a miscalculation of points, grades, or rubrics.
2. Faculty member did not follow the syllabus or a published policy.
3. The student believes they were treated unfairly (differently than other students in the class).

Step 1: A student who wishes to appeal a grade must submit a written request by email to the faculty member within seven (7) calendar days of the final grade due date. If the faculty member and student resolve the issue, the faculty member submits a change of grade request to the Registrar's Office.

Step 2: If the grade appeal is not resolved at the faculty-student level, the student may appeal to the Senior Director of Academic & Student Support by completing and submitting a Grade Appeal Form. They will then call a meeting with the Appeals Committee, assist the Committee in the review process, and notify the student of the committee's decision.

Step 3: If the student does not agree with the decision of the Committee, the student may appeal to the Assistant Dean for Curriculum and Instruction within seven (7) calendar days of the Committee's decision by submitting a written request for further review. The Assistant Dean for Curriculum and Instruction will render the final decision of the grade appeal.

Class Cancellation Policy

While classes may be canceled unexpectedly, it is generally the University's policy not to cancel classes; except in the case of extreme inclement weather or other unforeseen emergency. Students should refer to the MyBayPath portal and their CANVAS classroom for information on course cancellation. If an on-ground class is cancelled, students should refer to the CANVAS course for their assignments. Students should also call the administrator on duty to report a late/absent professor and ask for help determining if the class will be held.

Confidentiality of Student Records (FERPA)

The University complies with the Family Education Rights and Privacy Act of 1974, as amended, which governs the maintenance of student records. Under the Act, students may inspect and review their records and generally prohibit disclosure of personally identifiable information; however, the Act permits disclosure without consent in certain instances including disclosure to faculty or administrators who have a legitimate educational reason for accessing the file and to parents of dependents as that term is defined by the Internal Revenue Service.

“Directory Information” shall be available without limitation to any interested party unless the student specifically requests that any or all directory information be withheld. A student may limit the release of directory information for any given year by filing a request with the Registrar’s Office. The University has defined "directory" information to include:

- Student's name
- Participation in officially recognized activities and sports
- Degree and awards received
- Major fields of study
- Dates of attendance
- Most recent educational institution attended
- Other similar information as defined by the institution

The Act affords students the following rights with respect to their education records:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order

to fulfill his or her professional responsibility. Another exception which permits disclosure without consent is to parents of a student termed “dependent” for income tax purposes.

As an undergraduate University, Bay Path assumes that all students who are not continuing education students are dependent unless the University Registrar is otherwise duly notified. In order to be considered independent, students must notify the Registrar and provide proof of status.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Bay Path University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605**

5. “Educational records” include any records in the possession of the University which are shared with or accessible to another individual. The following student records are not included among educational records and therefore, are not subject to the Act, provided, however, these records may be protected from disclosure by other provisions of federal or state law.
 - Private notes or records held by educational personnel (these documents become subject to student review only if they are made available to others within the University or to outside parties).
 - Student medical or psychiatric records created and maintained solely for treatment purposes (these documents are regulated by Massachusetts law relating to patients’ rights. Under this law, students have the right to confidentiality of their medical records as well as the right to inspect and obtain a copy of these records).
 - Records of the students which relate exclusively to the students in their capacity as regular employees and which the institution makes or maintains in the normal course of business.
 - Records containing information obtained after the student is no longer enrolled, such as post-transfer or alumni records. In addition, certain educational records are not subject to review by the student. This includes financial records and statements of parents and certain confidential letters and statements of recommendation which were placed in the educational records of a student.

Course Evaluation System

The University uses a web-based course evaluation system. Students must complete an online course evaluation at or near the conclusion of each course. Students will be notified when course evaluations are available to be completed.

Course Repeats and Credit Hours Allowed Towards Degree

Students may only repeat coursework in which they received a grade of ‘D+’ or lower, unless the initial attempt did not meet a prerequisite or minimum grade requirement for their program. A student is allowed two repeats of a previously attempted course; however, students are not

permitted to use credit from the same course multiple times towards their degree requirements regardless of whether both attempts were completed at Bay Path or one was transferred in from a different institution and another was completed at the institution. All courses attempted and grades earned are retained on the student's permanent record; however, only the highest grade earned for a repeated course is computed in the final cumulative grade point average.

Exceptions are made for one-credit Art, Dance, Fitness, Music, and Theater courses which can each individually contribute towards a student's degree requirements twice (two-credit maximum) and courses that are required to be completed multiple times within the degree program (ex. two sections of the same 3-credit internship course to fulfill the degree program's 6-credit internship requirement).

In the event a student earns credit for a course but the grade does not meet a prerequisite or minimum grade requirement and they are required to repeat the course, both attempts do not count towards the student's degree requirements.

Students are encouraged to contact Student Financial Services to discuss tuition or financial aid implications prior to registering for a course repeat.

Course Substitutions and Waivers

All undergraduate students must fulfill each of the Core Curriculum themes required by their major using Bay Path University courses approved by the Core Curriculum Committee and/or transfer credit considered equivalent to one of the approved courses. No substitutions will be accepted without the approval of the Assistant Dean for Curriculum and Instruction.

Major requirements can only be substituted with the written approval of the student's Academic Program Director.

Requirements may not be waived except under special circumstances. Petitions for waivers of courses must be reviewed by the educator coach, and approved by the Office of the Registrar and the appropriate Academic Program Director.

Dean's List & Maroon Key

Dean's List

To achieve Dean's List recognition, a student must earn a minimum of 12 credit hours in the respective semester under review with a minimum term grade point average of 3.50 and no incomplete grades or grades lower than 'C' that semester.

Maroon Key Honor Society

Undergraduate students who have earned 30 credits locally at Bay Path University with a cumulative GPA of 3.70 or higher are eligible for induction to the Maroon Key Honor Society. Student eligibility is reviewed at the conclusion of the fall and spring semesters.

Declaration of Major

Students must declare a major during the TAWC application process, but may request to change their major by working with their educator coach to complete the Change of Major form found on the MyBayPath Portal.

Declaring a Double Major

TAWC students whose primary major is within the B.S. in Business program may be eligible to pursue a second major within Business. Students seeking this option must complete all major requirements for both majors. Students pursuing a Business Administration major are not eligible to earn a double major.

To request pursuit of a double major, students must request and receive approval in writing from their educator coach and the Director of Business Programs at TAWC.

Declaring a Minor or Certificate

Declaring a Minor

TAWC students may request to pursue a minor that implies special competence beyond their declared major(s) and the University core. Available minors include Business, Communications, Criminal Justice, Education Studies, Health Services Administration, and Psychology.

Students are encouraged to plan the pursuance of a minor with their educator coach as early as possible. To declare a minor, students must work with their educator coach to complete the Declaration of Minor/Certificate form found on the MyBayPath portal.

All minors must include a minimum of 15 credits in one of the disciplines mentioned above. At least two courses within the minor cannot also be required by the student's major program, and at least one course must be at the 300-level or higher. Students cannot earn grades lower than C- in these minor courses, and a minimum GPA of 2.75 is required within the minor.

Bay Path University cannot guarantee the availability or scheduling of courses that students may wish to count toward the completion of a particular minor.

Declaring a Certificate

TAWC students may choose to pursue a certificate as a standalone, or in conjunction with an Associate's or Bachelor's degree program. In the latter case, the certificate must imply special competence beyond their declared major(s) and the University core. Available certificates include Business Analytics, Digital Forensics, Digital Marketing Management, Entrepreneurship, Food Science and Safety, Health and Wellness, Human Services and Rehabilitation, Leadership and Organizational Studies, Life Science, and Nonprofit Management.

Students are encouraged to plan the pursuance of a certificate with their educator coach as early as possible. To declare a certificate in conjunction with their declared major, students must work with their educator coach to complete the Declaration of Minor/Certificate form found on the MyBayPath portal.

Specific requirements for each certificate are outlined in the Academic Programs portion of the catalog. When pursued in conjunction with an Associate's or Bachelor's degree, a minimum of 15 credits toward a student's certificate coursework must apply toward their general electives.

Policy on Transfer of Undergraduate Courses into Minors or and Certificates

A student wishing to transfer courses into one of the University's minors or certificates bears the burden of proving that the courses are appropriate and relevant to the minor or certificate. Requests to accept transfer course credits are reviewed on an individual basis by the student's educator coach, Registrar's Office, and appropriate Academic Program Director. A maximum of 6 credits may be transferred into a minor or certificate.

To ensure the value of a minor or certificate, the Academic Program Director will determine whether the transfer courses are recent enough to be applicable. The Academic Program Director has final word on application of local and transfer credits toward a minor or certificate.

Degree Options

Bay Path University offers the following degree options to TAWC students:

- Associate in Arts
- Associate in Science
- Bachelor of Arts
- Bachelor of Science

Each campus specifies the degrees offered at its location. The type of degree that a student is awarded is dependent on the selected course of study and major. Certificates and minor courses of study are also offered. Students are advised to consider these degree options with their educator coach when planning their course schedules.

Distance Learning Complaint Process for Out-of-State Students

While attending Bay Path University, Bay Path students, who desire to resolve a grievance should first follow the University's student grievance procedure. However, if a grievance cannot be resolved internally, you may file a grievance with the Massachusetts Department of Higher Education by visiting [SARA - Student Complaints](#).

Students who are enrolled in online-only programs at Bay Path and who are Massachusetts residents may file a complaint using the Massachusetts Department of Higher Education [consumer complaint form](#).

Enrollment Status

Bay Path University defines full-time status for undergraduate students as being enrolled in 12-18 credits per semester and part-time status as being enrolled in 11 or fewer credits per semester. Federal regulations dictate that Student Financial Services may define enrollment status for the purpose of receiving financial aid differently. Students are recommended to contact Student Financial Services with any questions about their charges or financial aid status.

Full-time students electing to take more than 18 credits are required to submit a completed Credit Overload Form (see process outlined in the [Credit Overloads](#) subsection for additional information). These students will be charged an additional per credit rate for each credit they enroll in above 18 credits beyond the full-time tuition rate for the semester (see [Undergraduate Tuition & Fees](#) subsection for additional information.) Exceptions to this policy must be approved by the Associate Vice President & Dean of Undergraduate Studies and the Controller.

Full-time students should work closely with their educator coach to ensure that they will maintain full-time status for all remaining semesters at Bay Path University. Students taking extra classes in earlier semesters may create scenarios in which they cannot maintain full-time status for all enrolled semesters. In those cases, students may lose eligibility to participate in athletics, receive various scholarships or financial aid awards, etc.

Experiential Learning

Students may earn credit for experiential learning as part of their required and elective courses. Experiential learning includes community service learning, community-based action projects,

and/or independent research projects. Generally, experiential learning opportunities are embedded in the curriculum and students engage in such hands-on learning through course assignments.

Federal Credit Hour Policy

In order to ensure that our courses meet the highest levels of academic integrity, align with the federal credit hour standard, and, in the event that a new course is developed, to assign its credits accordingly, Bay Path University utilizes the following policy:

Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. Each credit of a course is assumed to reflect approximately 45 hours of student engagement with course material and instruction. Most often, courses are packaged as three credits, meaning they contain approximately 135 hours of engagement with course material and instruction.

Depending on the modality, the course material and student engagement take various forms. Examples include: lectures and (in-person courses), research projects (in any modality), discussion boards (in hybrid or online courses), videos (in any modality), etc. The sum of all the elements in a course meet the approximate 45 hours per credit standard as required by the US Department of Education.

Incomplete Grades

A grade of Incomplete is given to a student by a faculty member only when illness or some emergency keeps a student from completing the final projects or examinations in a course. In order for a student to be eligible for an incomplete grade, they must be passing the course at the time of their request. It is the student's responsibility to make sure that the Incomplete Grade Request Form is completed and approved by the instructor and is filed with the Registrar's Office. To initiate an incomplete grade request, the student must contact their instructor no later than the last day of the course in question. The instructor will then submit an Incomplete Grade Request Form on behalf of the student, and the student must respond to the terms of the incomplete grade within five (5) days. An Incomplete must be resolved within two (2) weeks of the last day of the course. Only under special circumstances of health or other emergencies may the student petition the Assistant Dean for Curriculum and Instruction for an extension beyond this date. Any student that does not complete their outstanding work by the due date will have their incomplete grade changed to the default grade – which is the student's earned grade as of the last day of the course.

Institutional Review Board (IRB) Policy

In 1974, as a result of national and international concerns regarding the protection and respect of human research participants, the federal government enacted the National Research Act that established the Institutional Review Board (IRB) system. The IRB standards are overseen by the Department of Health and Human Services (DHHS) in Title 45 Part 46 of the Code of Federal Regulations. By federal law, institutions that accept research funding from the federal

government must have an IRB to review all research involving human subjects (even if a given research project does not involve federal funds) and safeguard the rights and welfare of people (and animals) participating in research. In addition, the IRB at Bay Path University has the authority to approve or disapprove research proposals or require modification in research proposals to have the proposals meet the IRB guidelines. Proposals for research that have been approved by the Bay Path University IRB are further subjected to review and possible disapproval by the University administration but the administration cannot approve applications that have previously been denied approval by the IRB. Members of the IRB committee will not participate in the review of any research application to the IRB that may constitute a conflict of interest.

The Role of the IRB

As part of that IRB system, the Institutional Review Board (IRB) at Bay Path University is a standing committee of at least five full-time faculty members who are familiar with human subjects research, and who value community and cultural sensitivities. The charge to the committee is to promote and protect respect for all research participants and research activity affiliated with the University. All research activities involving any Bay Path community members (including staff, administrators, faculty or students) or any Bay Path resources must comply with Bay Path IRB procedures and policy as stated below.

The policies and procedures of the Bay Path IRB apply to all research that meets all or any of the following conditions:

1. The research is conducted by one or more members of the Bay Path University community (including staff, administrators, faculty and students).
2. The research uses Bay Path University resources.
3. The goal of the research is to contribute to knowledge either through publication or report to an appropriate community beyond the boundaries of the University itself.

The policies and procedures of the Bay Path IRB *do not* apply if all of the following conditions are met:

1. The goal of the research is to teach and the research findings are not published or reported beyond the relevant course or classroom.
2. The research is designed so that no individual can be identified or linked to the collected data.
3. The subjects of the research are only students or personnel of Bay Path University.
4. The faculty overseeing the research project assumes full responsibility for adherence to all applicable laws, policies, ethical standards and regulations.

IRB Procedures

An application for IRB Approval must be submitted by the principal investigator (PI) whenever IRB approval for research is required. The IRB will determine if the application requires IRB approval or if it is exempt from IRB review. There are three possible outcomes if the application is reviewed by the IRB:

1. The application for research may be approved and notification of approval sent to the PI.
2. The application for research may be subject to revision before approval, and will be returned to the PI requesting additional provisions, including clarification and/or recommended changes.
3. The application for research may be denied approval, and notification along with reasons for the denial sent to the PI.

Decisions regarding approval or disapproval of applications are usually made within two weeks (14 days) of submission. Under most circumstances, applications for IRB approval are to be submitted electronically. Questions or concerns regarding IRB procedures should be addressed to the IRB Committee Chair or the Office of Academic Affairs. Records and documents relating to the Bay Path IRB, including applications and attachments, executed consent forms, waivers, and authorizations, as well as minutes and correspondence of the IRB committee, are kept confidentially in the Office of Academic Affairs. All records filed regarding the activities, decisions, and procedures of the IRB are property of Bay Path University.

Late Work Policy

The American Women's College aims to strike a balance in its academic policies between supporting student success and recognizing that the realities of students' non-academic responsibilities require flexibility in completion of academic work. We have identified through evidence of student course completions that starting a course behind in our accelerated sessions typically leads to non-completion. The Late Work Policy, therefore, allows for late submissions in some instances in weeks 2 - 5, as described below, but not in week 1, so students don't start behind, or in week 6, when grades need to be submitted.

No late work will be accepted in Week 1, in compliance with federal regulations and University policy. There are no exceptions for Week 1 coursework. Coursework in other weeks (weeks 2-5), (with the exception of week 6) **may be accepted** late for credit according to the following guidelines:

- Students are encouraged to communicate with their instructor via Canvas message or Bay Path University email that the assignment will be late, prior to the assignment due date.
- Instructors may accept a late assignment during weeks 2 through week 5, up until 11:59 PM EST of the Wednesday following the assignment due date.
- No late work will be accepted in Week 6 as the course ends on the Saturday at 11:59 PM EST. Please refer to the Incomplete Grade policy for additional information.
- Grades are due to the Registrar at noon EST on Thursday of the week after the class ends.
- KP activities (not KP quizzes) should be submitted by the set due date, however they may be revised to improve your learning and score throughout the duration of the course. Please note that the course ends on the Saturday at 11:59 PM EST of week 6.
- All accepted late assignments (defined as anything other than discussions, labs, and quizzes/exams) will suffer a 30% grade deduction.
- Discussions are designed to demonstrate active engagement with the course material.
 - For hybrid courses, initial online posts are not accepted late. The portion of discussion and/or active engagement that takes place in class will be graded separately. If a student misses the in-class portion of a hybrid class, no points will be earned for the in-class discussion/active engagement for that week.
 - For on ground classes, in-class discussions may not be made up.
 - For online courses, the initial discussion post must demonstrate knowledge of the weekly course competencies as outlined in the corresponding row(s) at the top of the discussion rubric. Initial discussion posts submitted after Thursday at 11:59 pm EST will not count towards students' grades but peer responses submitted by Saturday at 11:59 pm EST are eligible for earning grades. Peer responses can earn a maximum of 60% (or full points in the bottom three rubric rows).

- The policy related to quizzes and exams varies by course. Please carefully review the policy for your individual course.
- Partial credit (30% deduction as described above) will be awarded for labs submitted without participation in the activity itself (though this may not be possible for all labs). Time-sensitive lab experiments (such as those that require coordination on a specific day/time and may occur in on-ground or online classes) cannot be made up.
- Exceptions (except for week 1, week 6, any discussion posts, or time-sensitive labs) are at the instructor's discretion in consultation with the program director.

Learning Management System

The University uses a web-based learning management system (LMS) called Canvas in all programs at both the undergraduate and graduate levels. This system allows for the electronic posting of educational materials for each course and can be accessed from computers and mobile devices from both on and off campus. Students are required to obtain their course syllabus from the LMS for each of their courses. Students are expected to keep copies of all work submitted through their online classrooms because access to the learning management system is not indefinite and concludes after a student departs the University. Should a student withdraw from a course, access to the online classroom for that course is terminated.

Leave of Absence and Stop Out Policy

Undergraduate and graduate students may need to interrupt their enrollment for a period of time, for a variety of reasons. Guided by federal student financial aid guidelines, Bay Path University defines two types of interrupted enrollment: Leave of Absence and Stop Out. This policy does not apply to absences from class(s) for short-term reasons, including but not limited to illness.

Related policies on course withdrawals, refunds and withdrawal from the University should be reviewed and considered by a student contemplating a leave of absence.

Leave of Absence

A student who is in good standing with the University and needs to interrupt enrollment may be eligible for an approved Leave of Absence (LOA). Students on an approved LOA are eligible for student loan repayment deferment and are generally guaranteed re-enrollment immediately following the end of the LOA. An approved leave of absence will be granted only in the following circumstances:

- Serious student medical problems
- Pregnancy
- Death or serious illness of an immediate family member
- Military duty (see section on military leaves of absence).

Students seeking a leave of absence must obtain and fully complete the Enrollment Status Form available on the Student tab in the portal. The following conditions apply to an approved leave of absence:

- Students must be in good conduct and academic standing and meet satisfactory academic progress standards at the time of the request.
- Before submitting an Enrollment Status Form to request an official leave of absence, students should discuss the request with their educator coach.
- The Enrollment Status Form must be completed in full, including the period of time for the leave of absence, the specific date of return, and the reason for the leave.

- Upon receipt of an Enrollment Status Form requesting an official leave of absence, the Registrar's Office will reach out to the student with guidance on next steps.
- Students are required to submit appropriate documentation for the reason requesting the approved leave of absence. Official leave of absence requests that are submitted without appropriate documentation will not be approved. All documentation will be kept confidential and private consistent with the terms of this policy and the business needs of the University.
- The total duration of all leaves may not exceed 180 days in a 12-month period. If the student does not return within the time agreed upon and has not contacted the University, they will be administratively withdrawn from the University.
- Students receiving financial aid must discuss the proposed leave of absence with a representative from the Student Financial Services Office to determine the impact on student financial aid.
- Students on an approved leave of absence will have a maximum of 48 hours to vacate the residence hall and campus.
- Students on an approved leave of absence may not attend classes, participate as a member of a student organization (including athletics) or be on campus for any reason without prior written permission from the Assistant Dean for Curriculum and Instruction.

International students are eligible to take an LOA due to medical reasons. Students must obtain appropriate medical documentation recommending the LOA for medical reasons and must notify the SEVIS Coordinator at Bay Path University. Students who remain in the United States without obtaining advanced approval for medical LOA will be considered out of status for their international student status. International students who take a non-medical leave of absence, withdraw voluntarily or are suspended or required to withdraw from the University are required to leave the United States within 15 days of this action. The only exception to these rules is a medical leave of absence.

Military Leave of Absence

Bay Path University recognizes the significant investment of time and personal sacrifices of students who serve in the US military. To accommodate the special challenges of earning a degree while serving, students called to active military duty during a session may utilize any of the options below, provided that the student has provided a copy of their active military orders, the dates of active duty coincide with the current session, and has notified the Registrar's Office at registrar@baypath.edu of their decision at the time the Enrollment Status Form is submitted.

1. A student can take the grade they have earned to date in a class, provided that a sufficient number of class meetings have passed and both student and Program Director agree to this option. The number of class meetings will be determined according to the format of the program and the requirements of the course(s) and/or program. A student selecting this option will not be refunded any tuition or fees and will have their grade processed in the normal manner at the end of the semester with appropriate credits and grade awarded. This option will be determined on a case-by-case basis.
2. A student can request an incomplete, provided that a limited number of class meetings remain, the student is passing the course at the time of the request, and both student and instructor agree to this option. The instructor of the course must indicate which of the student's assignments are outstanding at the time of request. Students with active military orders will be given 90 days after the conclusion of their active duty to complete any outstanding assignments. After this 90-day period, the instructor must grade the work and provide an updated letter grade to the Registrar's Office at registrar@baypath.edu. Students who do not complete the coursework within the 90-day

military incomplete period will be graded based upon the coursework that they did complete.

3. A student can request a retroactive drop from the course(s). A student electing this option will have their tuition refunded or credited, whichever is deemed appropriate, without credits awarded. A resident student may at any time during the semester be released from their contractual obligations for room and board. Room and board charges will be refunded for the unused portion of the contract on a pro rata basis.

Students approved for a military leave of absence will be dropped from all previously enrolled coursework where the date of the request predates the start date of the course(s) and they will have their tuition refunded or credited, whichever is deemed appropriate, without credits awarded.

Financial Aid Implications of a Leave of Absence

Financial aid recipients considering a leave of absence should be aware of the implications to their financial aid. Students approved for a leave of absence are eligible to have their student loans deferred for the period of the leave. Students who do not meet the above criteria for a leave of absence are not eligible for an in-school loan deferment status, which means that repayment of the loans will be required if enrollment status falls below half-time.

Financial aid awarded, but not used, prior to a leave of absence is not carried over if the student returns to full-time enrollment at the conclusion of the leave of absence. Students must re-apply for aid following an approved leave of absence, according to the policies and procedures applicable to that period as determined by the Student Financial Services Office.

For purposes of administering federal financial aid, a student who is receiving Title IV financial aid funds and is not granted a leave of absence based upon the above guidelines will be considered as withdrawn from Bay Path University (for financial aid purposes only).

Student Loan Repayment of a Leave of Absence

If students are on a leave of absence from the University and do not meet the above criteria, their lender or federal loan service agency will move their loan from an in-school status to a grace or repayment status as required. While on a leave of absence, students may be able to postpone repayment by obtaining a deferment or forbearance from their loan servicer(s) as a result of unemployment or economic hardship. Students should contact their loan servicer(s) for more information about loan repayment. Students may review their federal loan history and determine their loan service agencies by visiting the National Student Loan Data System website at www.nslds.ed.gov. Once they re-enroll on a half-time or greater basis, they may be able to request deferment for "in-school" status.

Return from a Leave of Absence

Students returning from an approved leave of absence should work with their educator coach to register for courses, and are encouraged to contact Student Financial Services upon their return to discuss financial aid and payment options.

Students returning from a medical leave may be required to provide Health Services with appropriate documentation from their health care provider indicating their readiness to return to the University with or without accommodations.

Stop Out

A student who is not eligible for an approved leave of absence, but leaves the University with the intention of returning at a later time, will be considered a stop out.

Students seeking a stop out must fully complete the Enrollment Status Form, which is available in the Student Forms section of the Students tab on the MyBayPath portal. The following conditions apply to a stop out:

- Students must be in good conduct and academic standing and meet satisfactory academic progress standards at the time of the request.
- The Enrollment Status Form must be completed in full, including the period of time for the stop out, the specific date of return, the reason for enrollment interruption and the student's virtual signature.
- Before submitting an Enrollment Status Form to request a stop out, students must discuss the request with their educator coach.

Students receiving financial aid must discuss the stop out with a representative from the Student Financial Services Office to determine the impact on student financial aid.

Financial Aid Implications of a Stop Out

Financial aid recipients considering a stop out should be aware of the implications to their financial aid. Students on a Stop Out are not eligible for an in-school loan deferment status, which means that repayment of the loans will be required if enrollment status falls below half-time.

For purposes of administering federal financial aid, a student who is receiving Title IV financial aid funds and is not granted an approved leave of absence based upon the Leave of Absence policy will be considered as withdrawn from Bay Path University (for financial aid purposes only).

Student Loan Repayment of a Stop Out

If students are on a Stop Out, a lender or federal loan service agency will move their loan from an in-school status to a grace or repayment status as required. Students may be able to postpone repayment by obtaining a deferment or forbearance from their loan servicer(s) as a result of unemployment or economic hardship. Students should contact their loan servicer(s) for more information about loan repayment. Students may review their federal loan history and determine their loan service agencies by visiting the National Student Loan Data System website at www.nslds.ed.gov. Once they re-enroll on a half-time or greater basis, they may be able to request deferment for "in-school" status.

Non-Matriculated Student Policy

Eligible non-matriculated students may register for up to a maximum of 12 credits; however, there may be specific programs that do not permit non-matriculated enrollment in their courses. Interested parties should consult with the Registrar's Office for a list of eligible courses.

If a non-matriculated student wishes to enroll in additional coursework beyond the 12 credits, they must apply, complete the appropriate admissions process with the TAWC Office of Admissions, and be accepted to the institution as a matriculated student. Credits earned under a non-matriculated status may be eligible to be transferred into a degree program. Please review the [Transfer Credit Policy](#) for additional information.

Non-matriculated students are expected to maintain a minimum 2.0 term grade point average (GPA) each semester they are enrolled. The institution reserves the right to revoke access for a non-matriculated student to enroll in future coursework if they do not maintain the minimum term GPA at the end of any enrolled semester.

Online Learning Policies and Procedures

All policies and procedures relevant to online learning are clearly outlined in the course syllabus. Questions and concerns should be referred to the Academic Program Director and/or Assistant Dean for Curriculum and Instruction in which the course is offered.

Ownership of Intellectual Property

The Intellectual Property Policy of Bay Path University establishes criteria concerning the development, use, ownership, management, and marketing of intellectual property. This policy applies to all persons employed by the University and to students at the graduate and undergraduate levels. The policy applies to any invention, discovery, technology, creation, development, or other form of expression of an idea that arises from the activities of such persons, whether or not the subject matter is protected under the patent, trademark, or copyright laws, and includes the creation of curriculum, curricular support materials, software, internet/web-based materials, and any and all other multimedia courseware and/or materials. Students and those employed by the University and using University facilities while creating intellectual property in collaboration with institutions, corporations, and other organizations outside the University must notify their Academic Department Chair, Academic Program Director, or the Dean of Undergraduate Studies, respectively. Notification must be in writing and cover the scope, intent and outcome of the work.

If the intellectual property results from work done wholly on the individual's own time and without any University support, the inventor, author, or creator retains all rights of ownership, and the ownership of intellectual property rights resides in the inventor, author, or creator. Generally, theses and dissertations (and other projects and assignments) completed as requirements in degree programs and scholarly publications fall in this category.

When intellectual property results from work or other activity occurring during time for which the employee is compensated by the University or while using University facilities, materials, systems or equipment, or with any University support, stipend, reimbursement or any other form of compensation, Bay Path University shall own by automatic assignment all rights of ownership in the intellectual property. While theses, dissertations (and other projects and assignments), and scholarly publications are excluded from this category, the University shall retain all rights of ownership and the intellectual property rights for the creation of curriculum, University programs of study, courses, and other means of teaching/learning regardless of delivery means or format.

Faculty, staff and students may petition for a waiver of the University's intellectual property rights by submitting a detailed letter outlining the reason for the petition, specific activity to be excluded, a description of the project and the involvement of the petitioner, and any outside affiliations of the project to the Dean. If the University determines in its sole discretion not to exploit its interest in the intellectual property, the creator will be notified in writing by the University that it is formally waiving its ownership interest in the work. The creator will thereafter be free to do with the intellectual property as they determine. In such instances, the University may, at its option, reserve a non-exclusive royalty-free license to use the intellectual property for research and teaching purposes. If the University desires to exploit its interest in the intellectual property, the creator shall assign all rights to Bay Path University in writing as and when requested by the University.

Prior Learning Assessment

Bay Path University recognizes the professional, academic, and personal experiences that adult learners bring with them to the classroom environment. Because we value and want to affirm the diverse ways that adults learn, the University offers Prior Learning Assessment (PLA) to undergraduate adult students. Detailed guidelines for Prior Learning Assessment are available in the PLA Handbook. There are three types of PLA opportunities available: CLEP exams, Computer Challenge Exams, and portfolio claims for credit.

Bay Path's claim for credit process begins by taking an online class, PLA250, which meets the standards of the Council for Adult and Experiential Learning (CAEL). In PLA250, students will identify, categorize, and organize learned knowledge and skills. Students will learn how to prepare a portfolio that aligns this knowledge with college level courses; Bay Path University uses a course equivalency system as the basis for all claims for credit. These guidelines are identified in the course.

The portfolio is both a process and a product. The awareness of individual achievement and the potential of receiving college credit can be motivating. As a product, the portfolio is a compilation of documents which include a resume, an autobiographical narrative, written claims for credit, and other required supporting documentation. The process of creating and submitting a portfolio is taught in the PLA course. Upon successful completion of the prior learning course (achieving a grade of C- or better and the submission of a portfolio consisting of one completed claim for credit), the student's portfolio will be submitted for assessment. This first portfolio submission will be assessed at no additional charge to the student. (There are fees associated with the assessment and transcription of any additional prior learning credits.) If a student chooses to pursue additional claims, a final portfolio submission, consisting of any additional claims, will be due at least four (4) months prior to the anticipated date of graduation. As a guideline, students with less than six months until graduation may not be good candidates for this process. The University has set a limit of 36 credits which can be accumulated through this process. It is possible that some programs may not be able to accommodate any prior learning credits. Exclusions may apply for the writing of claims in certain degree programs.

Reinstatement, Re-Entry and Re-Admittance Policy

Students must initiate formal contact whenever interested in returning to the institution after withdrawal, administrative withdrawal, or dismissal. The process a student must follow to return varies based on their academic standing at exit and the duration of their absence from the institution. The following table should be used as a guide to help identify the appropriate process based on the student's circumstances:

Academic Standing Upon Exit	Exit Length over 12 Months	Process for Returning
Good Academic Standing or Academic Warning	Yes	Re-Admittance
	No	Re-Entry
Academic Dismissal, or Academic Probation	Yes	Reinstatement & Re-Admittance (if/when reinstatement approved)
	No	Reinstatement

Re-Admittance

Students who left the University in good academic standing or on academic warning - and have been away from the University for more than 12 months - need to complete a new application with the Office of Admissions to start the readmission process. These students can contact the Office of Admissions (tawcadmissions@baypath.edu) for next steps.

Students who were academically dismissed or on academic probation prior to leaving the University must first complete the reinstatement process outlined within this policy. If reinstatement is granted, students should consult their reinstatement notice from the Registrar's Office for next steps.

Re-admitted students are subject to meeting current policies and processes effective at the time of their return (defined by the first semester of re-enrollment), including any new or additional degree requirements required by their major in the academic catalog.

Re-Entry

Students who left the University in good academic standing or on academic warning - and have been away from the University for 12 months or fewer - must submit an Enrollment Status Form to the Registrar's Office requesting a return.

Concurrent with submission of the Enrollment Status Form, students seeking re-entry are also required to submit official transcripts of any academic work attempted or completed since leaving the University.

Reinstatement

Students who were academically dismissed or left on academic probation are required to seek reinstatement regardless of the degree program they are pursuing or the duration of their exit from the University.

To be considered for reinstatement, the student must submit a letter of appeal to the Office of the Registrar in the specified period that details:

1. The factor(s) and situation leading to the student exiting in poor academic standing and any issues that might challenge the student's success in college classes today;
2. The reason(s) for seeking reinstatement;
3. The support systems and strategies the student has put into place and intends to use to address each of these issues; and
4. Supplies any additional documentation upon request.

Students seeking reinstatement are also required to submit official transcripts of any academic work attempted or completed since leaving the University.

In some cases, reinstatement is not a possibility based on the accreditation requirements of individual degree programs. Students should first contact the Registrar's Office regarding eligibility for reinstatement.

Reinstatement is not automatic. In some cases, reinstatement is not a possibility based on the accreditation requirements of the individual degree program. Appeals are reviewed by the Academic Standards Committee. Students may not be reinstated until at least one semester has elapsed since they exited the institution. Those who have been away from the University for more than 12 months also need to complete a new application with the TAWC Admissions Office

to start a re-admission process. Students will be notified of the decision via email and standard mail by the Registrar's Office.

Students whose appeals are successful must meet with an educator coach and agree to the terms as outlined in their reinstatement letter before they are eligible to register for new coursework. Reinstated students will return on an academic and financial aid probation.

Changing Catalog Year

All students are subject to meeting current policies and processes effective at the time of reinstatement, re-entry or re-admittance. Those who are re-admitted or reinstated are also required to meet the degree requirements in the academic catalog in effect at the time of their return (defined by the first semester of re-enrollment).

Satisfactory Academic Progress and Financial Aid

Federal regulations require that institutions establish, publish and apply standards to monitor student progress toward completion of a certificate or degree at a pace at which they can succeed.

All undergraduate students are expected to make both quantitative and qualitative progress toward a degree in a timely manner while maintaining continued good academic performance. All matriculated students will be reviewed at the conclusion of each semester to ensure they meet Satisfactory Academic Progress standards, regardless of whether they receive financial aid. A matriculated student is defined as a part or full-time student who has been officially accepted through the admissions process and is a degree seeking candidate.

Bay Path University's Satisfactory Academic Progress (SAP) standards are the same as the Federal requirements for financial aid recipients. To be eligible for student financial aid, students must meet these requirements. Bay Path University defines Satisfactory Academic Progress standards as maintaining a cumulative and term grade point average of 2.00 or higher while achieving a passing grade in a minimum of 67% of cumulative credits attempted. Cumulative credits attempted include repeated, forgiven, withdrawn, and incomplete courses.

Students who meet these standards are considered to be in good standing. Those who fail to meet these standards will be placed on academic warning, financial aid warning, financial aid suspension, or will be dismissed from the University based on the definitions outlined below.

Maximum Time Frame for Financial Aid Funding

Students are not eligible to receive financial aid once they have attempted more than 150 percent of the normal credits required for the degree program. At Bay Path University, this means that students in programs requiring 120 credits for graduation will be eligible for financial aid during the first attempted 180 credits as an undergraduate student. All attempted credits are counted, including transfer credits, regardless of whether or not financial aid was received or the coursework was completed successfully.

Academic Standing Status Definitions

Good Academic Standing: TAWC students who meet all Satisfactory Academic Progress standards for the specified semester are classified as being in good academic standing at Bay Path University, regardless of their academic standing in a previous semester.

Academic Warning: TAWC students who do not meet the 2.00 minimum cumulative and/or term grade point average standards are placed on academic warning. A student placed on academic warning will receive a letter from the educator coach by email and

U.S. Postal Service to their residence of record with a copy to the student's advisor(s). The academic warning is noted on the academic transcript.

A student on academic warning is encouraged to schedule an appointment with their educator coach to review and discuss their academic standing before registering for coursework in future terms.

Students who are on academic warning may not participate in any major student activity, hold office, or represent the University publicly until they return to good academic standing.

Financial Aid Warning: TAWC students placed on academic warning or those who meet the cumulative and term grade point average standards but have not earned credit in 67% of cumulative credits attempted in their degree program are placed on financial aid warning. A student placed on financial aid warning will receive a letter from Student Financial Services by email and U.S. Postal Service to their residence of record as notification of this status. A financial aid warning status is not noted on the academic transcript.

Academic Dismissal: TAWC students who do not meet the 2.00 minimum cumulative and/or term grade point average standards in the semester after the one in which they were placed on academic warning are dismissed from the University and are placed on financial aid suspension (see definition below). A student who is dismissed will receive a letter from the Registrar's Office by email and U.S. Postal Service to their residence of record with a copy to the student's advisor(s). The academic dismissal will be noted on the academic transcript.

Students who wish to appeal their dismissal must follow the appeals process outlined below. Students will be removed from courses through the conclusion of the appeal process.

Financial Aid Suspension: TAWC students dismissed from the University or those on financial aid warning who meet the cumulative and term grade point average standards but have not earned credit in 67% of cumulative credits attempted in their degree program are suspended from receiving financial aid. A student placed on financial aid suspension will receive a letter from Student Financial Services as notification of this status. Financial aid suspension is not noted on the academic transcript.

Academic Probation: TAWC students whose academic dismissal appeal is granted are placed on academic and financial aid probation (see definition below) for one semester. A student returning on academic probation is required to consult with their educator coach to review and sign a copy of the terms outlined in their reinstatement letter.

The academic standing for students on academic probation will be reviewed at the conclusion of every semester. Students who meet the terms on their reinstatement letter and both the cumulative and term grade point average standards for that semester will be returned to good academic standing. Students who meet the terms on their reinstatement letter and the term grade point average standard but whose cumulative grade point average is still below the required threshold will continue on academic probation. Students who do not meet the terms outlined on their reinstatement letter and/or the term grade point average standard will be academically dismissed, and future dismissal appeals will not be considered.

Financial Aid Probation: TAWC students whose academic dismissal appeal is granted are placed on academic and financial aid probation for one semester. A student may continue to receive financial assistance during the probationary period. Financial aid probation is not noted on the academic transcript.

Appealing an Academic Dismissal

Students who are academically dismissed from the University have the opportunity to appeal the action in writing. If a student wishes to appeal their academic dismissal, they must submit their typed appeal letter and documentation to the Registrar's Office during the appeal period specified in the dismissal notice. The Registrar's Office will verify receipt of the appeal and documentation by email and will forward all documentation to the Academic Standards Committee.

In the appeal letter, the student must provide a typed response to the following question: "How has your situation changed that will allow you to meet all satisfactory academic progress standards by the next evaluation period?" Appeals must also include supporting documentation that details all extenuating circumstances and why the dismissal should be reversed. Examples of extenuating circumstances include, but are not limited to: unexpected death or major hospitalization of an immediate family member, extended hospitalization or medical condition of student, house fire, and victim of a violent crime. Unexpected employment or work issues beyond the student's control may be considered on a case-by-case basis.

The Academic Standards Committee, chaired by the University Registrar, will convene and review the appeal letter and documentation submitted by the student. The committee will render a decision within two weeks of the appeal submission.

If the decision of the committee is to grant the appeal, the student's standing will be changed from dismissed to academic and financial aid probation (see below) for the following semester. The change will also be noted on the academic transcript.

If the decision of the committee is to deny the appeal, the student may appeal in writing to the Assistant Dean for Curriculum and Instruction by emailing the Registrar's Office within seven days of receipt of the committee's decision. No new supplemental documentation will be considered. The Assistant Dean for Curriculum and Instruction will render a decision within seven days, and their decision is final.

A student whose appeal was approved by either the Academic Standards Committee or the Assistant Dean for Curriculum and Instruction will receive a letter from the Registrar's Office by email and U.S. Postal Service to their residence of record. Included in this letter is a list of conditions that the student must meet or the decision to overturn the academic dismissal will be reversed.

Sexual Misconduct and Civil Rights Policy (Title IX)

Bay Path University affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. In compliance with Title IX, the University has articulated a comprehensive policy on discrimination, harassment, and sexual misconduct that is broadly named the Sexual Misconduct and Civil Rights Policy. The policy is applicable to all members of the University community, including students, student organizations, faculty, administrators, staff, guests, visitors, campers, etc. The term sexual misconduct is inclusive of a range of behaviors including:

- Sexual harassment
- Non-consensual sexual intercourse
- Non-consensual sexual contact
- Sexual exploitation
- Discrimination
- Bullying
- Intimidation
- Hazing
- Intimate partner violence
- Stalking

This comprehensive policy addresses the manner in which Bay Path University will: prevent sexual misconduct; encourage and respond to reports of sexual misconduct; and comply with applicable laws.

The policy addresses the following key elements:

- Purpose and scope of the policy
- Role of Title IX Coordinator and other key University personnel
- Definitions of prohibited conduct, with illustrative examples
- Definition and explanation of concept of consent
- Support and resource information for victims of sexual assault
- Prevention education requirements
- Campus reporting options, including confidential and anonymous reporting options
- Formal reporting options for university and law enforcement response
- Investigation and resolution procedures via the Equity Resolution Process (ERP)
- Retaliation and remedial action
- Amnesty
- Federal statistical reporting guidelines
- Sanctions
- Resources, support and contact information

The full text of the policy is available on the MyBayPath portal and from the Bay Path University website. Questions and reports can be directed to Dr. Kristine Barnett, Title IX Coordinator, at kbarnett@baypath.edu or 413-565-6806.

Student Complaint Policy and Process

This policy and process applies to complaints that students may have concerning academic matters. The policy does not include issues related to final course grades (see Challenge of Final Course Grade policy). Also, it does not apply to such issues as sexual or other harassment based upon sex, age, race, religion, color, national origin, sexual preference, or disability (see policies on harassment and related issues).

- The student first should discuss the complaint directly with the faculty member and try to resolve it at that level. A student who attempts to begin the process at a higher administrative level will be directed to address the issue with the faculty member first.
- If the student refuses to confer with the faculty member or the faculty member refuses to confer with the student, the student may confer with the Associate Director of Advising and Student Support. If such a meeting occurs prior to the student meeting with the faculty member, the Academic Program Director will inform the faculty member of the student's request to meet and, if known, the nature of the issue, prior to the meeting. The

- Academic Program Director will not engage in substantive discussion with the student (i.e., inquire into the exact details or circumstances surrounding the complaint) but will listen to the student's concerns, inform the student that the concerns will be communicated to the faculty member, recommend that the student meet with the faculty member to resolve the issues and, if necessary, arrange time for the student and faculty member to meet to resolve the complaint, if appropriate, with the director present.
- If an acceptable solution is not reached at this stage of the process (as stated above), the student must then document his or her complaint in writing and deliver a copy to the faculty member and the Academic Program Director, respectively. In these cases, the Academic Program Director will make a judgment about the student complaint and inform the faculty member, student, and the Assistant Dean for Curriculum and Instruction. If the complaint is judged to be valid, the Academic Program Director will ask the faculty member to respond to the issue in writing or to resolve the issue in an appropriate manner.
 - If the resolution is unacceptable to the student, the student may appeal to the Assistant Dean for Curriculum and Instruction. The decision of the Assistant Dean for Curriculum and Instruction is final and may not be appealed further.

Student Identification Number Release Policy

Bay Path University uses a nine-digit student identification (ID) number randomly generated and assigned at the time of a student's enrollment. The University complies with the Family Education Rights and Privacy Act of 1974, as amended, which governs the maintenance of student records including student ID numbers.

The University does not disclose student ID numbers to individuals or agencies outside of Bay Path University. Student ID numbers are disclosed to the student upon reasonable verification of the student's identity.

Students can find their ID number in one of the following ways:

1. For new students, upon enrollment, the student ID number will be included in a communication from the ITS department, "Directions for Accessing your new Bay Path University Account"
2. Student ID numbers are printed on the front of the Bay Path University photo ID
3. Search for the student ID number online on the "My Bay Path" portal *Personal Info* page (Biographical Info tab)
4. Contact the Registrar's Office; in person by bringing a valid, government issued photo ID or provide identification verification over the phone (413-565-1222) by answering a series of unique security questions

Student Identity Verification in Distance Learning

Purpose and Scope

This policy applies to all credit-bearing online courses or programs offered by the Bay Path University, beginning with the application for admission and continuing through to a student's graduation, transfer or withdrawal from the University. The purpose of this policy is to ensure that Bay Path University operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education and the expectation of the New England Commission of Higher Education (NECHE).

The HEOA requires that institutions offering distance education or correspondence courses or programs have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. The HEOA requires that institutions use one of the following three methods:

- A secure login and pass code;
- Proctored examinations; and
- New or other technologies and practices that are effective in verifying student identification.

Compliance

Bay Path University employs a secure login and pass code for student accounts. Upon enrollment, each Bay Path student is assigned a sequentially generated nine-digit student identification number. All Bay Path University students are provided credentials for secure access to University systems, including for distance learning. Students are responsible for providing their complete and true identity information in any identification verification process. Bay Path students are required to follow the acceptable use policy, which includes stipulations that they may not provide someone his or her password or allow others to use his or her account.

Students use their unique credentials, including their Bay Path email address and a password, to access the My Bay Path portal, which is the gateway to a number of information systems and resources including Canvas, the University's learning management system. Canvas integrates with University authentication services to ensure appropriate and secure student access to course materials. All users of the University's learning management system are responsible for maintaining the security of login information and passwords and any other access credentials as required. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited.

In the event that an exam for a distance course must be proctored, the instructor is required to make arrangements in advance with students. These arrangements must include advance notification of any fees associated with proctoring.

Bay Path University complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, which protects the privacy of student information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personally identifiable information in the student's education records.

Student Records

The Registrar's Office is responsible for maintaining, protecting, and verifying all student records. Students must complete the required disclosure forms to indicate whether they wish to have information about their enrollment disclosed to people and organizations that may make such requests. The University abides by all FERPA regulations governing student records.

Student Right-to-Know and Campus Security Act

Using the definition of the Department of Education, data on retention and graduation rates has been compiled and is available to current and prospective students in the Office of Institutional Research. In compliance with the Federal Crime Awareness and Campus Security Act of 1990, annual incident statistics are provided on the Bay Path website and upon request to the Campus Public Safety Office.

Transfer Credit

All Bay Path students who transfer from a regionally-accredited institution or earn credits through Advanced Placement (AP), the College-Level Examination Program (CLEP), the International Baccalaureate Diploma Programme (IB) or formal coursework and occupations offered by all branches of the military via a service member's Joint Services Transcript (JST) may receive up to 90 credits toward a baccalaureate degree and 30 credits toward an associate degree. Consistent with NECHE standards, students must complete one fourth of their undergraduate credits, including substantial advanced work in their major, at Bay Path University.

The University reserves the right to deny coursework for transfer if considerable changes have occurred in the area of study since the course was originally taken.

New Students

The Registrar's Office will evaluate all courses completed from a regionally-accredited institution or through AP, CLEP, IB, or those listed on a service member's JST prior to matriculation to assess whether the minimum grade/score requirement was met and to determine the equivalency of the course within the scope of the Bay Path curriculum. Courses must be at the 100-level or greater and students must have earned a letter grade of 'C-' or above or have earned a 'P' (passing) grade from an institution that outlines on their transcript that a passing grade is equivalent to a letter grade of 'C-' or above to receive credit. Passing grades from an institution that does not outline on their transcript that a passing grade is equivalent to a grade of 'C-' or above do not qualify for receiving transfer credit. All transfer credit will reflect a TR grade and will not be calculated as part of the student's cumulative grade point average. Any incoming students will be admitted to the class status represented by the number of transfer credits applied to their record.

Students in Education majors must meet certain CGPA and prerequisite course grade requirements and may receive fewer credits than those of other programs due to special conditions for certification, accreditation, or licensure. Please reference the [Education](#) subsection for additional information.

Returning Students

Once students have matriculated at Bay Path, they may transfer no more than 12 additional credits with an exception for credits earned through CCGS cross registration, challenge exams, AP, CLEP, IB, or those listed on a service member's JST. Bay Path students who wish to register for a course at another institution after matriculation must submit an approved Transfer Credit Pre-Approval Form before registering for the course at the outside institution.

To be eligible for consideration of transfer, courses must be at the 100-level or greater and students must earn a letter grade of C- or above or earn a 'P' (passing) grade from an institution that outlines on their transcript that a passing grade is equivalent to a letter grade of 'C-' or above to receive credit. Passing grades from an institution that does not outline on their transcript that a passing grade is equivalent to a grade of 'C-' or above do not qualify for receiving transfer credit. If accepted for transfer, these credits will reflect a TR grade and will not be calculated as part of the student's cumulative grade point average. If an equivalent course from another entity is transferred in to replace a local failing grade, the initial 'F' will no longer count toward GPA calculation. However, it will still appear on the institutional transcript. Passing grades that do not reflect a traditional letter grade do not qualify for receiving transfer credit.

Students in Education majors must meet certain CGPA and prerequisite course grade requirements and may receive fewer credits than those of other programs due to special

conditions for certification, accreditation, or licensure. Please reference the [Education](#) subsection for additional information.

Transfer Credit Appeals

Students wishing to appeal a transfer credit decision must complete a Petition form for review by the University Registrar and the Assistant Dean for Curriculum and Instruction.

Advanced Placement (AP) Credit Policy

Students who participate in the Advanced Placement (AP) program may be awarded transfer credit towards a degree based upon the final score on AP examinations. The table below defines the minimum required score, amount of credit awarded, and equivalent course(s) for each AP examination. To receive credit, students must submit their official AP score report from The College Board to the TAWC Admissions Office.

In the event that the student has already fulfilled the requirements listed in the Bay Path course equivalent(s) column only general elective credit can be applied. In the event that the student has already fulfilled both the requirements listed in the Bay Path course equivalent(s) column and all general elective credits required by their program no credit will be applied.

AP Examination Title	Minimum Required Score	Max Credits Awarded*	Bay Path Course Equivalent(s)
Art History	3	6	ART100 & Humanities Elective
Biology	3	8	BSC109, BIO112 & BIO112L
Calculus AB	3	3	MAT221
Calculus BC	3	6	MAT221 & MAT222
Chemistry	3	8	CHM150, CHM150L, CHM152 & CHM152L
Chinese Language and Culture	3	8	Humanities Electives
	4	12	Humanities Electives
Chinese Language and Culture (continued...)	5	16	Humanities Electives
Comparative Government & Politics	3	3	Social Science Elective
Computer Science A	3	3	General Elective
English Language and Composition	3	6	ENG114 & ENG124
English Literature and Composition	3	6	ENG114 & ENG134

Environmental Science	3	4	Science Elective
European History	3	6	HIS202 & HIS203
French Language and Culture	3	6	FRN113 & FRN114
	4	9	FRN113, FRN114 & FRN213
	5	12	FRN113, FRN114, FRN213 & FRN214
German Language and Culture	3	6	Humanities Elective
	4	9	Humanities Elective
	5	12	Humanities Elective
Human Geography	3	3	GEO102
Italian Language and Culture	3	8	Humanities Elective
	4	12	Humanities Elective
	5	16	Humanities Elective
Japanese Language and Culture	3	8	Humanities Elective
	4	12	Humanities Elective
	5	16	Humanities Elective
Latin	3	8	Humanities Elective
Latin (continued...)	4	12	Humanities Elective
	5	16	Humanities Elective
Macroeconomics	3	3	ECO212
Microeconomics	3	3	ECO211
Music Theory	3	5	MUS203 & Music Elective

Physics 1	3	4	PHS201 & PHS201L
Physics 2	3	4	PHS202 & PHS202L
Physics B	3	6	PHS100 & Science Elective
Physics C: Mechanics	3	4	PHS201 & PHS201L
Physics C: Electricity and Magnetism	3	4	PHS202 & PHS202L
Psychology	3	3	PSY101
Spanish Language and Culture	3	6	SPA113 & SPA114
	4	9	SPA113, SPA114 & SPA213
	5	12	SPA113, SPA114, SPA213 & SPA214
Spanish Literature and Culture	3	9	SPA113, SPA114 & SPA213
	4	12	SPA113, SPA114, SPA213 & SPA214
Statistics	3	3	MAT120
Studio Art: Drawing	3	6	Humanities Elective
Studio Art: 2-D Design Portfolio	3	6	Humanities Elective
Studio Art: 3-D Design Portfolio	3	6	Humanities Elective
United States Government & Politics	3	3	GOV100
United States History	3	6	HIS114 & HIS115
World History	3	6	HIS202 & HIS203

**May change based on previously completed degree requirements by individual student and/or College Board recommended credit award total.*

College-Level Examination Program (CLEP) Credit Policy

Students who participate in the College-Level Examination Program (CLEP) may be awarded transfer credit towards a degree based upon the final score on CLEP examinations. The table below defines the minimum required score, amount of credit awarded, and equivalent course(s) for each CLEP examination.

To receive credit prior to matriculation, students must submit their official CLEP score report from The College Board to the TAWC Admissions Office. Once matriculated, students must complete a CLEP Pre-Approval Form and submit it to the Registrar's Office before taking the CLEP exam.

In the event that the student has already fulfilled the requirements listed in the Bay Path course equivalent(s) column only general elective credit can be applied. In the event that the student has already fulfilled both the requirements listed in the Bay Path course equivalent(s) column and all general elective credits required by their program no credit will be applied.

CLEP Examination Title	Minimum Required Score	Max Credits Awarded*	Bay Path Course Equivalent(s)
<i>Business</i>			
Financial Accounting	50	3	ACC100
Information Systems	50	3	COM111
Introductory Business Law	50	3	LAW220 or BUS215
Principles of Management	50	3	BUS235
Principles of Marketing	50	3	BUS226
<i>Composition & Literature</i>			
American Literature	50	3	ENG221
Analyzing and Interpreting Literature	50	3	ENG134
College Composition	50	6	ENG114 & ENG124
College Composition Modular	50	3	ENG114
English Literature	50	3	ENG134
Humanities	50	3	HUM101
<i>History & Social Sciences</i>			
American Government	50	3	GOV100
History of the United States I	50	3	HIS114
History of the United States II	50	3	HIS115

Human Growth and Development	50	3	PSY205 or PSY206
Introduction to Educational Psychology	50	3	Psychology Elective
Introductory Psychology	50	3	PSY101
Introductory Sociology	50	3	SOC100
Principles of Macroeconomics	50	3	ECO211
Principles of Microeconomics	50	3	ECO212
Social Sciences and History	50	6	Social Science or History Elective
Western Civilization I	50	3	HIS202
Western Civilization II	50	3	HIS203
<i>Science & Mathematics</i>			
Biology	50	6	BSC109 & Science Elective
Calculus	50	4	MAT221
Chemistry	50	6	CHM150, CHM150L & Science Elective
College Algebra	50	3	MAT112
College Mathematics	50	6	MAT104 & MAT120
Natural Sciences	50	6	Science Electives
Precalculus	50	3	MAT130
<i>World Languages</i>			
French Language	50	6	FRN113 & FRN114
	59	9	FRN113, FRN114, & FRN213
German Language	50	6	Humanities Elective
	60	9	Humanities Elective

Spanish Language	50	6	SPA113 & SPA114
	63	9	SPA113, SPA114 & SPA213

**May change based on previously completed degree requirements by individual student and/or College Board recommended credit award total.*

International Baccalaureate (IB) Credit Policy

Students who participate in the International Baccalaureate Diploma Programme (IB) may be awarded credit towards a degree or based upon the grades in the individual subject examinations. The table below defines the minimum required score, amount of credit awarded, and equivalent course(s) for each IB examination. Consideration of credit for unlisted IB examinations will be handled by the Registrar's Office. To receive credit, a student must submit their official International Baccalaureate transcript to the TAWC Admissions Office.

IBDP Exam Subject	Minimum Required Score	Max Credits Awarded*	Bay Path Course Equivalent(s)
Biology	5	4	BSC109
	7	8	BSC109 & Science Elective
Chemistry	5	3	CHM150
Chemistry (continued...)	7	6	CHM150, CHM150L & Science Elective
Economics	5	6	ECO240 & General Elective
History/Americas	5	3	History Elective
History/Europe	5	3	History Elective
Language A: Literature	5	3	ENG134
Mathematics	5	3	MAT104
Physics	5	4	PHS100
Psychology	5	3	PSY101

Undergraduate Enrollment in Graduate Courses

Ad hoc Registration

The institution encourages academically talented undergraduate students who anticipate enrolling in one of our graduate programs to enroll in graduate courses as a junior or senior to

help accelerate their graduate program of study. On a case by case basis, junior and seniors carrying a minimum of a 3.00 cumulative grade point average may elect to take up to two graduate level courses as part of their undergraduate load and these courses may be used as electives or to substitute for existing degree requirements on their undergraduate degree audit. Undergraduate students request to take graduate coursework by submitting a completed Undergraduate Enrollment in Graduate Courses Form to the Registrar's Office that has been approved by the appropriate personnel.

All charges for these courses would be applied at the TAWC tuition rate and any all policies regarding full-time status, financial aid eligibility, credit overloads, etc. still apply.

In cases where a student later matriculates into a graduate program, the credits of any applicable graduate courses taken at the undergraduate level would be transferred to a student's graduate degree if the letter grade earned meets the minimum grade requirements for graduate transfer credit and has been approved by the respective Graduate Program Director. Graduate courses completed at the undergraduate level will not factor into the cumulative grade point average associated with the student's graduate degree program.

Declaring a Graduate Certificate

Junior and seniors who are approved to add a graduate certificate to their record are also exempt from being limited to taking only two graduate courses at the undergraduate level.

Early Acceptance into Graduate Programs for Undergraduate Students

Matriculated undergraduate students who are interested in pursuing a graduate degree that complements their undergraduate degree may apply for *Early Acceptance* into a Bay Path University graduate program and continue into the graduate program immediately following the completion of the Bachelor's degree. Approvals of Graduate Admissions and the student's academic advisor are required, as is the maintenance of at least a 3.00 GPA. With the additional approval of the Academic Dean of the school overseeing the graduate program and Graduate Program Director, undergraduate students who have a 3.00 GPA may take up to two (2) graduate courses that will apply 3-6 credits towards their graduate degree. These courses are generally taken in a student's senior year but exceptions are available for high caliber students who have received the appropriate approvals. Programs in which external accreditation prohibits undergraduate students from taking 500-level courses are not included in this policy. Those programs are noted with an asterisk (*) in the lists below.

Some recommended pathways from undergraduate to graduate degrees are listed below and serve as examples; however, students are encouraged to request permission and approval for combinations not listed below.

Business

- BS/MBA - MBA in Entrepreneurial Thinking and Innovative Practice
- BS/MSNMP - MS in Nonprofit Management and Philanthropy
- BS/MSCIM - MS in Communications and Information Management
- BS/MSHEA - MS in Higher Education Administration
- BS/MSCSM - MS in Cybersecurity Management
- BS/MSLN - MS in Leadership and Negotiation
- BS/MSA - MS in Accounting
- BS/MSSFP - MS in Strategic Fundraising and Philanthropy
- BS/MSADS - MS in Applied Data Science

- BS/MSHCM – MS in Healthcare Management

Liberal Studies/Liberal Arts

- BA/MSNMP – MS in Nonprofit Management and Philanthropy
- BA/MSCIM – MS in Communications and Information Management
- BA/MSHEA – MS in Higher Education Administration
- BA/MSSFP – MS in Strategic Fundraising and Philanthropy
- BA/MS – MS in Education (with or without licensure)
- BA/MBA – MBA in Entrepreneurial Thinking and Innovative Practice
- BA/MSCSM – MS in Cybersecurity Management
- BA/MSLN – MS in Leadership and Negotiation
- BA/MS – MS in Applied Behavioral Analysis*

Liberal Studies (Education)

- BA/MS – MS in Education with teacher licensure
- BA/MS – MS in Applied Behavioral Analysis*
- BA/MS – MS in Developmental Psychology
- BA/MBA – MBA in Entrepreneurial Thinking and Innovative Practice (for students who might want to open their own education school/business)
- BA/MSHEA – MS in Higher Education Administration
- BA/MS – MS in Curriculum and Instruction
- BA/MSNMP – MS in Nonprofit Management and Philanthropy (for students who want to enter the nonprofit world from an educational perspective)
- BA/MS – MS in Education without licensure (for students who want to work in the field of special education, i.e. human services, etc., but not in a classroom)
- BA/MSEd – MS in Education - Curriculum and Instruction

Legal Studies or Criminal Justice

- BA/MSCSM – MS in Cybersecurity Management
- BA/MSCIM – MS in Communications and Information Management
- BS/MSNMP – MS in Nonprofit Management and Philanthropy
- BS/MBA – MBA in Entrepreneurial Thinking and Innovative Practice

Psychology

- BA/MS – MS in Developmental Psychology
- BA/MSLMHC – MS in Clinical Mental Health Counseling
- BA/MS – MS in Applied Behavioral Analysis*
- BA/MS Ed – MS in Education (with or without licensure)
- BA/MBA – MBA in Entrepreneurial Thinking and Innovative Practice
- BA/MSCSM – MS in Cybersecurity Management
- BA/MSLN – MS in Leadership and Negotiation
- BA/MSNMP – MS in Nonprofit Management and Philanthropy

Withdrawal from the University

Student Withdrawal

An undergraduate student wishing to withdraw voluntarily from the University must first confer with their educator coach. The student must inform the University in writing of this decision via the Enrollment Status Form. A student is considered enrolled if registered at the census date of the respective semester. After that date, refunds for absence, withdrawal, or dismissal from the

University will be made in accordance with the University refund policy. A student must complete the official Enrollment Status Form to be entitled to any refund. Further details about the University refund policy are found in the Financial Information section of this academic catalog.

Administrative Withdrawal

A student will be administratively withdrawn from the institution if they fail to attend all of their courses within a session while also failing to complete the Enrollment Status Form. Additionally, a student who is considered active (not currently on a LOA or Stop Out), but is not enrolled in courses, will be administratively withdrawn if they fail to complete the Enrollment Status Form. The Registrar's Office will notify the student of their administrative withdrawal via Bay Path University email. Once a student is withdrawn from the University, the Student Financial Services Office will be notified and any remaining balance owed to the University must be paid. If a student is receiving financial aid and has taken out loans, Bay Path University is obligated to report their withdrawal to the National Student Clearinghouse. This will initiate repayment of all outstanding student loans. If there is any remaining balance on a student's Bay Path University account, the student will be held responsible. The student must contact Student Financial Services to determine if a remaining balance is owed.

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Overview

Registering for Courses

There are two registration periods per year for undergraduate students. Students self-register for courses online using the MyBayPath portal. Students are given access to their degree audit, schedule planner, and other registration information; and are required to meet with their educator coach to discuss various options for fulfilling their academic requirements and meeting their professional goals. Students who have a hold with Student Financial Services cannot register until their financial obligation to the University has been met.

Graduate Courses

TAWC students may take up to two graduate level courses as part of their undergraduate program unless they are required to take additional graduate courses as part of their major. Requests will only be processed that are submitted on the Undergraduate Enrollment in Graduate Courses Form available on the MyBayPath portal. All requests to take graduate credit must be approved by an educator coach and the corresponding Graduate Program Director. Transfer credit for any graduate courses completed by a traditional undergraduate student may be applied to the student's graduate degree record if they matriculate into a graduate program at Bay Path and the course grade meets minimum grade requirements. Please see the Undergraduate Enrollment in Graduate Courses subsection in the Academic Policies and Procedures section of this academic catalog for more information.

Registration Restrictions

Students will be able to register for up to 18 credits if they are not on a financial hold. Students who are on a financial hold cannot register for classes until their financial obligation to the University has been met. Students can review the Current Holds section of the Students tab on the MyBayPath portal for additional hold information.

Academic Progress Reports

Students can access their final grades on the Students tab of the MyBayPath portal. Academic progress will be reviewed at the end of each semester after all final grades have been received. Students who do not meet Satisfactory Academic Progress standards will be sent a formal letter and email notification detailing their academic standing and next steps. Please review the [Satisfactory Academic Progress Policy](#) in the Academic Policies & Procedures section of this academic catalog for more information.

Adding or Dropping a Course

An undergraduate student can add or drop courses in the MyBayPath portal prior to the respective add and drop deadlines. Courses dropped prior to the drop deadline do not appear on the student's record or transcript. A student who wishes to drop a course after the drop deadline must follow the course withdrawal procedures (see Course Withdrawal section below).

Challenge Exam Process

TAWC students have the opportunity to test out of COM112: Fundamentals of Spreadsheets. If interested, a student should contact their educator coach for information and to register for the appropriate Challenge Exam. Upon successful completion of this exam, credit will be posted once the student pays the administrative fee to the Business Office. Since curricular needs result in changes to course learning outcomes and goals, the University reserves the right to change the test-out options and will provide ample communication to students in advance of any such change.

Course Availability

Bay Path University reserves the right to change the time a course is offered, change to course modality or cancel any course if there is insufficient student demand for the course and to schedule courses both during the day and in the evening to optimize enrollment and to ensure quality instruction. The University also reserves the right to change the delivery format of a course (e.g., from on campus to online) for any reason. The University may limit enrollment in a course to ensure the best experience for all students. Responsibility to register for courses and to be cognizant of the proper sequence to meet the requirements of their academic program rests with each student. The educator coach acts as a resource for their decision-making and program planning, but it is the student's responsibility to meet all core and program requirements.

Course Numbering System

Courses below the 100 level are developmental and may receive University, but not graduation, credit. Introductory or first year courses are numbered 100-199. Intermediate level courses are numbered 200-299. These courses may or may not have a prerequisite. Upper-level courses numbered 300-499 are advanced courses, which usually require a prerequisite and cannot be taken by first-year students. Most 400-level courses cannot be taken by lower division students. Courses at the 500 level are for both undergraduate and graduate students. Undergraduate students need permission from the graduate program director to enroll in 500-level courses. Courses exclusively at the graduate level typically start with a 600 designation.

Course Prerequisites

Courses are sequenced to enable students to master the knowledge and skills necessary to proceed to a higher level. A student must satisfactorily complete all prerequisites before they are permitted to register for a subsequent course. It is the student's responsibility to ensure that they have met prerequisites before enrolling in any course. Fulfillment of prerequisites may be discussed with the director of the program and is also monitored by the Registrar's Office.

Course Withdrawal

A student that decided to withdraw from a course after the drop period is over must submit the Add/Drop/Withdrawal Form. The student will be charged tuition in accordance with the Institutional Refund Policy (see Financial Aid section). All "W" grades are permanently recorded on student transcripts. The last date to withdraw from a course is the Friday of week 5 by 5:00pm EST. Withdrawing from a course may affect a student's full-time status, financial aid eligibility, and eligibility for honors. A student wishing to withdraw should seek advice from their advisor/educator coach to explore their alternatives.

Credit Overloads

A student must request a credit overload, via Bay Path email or in writing, to their educator coach. The educator coach, in consultation with the Assistant Dean for Curriculum and Instruction, will approve or deny the request for an overload and make any appropriate changes to the student's schedule.

The student must meet the following criteria in order to be approved for an overload:

- Student must have at least a 3.0 cumulative GPA with no failing grades
- Student must have successfully completed more than 75% of their coursework (pace)
- Overload cannot exceed 21 credits in a given semester

Final Examinations

All final exams must be taken during the normally scheduled time within each course. There may be exceptions to this policy in the case of an approved incomplete grade, approved disability accommodation, or after a written appeal to the Assistant Dean for Curriculum and Instruction.

Grading

Credit Type

Every course has a credit type that defines how it will be graded. Courses at Bay Path University will offer a traditional letter grade or they will be run either pass/fail or satisfactory/unsatisfactory. TAWC students are required to receive a grade based on the defined credit type for the course (i.e. students cannot take a course pass/fail or satisfactory/unsatisfactory if the course is set up to offer traditional letter grades or vice versa).

Letter Grades

The majority of on-ground, hybrid, and online courses offer traditional letter grades that correspond with the numerical equivalent of the student's average in the course. A grading matrix has been provided below for additional information.

Pass/Fail

Some courses (ex. fitness, dance, and music courses, most practicums, supervision, field work, and clinicals) may be graded pass/fail. Students who earn a passing grade receive credit in the course, but there is no effect on the grade point average computation. The transcript will reflect a 'P' grade for a student who passes a pass/fail course. A student who earns a failing grade receives no credit and the failing grade has the same effect on academic standing as a regular letter grade of 'F.' The transcript will reflect an 'F' grade for a student who fails a pass/fail course.

Satisfactory/Unsatisfactory

A limited number of zero credit pre-practicum and orientation courses (ex. EXT 097) will use satisfactory/unsatisfactory grades. These courses may still be required for graduation requirements but they will not impact the computation of a student's cumulative grade point average. The transcript will reflect an 'S' grade for a student who meets the requirements of the course and a 'U' grade for a student who does not meet the requirements of the course.

Undergraduate Grading Matrix

Grades are given for each course attempted, based on the following numerical value and grade point rating scale:

Letter Grade	Grade Points	Numerical Equivalent
A	4.00	95-100
A-	3.67	90-94
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	60-66
F	0.00	below 60

Other Grading Options

AU	Audit
I	Incomplete*
NG	No Grade
P/F	Pass/Fail
S	Satisfactory
TR	Transfer
U	Unsatisfactory
W	Withdrawal
WIP	Work in Progress*

* Temporary Grades

Grade Point Computation

A grade point average is computed by dividing the total quality points earned by the number of credits attempted. Quality points are computed by multiplying the credits assigned to the course by the quality points assigned to each letter grade. The grade point average is used as a standard for determining academic standing and students are required to meet a minimum cumulative grade point average to graduate.

Courses with a credit type of satisfactory/unsatisfactory and courses graded as a “Pass” are not included in the cumulative grade point average computation. Although transfer credits can count towards fulfillment of quantitative graduation requirements, these credits are input as ‘TR’ grades and they are also not included in the cumulative grade point average computation. If a student repeats a course, both grades remain on the permanent record but only the higher grade is computed in the cumulative grade point average.

Session Schedules

Many of our campus classes run in a hybrid format with online learning components and 2.5 hours per week of face-to-face learning instruction. Due to external oversight, some courses in the Education program are delivered in a fully face-to-face format and are scheduled to meet on-campus for five (5) hours each week. For online and hybrid courses, the initial weekly assignment must be completed by Thursday at 11:59 pm EST, and subsequent weekly assignments are due by Saturday at 11:59 pm EST. *Students are free to submit work prior to these dates.*

In addition to class time, a student should expect to spend between 15-20 hours per week per course on homework and assignments. Time expended outside of the classroom may include reading, writing, research, studying, problem solving, projects, and other learning activities. Students are encouraged to carefully review the syllabus for each course to understand all expectations, assignments, policies, and grading criteria.

Student Service Options

Request an Official Transcript

An official transcript comes on colored transcript paper, bears the impression of the Seal of the University, and is signed by the University Registrar. An official transcript of an academic record must be requested by the respective student online through Bay Path’s Transcript Request

webpage: <http://www.baypath.edu/transcriptrequest>. Only requests made by the respective student will be processed.

eTranscripts are \$5.00 per copy, paper transcripts sent to a domestic address are \$7.50 per copy, and paper transcripts sent to an international address are \$10.00 per copy. The Registrar's Office reserves the right to withhold processing any transcript request if a student has an unpaid financial obligation to the University.

Request Proof of Enrollment

Proof of enrollment requests can be completed on third-party documentation or a student can request an enrollment or grade verification letter on Bay Path letterhead that is signed by the University Registrar. Requests using third-party documentation must be submitted with a Consent to Release Student Information Form that is signed and dated by the respective student if the Registrar's Office is asked to return the documentation directly to the third-party. An enrollment or grade verification letter must be requested by the respective student online in the Student Forms section of the Students tab of the MyBayPath portal.

Only requests made by the respective student will be processed. There is no fee to request a proof of enrollment.

Request a Replacement or Duplicate Diploma

The Registrar's Office issues a diploma to students who have met all degree requirements, whose degree has been conferred by the institution and who have met all financial obligations to the University. Students may request a replacement or duplicate diploma using the Diploma Re-Order Form available with the Registrar's Office. A replacement or duplicate diploma is \$25.00 each.

The Registrar's Office reserves the right to withhold issuing a diploma or processing a replacement or duplicate diploma requests if a student has an unpaid financial obligation to the University.

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Degree Requirements

Students are responsible for knowing and meeting the University's graduation requirements in a specific degree program. Specific degree programs may require additional requirements beyond those listed here. Students should review their program's listing within the Academic Programs section of this academic catalog and/or the program's handbook, when applicable, to determine if there are any additional requirements. To qualify for any degree, the candidate must:

1. Complete all requirements (Bay Path Core Curriculum, major, and elective) for the degree program;
2. Meet the residency requirement of successfully earning a minimum of 30 credits with Bay Path;
3. Achieve Bay Path's minimum cumulative grade point average; and
4. Complete the Graduation Application and Graduating Student Survey sent to prospective graduating students during their final academic year.

Conferral of Degrees

Bay Path University confers undergraduate degrees at the conclusion of each subterm. Students who complete their degree requirements in the middle of a subterm will receive a conferral date equivalent to the last day of classes in that subterm.

Certificates pursued concurrently with a degree program will not be awarded until the degree has officially been conferred. Exceptions to this policy must be approved by the Assistant Dean for Curriculum and Instruction, the University Registrar, and the Office of Academic Affairs.

Student Participation in Commencement Exercises

The Commencement ceremony is our culture's most significant public demonstration of educational achievement. Commencement is a highly ritualistic, stylized event with specified protocols and regalia. Like other rituals in our culture, the ritual of conferring degrees, wearing caps and gowns, listening to speeches and acknowledging academic achievement with diplomas all underscore the importance of what one does in the teaching and learning environment. The celebration of Commencement stands as an important and enduring academic tradition and ceremony, set apart from our day to day activities. Most importantly, Commencement marks the completion and conferral of degrees. Students are permitted to participate in only one processional for a completed degree program.

Bay Path University typically holds their Commencement ceremony each year in May. Students in Associate, Bachelor's, Master's, Specialist in Education, or Doctorate degree programs who received degree conferral during the respective academic year or those on pace to complete their degree requirements by the end of their division's academic year are eligible to participate. For undergraduate students, this means both being enrolled in all outstanding requirements (in Spring Accelerated III) by April 30th and being on pace to complete all outstanding requirements by the final day of the spring semester. Students who are not on pace to complete their degree requirement(s) by the end of the spring semester are not eligible to participate in the current academic year's Commencement ceremony because they are considered a potential graduate in the following academic year. Exceptions to this policy must be approved by the Assistant Dean of Curriculum & Instruction, the University Registrar, and the Office of Academic Affairs.

Eligible students who have not completed their degree requirements at the time of Commencement will receive a blank diploma cover and will appear in the Commencement program with a notation that degree requirements were incomplete at the time of the printing of the program. Latin honors will still be recognized and the student will be provided an honor

cord if they have a cumulative grade point average of 3.5 or higher at the time of Commencement.

Graduation Name

Bay Path University allows graduates to provide a preferred first, middle, and last name to be listed in the Commencement program and read aloud as they cross the stage. Graduates provide their graduation name when they complete the Graduation Application. The name of graduates who do not complete the Graduation Application at least two weeks before the date of Commencement will reflect their legal name on file. The institution also reserves the right to deny any desired name deemed inappropriate.

Diplomas and transcripts from the institution will reflect the student's legal name on file. Students who wish to update their legal name on file must complete the Personal Information Update Form on the MyBayPath portal and must upload their social security card matching the legal name being requested.

Latin Honors

Students who have complete all degree requirements whose final cumulative grade point average is 3.50 or above are awarded their degrees with honor according to the following criteria:

Summa cum Laude	3.90 to 4.00
Magna cum Laude	3.70 to 3.89
Cum Laude	3.50 to 3.69

Eligible students will have their Latin honors recognized on any their diploma, in the Commencement program, and they will be given an honor cord to wear if they are participating at Commencement. The Latin honors will also appear on any transcript ordered after their degree is conferred.

Students who opt to participate before all degree requirements are met that have a cumulative grade point average of 3.50 at the time of Commencement will have their Latin honors reflected in the Commencement program and they will be given an honor cord to wear if they are participating at Commencement. Latin honors will only be recognized on their diploma and on any transcript ordered if they meet the minimum cumulative grade point average after their degree is conferred.

Awards & National Honor Societies

The Faculty Award

The *Faculty Award* is made annually to the baccalaureate degree candidate who, in the judgment of the faculty, represents outstanding scholastic achievement, character, and leadership.

Thomas G. Carr Award

The *Thomas G. Carr Award* is presented annually to an outstanding associate degree candidate who will pursue her baccalaureate degree at Bay Path. This award was endowed by the Sidney E. Helliwell family in honor of Thomas G. Carr, Bay Path's first President. The recipient is a student whose academic achievement, character, and service to the University or the community reflect the standards and values of Bay Path University.

Jeanette T. Wright Leadership Award

The *Jeanette T. Wright Leadership Award* is presented annually to an associate degree candidate who will pursue her baccalaureate degree at Bay Path and is based on the student's leadership excellence, extracurricular activities, and campus citizenship. This award is named in memory of Bay Path's fourth President, who was the first woman to hold that office.

Carpe Diem Award

The *Carpe Diem Award* is given to recognize an adult undergraduate student graduating from the TAWC program at each campus. The student selected to receive the award is someone who has exemplified academic excellence and engaged in service to the community and/or University.

Pathfinder Award

The *Pathfinder Award* is given to an adult woman graduating from the TAWC program who excels in most areas of life. The award is given annually through the generosity of the Davis family to recognize the service of Robyn Davis, who has served the University as a trustee and Chair of the Board of Trustees.

Women as Empowered Learners and Leaders Award

The *Women as Empowered Learners and Leaders Award* is open, via self-nomination, to any student with 15 or more credits earned at Bay Path University who demonstrates significant leadership in any community or communities (with Bay Path or external to Bay Path) and who writes a reflective essay on her leadership. Staff determine the student whose leadership demonstrates the greatest impact.

Alpha Phi Sigma Honor Society

Undergraduate students enrolled in any criminal justice programs are eligible for membership in this national honor society. To qualify, a student must have a minimum cumulative grade point average of 3.5 in all classes and are graduating in the semester in which they are inducted.

Lambda Epsilon Chi (LEX) Honor Society

Undergraduate students enrolled in the baccalaureate or associate program in legal studies are eligible for membership in this national honor society in their final year; students enrolled in the certificate program are eligible upon completion of the coursework for the certificate. Only students whose academic performance is consistently exemplary across the curriculum will be inducted. To qualify, a student must have a minimum cumulative grade point average of 3.25 in all classes and a minimum cumulative grade point average of 3.5 in all legal classes, and have completed 2/3 of their legal courses

Maroon Key Honor Society

Undergraduate students who have earned 30 credits locally at Bay Path University with a cumulative GPA of 3.70 or higher are elected to the Maroon Key Honor Society. New members are inducted into the society at an annual spring ceremony or are recognized at Commencement rehearsal. Please note that Maroon Key calculations exclude credit hours earned through off campus study, with the exception of credits earned through CCGS.

Psi Chi Honor Society

The Psi Chi International Honor Society in Psychology was founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. A chapter was established at Bay Path University in 2004. To qualify for induction which takes place once per year, students majoring or minoring in psychology must be ranked in the top 35% of their undergraduate class; have a CGPA of 3.50 or better in all classes; a minimum GPA of 3.0 in psychology coursework; and must have completed a minimum of three semesters of coursework (36 credits) which includes a minimum of 9 hours of psychology coursework

(excludes optional pass/fail grades). Transfer students must meet the same requirements stated above. However, because transfer students begin with a 0.0 GPA, they must establish both a cumulative and a psychology GPA at Bay Path University. The CGPA will be based on completed coursework for 12 semester credits and the psychology GPA will be based on completed psychology coursework for 9 semester credits at Bay Path University, both of which exclude optional pass/fail grades. Eligibility will be reviewed bi-annually and students will be notified if they meet eligibility criteria. Students must be enrolled at Bay Path University at the time of application.

Sigma Theta Tau International Honor Society

The University will support membership in Sigma Theta Tau International Honor Society for Nursing, Beta Zeta at-Large Chapter, whose mission is to promote nursing leadership and improve healthcare.

The RN to BSN Program is a Bachelor of Science in Nursing degree completion program. Prior to matriculation at Bay Path University, RN to BSN students have successfully completed/ graduated from an accredited nursing program at the Associate's degree or Diploma level. All students are required to meet the same 120 credits toward the Bachelors of Science in Nursing (BSN) degree. RN to BSN students are required to complete a minimum of 30 credits in order to graduate from The American Women's College at Bay Path University with a BSN degree.

To be eligible for induction into the Sigma Theta Tau International Honor Society for Nursing, the Registered Nurse undergraduate student must meet Sigma Theta Tau's requirements:

- Have completed a minimum of 12 credit hours within the nursing major (courses that begin with BSN, WEL331 and WEL441)
- Have completed half of the courses in the nursing major (this including courses whose course codes are other than BSN courses or WEL331 and WEL441)
- Achieve academic excellence (CGPA of at least 3.0)
- Rank in the top 35% of the graduating nursing class
- Meet the expectation of academic integrity

The Registered Nurse graduate student (Master's and Doctorate) must:

- Has completed one quarter of the nursing curriculum (this includes DNP courses and courses that begin with other course codes)
- Achieve academic excellence (CGPA of at least 3.5)
- Meet the expectation of academic integrity.

Students in graduate programs who are registered nurses, legally recognized to practice in their country and have a minimum of a baccalaureate degree or the equivalent in any field, will be eligible to be considered as a Nurse Leader at any point in the program.

ACADEMIC PROGRAMS OVERVIEW

Bay Path University is committed to educating students in a variety of ways and in a variety of disciplines. Through its instruction in the arts and humanities, mathematics, sciences and social sciences, the University provides a foundation of broad-based liberal arts education for its degree programs. All associate and baccalaureate degree programs provide students with the theory necessary for understanding the dynamics and challenges of the world of work and the opportunity to apply that knowledge in the classroom as well as in the workplace through internships, practica, or fieldwork. Various minors and certificates are also available, allowing students to pursue additional specific areas of interest.

To provide students with opportunities to customize their programs while ensuring a relevant curriculum, each baccalaureate degree program consists of three component areas: 1) the Bay Path University core curriculum, the general education courses required of all students; 2) the core curriculum in the major; and 3) general electives, which may be used to pursue a minor, certificate or to create a tailored focus of courses.

CORE CURRICULUM

General Education Purpose Statement

Consistent with the mission of the University, the Bay Path General Education Core Curriculum provides a coherent and substantive educational basis for students to “become confident and resourceful contributors to an increasingly interdependent world.” The Core provides a unique signature curriculum to foster development of the whole person, grounded in the arts and sciences with a focus on academic skills and experiences that are translatable to success in the 21st Century workplace. Through their active participation in this curriculum, Bay Path University women will come to understand their own potential as forces for positive change, be able to inquire critically, solve problems creatively and collaboratively, make decisions ethically, and communicate effectively.

The comprehensive Bay Path educational experience, which consists of the core and major field(s) of study, has been crafted to ensure that each student will be prepared to live a fulfilling, ethical life, to attain a personally satisfying and productive career and to become a confident and resourceful contributor to the global community in which they reside.

General Education Student Learning Outcomes

Bay Path University’s Core Curriculum consists of nearly fifty courses through which students may satisfy the Bay Path University Core requirements. The following compromise the “Intellectual and Practical Skills” and related Student Learning Outcomes which are embedded in the Bay Path University Core and throughout the rest of the entire undergraduate educational experience:

1. Inquiry and Analysis: Students will demonstrate a systematic process of exploring issues. Students will break down complex issues to create recommendations/solutions.
2. Critical Thinking: Students will apply the critical thinking process to reach a solution.
3. Written Communication: Students will demonstrate the ability to clearly express and support their ideas in written format appropriate to the issue of problem under consideration. Students will be able to mix data, text, images to support their intent, when appropriate.
4. Oral Communication: Students will demonstrate their ability to organize, prepare and present a purposeful presentation to increase knowledge or foster understanding or promote change.
5. Quantitative Literacy: Students will demonstrate the ability to solve quantitative problems from an array of context and everyday life situations.
6. Reading: Students will demonstrate the ability to extract and construct meaning through interaction and involvement with written language.
7. Collaboration/Teamwork: Students will demonstrate the ability to contribute quantitatively to the objective(s) of the team task.
8. Problem Solving: Students will demonstrate the ability to design, evaluate and implement a strategy to answer an open-ended question or achieve a desired goal.
9. Information Literacy: Students will identify, locate, evaluate and effectively and responsibly use and share information to address the problem at hand.

10. Civic Knowledge and Engagement – Local and Global: Students will apply the knowledge and skills necessary to participate in activities that are life enriching and beneficial to the community.
11. Intercultural and Aesthetic Knowledge and Competence: Students will demonstrate skills and recognize the importance of aesthetics to interact effectively in a variety of cultural contexts and understand its implications on everyday life.
12. Ethical Reasoning and Action: Students will practice ethical decision-making skills. Students can describe and analyze positions in ethical issues in a variety of contexts.
13. Foundations and Skills for Lifelong Learning: Graduates will continue to engage in purposeful learning activities, undertaken on an ongoing basis to improve knowledge, skills, and competencies.
14. Integrative Learning: Students will make connections with knowledge learned from across the curriculum. Students will apply that knowledge to new situations within and beyond the campus.

Baccalaureate Degree Program

Bay Path University General Education Core

The core is comprised of a total of 40-43 credits and is required for all undergraduate students regardless of program format. Not all courses are offered every semester and some courses have prerequisites.

I. Women as Empowered Learners and Leaders (9 credits)

- WEL 220 (3 credits; required of first-year students; first semester, first-year)
- WEL 330 (3 credits)
- WEL 440 (3 credits)

II. Communication and Information Literacy (12 credits)

- COM 111 (3 credits; Technology Proficiency)
- ENG 114 (3 credits; first semester, first year)
- ENG 124 (3 credits; second semester, first year)
- ENG 134 (3 credits)

III. Global, Cultural, Community Engagement (3 credits)

Students should select one course from the following:

ANT 110 Culture, Society, and People
 CHI 100 Elementary Mandarin Chinese I
 CHI 101 Elementary Mandarin Chinese II
 CIT 210 Intercultural Communication
 CMS 303 Gender and Communication
 CRJ 406 Violence Against Women and Children
 CSC 101 Applied Computing
 EDU 110 Intro to Early Childhood Education
 EDU 130 Education, Schools, and Culture
 EDU 250 Introduction to Special Education
 ENG 311 World Literature
 FRN 113 French Language and Culture I
 FRN 114 French Language and Culture II
 HUM 110 Introduction to Philosophy

HUM 117 Introduction to World Religions
HUM 210 Ethics
HIS 202 Global History to 1500
HIS 203 Global History Since 1500
LAW 281 Understanding Law Through Literature
LAW 311 Family Law
LAW 352 Administrative Law
MLA 101 Sign Language I
PSY 205 Child Development
PSY 216 Psychology of Cultural Diversity
SOC 200 Social Problems
SOC 210 Marital and Family Systems
SPA 113 Spanish Language and Culture I
SPA 114 Spanish Language and Culture II

IV. Fostering Inquiry: Natural Science and Quantitative Analysis (7 credits)

- Laboratory science (4 credits)
- Math course as determined by department (3 credits) (MAT104 does not satisfy graduation requirements, but is required of those students who may benefit from additional math instruction)

V. Cultivating Perception & Self Expression: Arts & Aesthetics (3 credits)

- ART 100 Art History
- ART 230 Art in America
- ART 250 Women in Art
- HUM 101 Fine & Performing Arts
- HUM 110 Introduction to Philosophy
- HUM 117 Introduction to World Religions
- HUM 120 The Art of Film

VI. Citizenship: Contributing to Contemporary Society (6 credits)

One course from the following:

- CRJ 120 Introduction to Criminal Justice
- EDU 130 Education, Schools, and Culture
- GEO 102 Introduction to Geography
- GOV 100 American Government
- HIS 114 The United States to 1877
- HIS 115 The United States Since 1877
- HIS 315 Contemporary America: The United States Since 1945
- HIS 320 The History of Women in America
- LAW 103 Introduction to the American Legal System

One course from the following:

- PSY 101 Introduction to Psychology

VII. Healthy Living and Perspectives (2 credits)

- CHL150
- IDS200
- IDS201

- IDS280
- LAR200
- PHY201

Women as Empowered Learners and Leaders (WELL) Program

The purpose of this program is to enable undergraduate students to connect with the University's mission in challenging women to become leaders and to "become confident and resourceful contributors to our increasingly interdependent world." The WELL program prepares students to be reflective and capable people, students and professionals who can influence and advocate for others. Expanding upon and incorporating existing leadership development program components, the WELL program is designed to provide a foundation for the educational experience at Bay Path University.

Incorporating curricular and co-curricular elements, WELL provides a common curricular experience and connects undergraduate students in a very tangible way to the mission and vision of the University. Through WELL program components, undergraduate women build community through active, student-centered learning and examine their education with great intention, both as they embark upon it and as it comes to a close. Completion of the WELL portfolio enables students to be more purposeful in shaping their Bay Path undergraduate experience to realize educational and life aspirations. Specific program components include:

- **The WELL Curriculum.** Three courses frame the academic component of the WELL program. **WEL220, WEL330 and WEL440** are core courses that are taken by all undergraduates. Through this curricular component, students are introduced to academics and resources, and will strengthen their skills in research, writing, public presentation, speaking, analysis, synthesis, and technology as needed to become empowered learners. Students discover their strengths and set personal, academic and professional goals using self-assessment and career planning tools. Students explore the leadership traits needed to be women of influence who have the knowledge and tools to lead value-driven lives. They will conduct research on local and global issues that affect women, and present their findings at the end of each semester.
- **WELL E-Portfolio.** Beginning with WEL220 and completed in WEL440, the e-portfolio will enable each student to gather information about her academic and co-curricular experiences, reflect upon learning and goals during her education, and demonstrate growth in knowledge, skill, and experience over her undergraduate experience.
- **Career Development and Support.** The development of career goals is embedded in WELL to provide opportunities for faculty to discuss career planning with students throughout their four years. Career development milestones have been set as part of the e-portfolio to help students stay on track. Through WELL course assignments, internships, field placement experiences, job shadowing, career seminars, mock interviews and other career development experiences, students are helped to identify and fully leverage their unique strengths, needs, intentions, passions and potential.

WELL Program Student Learning Outcomes

Upon completion of the WELL Program, students will:

- Demonstrate academic and intellectual development during their progression through the WELL series.
- Demonstrate personal effectiveness and personal development during their progression through the WELL series.
- Demonstrate engagement in the Campus community and with the University Mission.
- Demonstrate community awareness and engagement.

- Demonstrate professional preparation.

BACCALAUREATE DEGREE PROGRAMS

B.A. COMMUNICATIONS	125
B.A. LEADERSHIP AND ORGANIZATIONAL STUDIES	127
B.A. LIBERAL STUDIES	130
B.A. LIBERAL STUDIES (EDUCATION)	136
B.A. PSYCHOLOGY	147
B.S. BUSINESS	154
B.S. CRIMINAL JUSTICE	168
B.S. CYBERSECURITY	171
B.S. HEALTH SERVICES ADMINISTRATION	175
B.S. NURSING	179

Bachelor of Arts in Communications

The Communication degree at Bay Path University follows the liberal arts tradition and emphasizes critical thinking, research, analysis, writing and speaking skills. The degree builds transferable skills that create a strong foundation for all disciplines, as well as to meet the needs of the workplace and marketplace. Students will have the opportunity to develop both the art and science of communication and customize their learning to incorporate other disciplines in the following areas:

- Mass Communication and Media
- Interpersonal Communication and Culture
- Organizational Communication/PR
- Media, Technology and Social Communication

Students are exposed to all areas of communication in preparation for the rapidly changing communication field, including jobs that may not yet exist. Students focus on how people use messages to generate meaning within and across all kinds of contexts, cultures, channels, and media. Students will get a great three-dimensional learning experience from practicing professionals, communication scholars and business leaders.

Student Learning Outcomes:

Students in the Bachelor of Arts in Communications program will be able to:

- **Mass Communication and Media:** Students will research and analyze mass media as a system of interrelated forces, including historical foundations, technological advances, economic dynamics, regulatory constraints, and ethical concerns. They will apply the concepts of social and legal regulation as they evaluate the use of existing and emerging communicative materials.
- **Interpersonal Communication and Culture:** Students will be able to use communication theory to analyze and evaluate individual, group, and mass media messages. They will evaluate the complex relationship between communication/ media theories and then use their creative skills to develop a diverse set of individual, social, and professional practices.
- **Organizational Communication/PR:** Students will be able to apply one or more communication research methods to address a range of media texts and audiences, production and technological practices, and relevant social issues.
- **Media, Technology and Social Communication:** Students will be able to create communicative materials that incorporate communication theory, audience analysis, and persuasive strategies. They will also demonstrate proficiency in one or more professional media writing or broadcast applications.
- Students will be able to conceptualize, design, and produce one or more journalistic or organizational communication works based on effective principles and practices of media aesthetic, communication standards and inclusion practices designed for a target audience. They will be able to identify and be respectful of cultural differences and ethics in communicative and media practices.

Bachelor of Arts in Communications

Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in Disciplines	3
ENG134: Literary Genres	3
Healthy Living	2
HIS114: US History to 1870	3
Humanities Elective	3
Math Elective (MAT112: Applied University Math or MAT120: Statistics)	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 42 CREDITS

<u>Course</u>	<u>Credits</u>
BUS226: Principles of Marketing	3
BUS245: Social Media for Business	3
BUS308: Communicating in Business	3
CIT210: Intercultural Communications	3
CIT300: Communicating for Leadership	3
CMS100: Intro to Mass Communications & Pop Culture	3
CMS110: Human Communication in a Digital World	3
CMS130: Communications Technology Media Lab	3
CMS200: Principles of Public Relations & Advertising	3
CMS213: Writing for the Media	3
CMS220: New Media & Technologies	3
CMS303: Gender & Communications	3
CMS450: Capstone - Corporate & Organizational Communications	3
LOS315: Organizational Behavior & Leadership	3

GENERAL ELECTIVES - 36 CREDITS

*Students choose one course from the following list: BUS308: Communicating for Business, CIT300: Communicating for Leadership, or CIM503: Targeted Communications.

Bachelor of Arts in Leadership and Organizational Studies

The Bachelor of Arts in Leadership and Organizational Studies (LOS) allows women to complete a degree online in leadership in a few as 12 months because of its extensive transfer credit and/or Prior Learning Assessment credit acceptance. The LOS degree builds on a woman's life experience and skills, and prepares her to take on or advance in leadership roles, both professionally and personally. This program combines a strong foundation of ethical leadership and advanced communications/technology skills with the study of organizational survival and prosperity amidst constant social, economic, and political change. Drawing on the experience and instruction of outstanding faculty from diverse leadership backgrounds, this degree prepares students to lead in the private, public, and non-profit sectors. This accelerated program offers a flexible, convenient, and highly supportive online format to assist students in reaching their goal of degree completion and career advancement. The Bachelor of Arts in Leadership & Organizational Studies offers the following majors:

- Food Science & Safety
- Leadership & Organizational Studies

The American Women's College also offers certificates in Food Science & Safety and Leadership & Organizational Studies. Additional information is available in the [Certificate Programs](#) section.

Student Learning Outcomes:

Students in the Bachelor of Arts in Leadership & Organizational Studies program will be able to:

- Develop greater self-awareness to leverage their potential, passion, and purpose.
- Optimize their communication skills as confident and compelling leaders.
- Effectively lead organizational change by leveraging resources.
- Negotiate conflict and implement innovative solutions to achieve progress.
- Value, understand, and work well with diverse people.
- Capitalize on technology as a driving force for communication and change.

Bachelor of Arts in Leadership & Organizational Studies: Food Science & Safety

Drawing on the experience and instruction of outstanding faculty from diverse leadership backgrounds, this degree prepares students to lead in the private, public, and non-profit food sectors. This accelerated program offers a flexible, convenient, and highly supportive online format to assist students in reaching their goal of degree completion and career advancement in the field of food inspection, manufacturing, and management. Graduates of this program know what constitutes food quality and safety. They have identified beneficial microorganisms and foodborne diseases, and they have learned ways these organisms are introduced, eliminated, and controlled. They have designed and conducted experiments and have developed a powerful professional philosophy and identity as a leader in this field. These course are carefully sequenced to build knowledge and skills. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY REQUIREMENTS - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in Disciplines	3
ENG134: Literary Genres	3
FSS120: Food Microorganisms w/ Lab	4
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 46 CREDITS

<u>Course</u>	<u>Credits</u>
BUS308 Communicating in Business or CIT300 Communicating for Leaders	3
FSS100: Introduction to Food Science	3
FSS150: Foodborne Diseases w/ Lab	4
FSS220: Food Chemistry I w/ Lab	4
FSS250: Food Chemistry II w/ Lab	4
FSS300: Food Processing w/ Lab	4
FSS320: Food Defense	3
FSS350: Food Science Seminar	3
LOS315: Organizational Behavior and Leadership	3
LOS325: Leadership and Management in a Global World	3
LOS350: Organizational Budgeting and Personal Finance	3
LOS400: Ethical Leadership	3
LOS425: Operations Management and Decision Making	3
LOS430: Leading Organizational Change	3

GENERAL ELECTIVES - 32 CREDITS

Bachelor of Arts in Leadership & Organizational Studies

Drawing on the experience and instruction of outstanding faculty from diverse leadership backgrounds, this degree prepares students to lead in the private, public, and non-profit sectors. This accelerated program offers a flexible, convenient, and highly supportive online format to assist students in reaching their goal of degree completion and career advancement. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY REQUIREMENTS - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in Disciplines	3
ENG134: Literary Genres	3
Health Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 21 CREDITS

<u>Course</u>	<u>Credits</u>
BUS308 Communicating in Business or CIT300 Communicating for Leaders	3
LOS315: Organizational Behavior and Leadership	3
LOS325: Leadership and Management in a Global World	3
LOS350: Organizational Budgeting and Personal Finance	3
LOS400: Ethical Leadership	3
LOS425: Operations Management and Decision Making	3
LOS430: Leading Organizational Change	3

GENERAL ELECTIVES - 57 CREDITS

Bachelor of Arts in Liberal Studies

The goal of the Liberal Studies Program is to prepare versatile critical thinkers, articulate communicators, and effective problem-solvers, ready to enter a variety of career paths or proceed to graduate level study upon completion of their undergraduate studies. The Bachelor of Arts in Liberal Studies offers the following majors:

- Digital Information Design & Society
- Health Foundations
- Liberal Studies

Student Learning Outcomes:

The goal of the Liberal Studies Department is to prepare critical thinkers, articulate communicators, and effective problem solvers, ready to enter a variety of career paths or proceed to graduate level study upon completion of their undergraduate studies. Student learning outcomes, as adopted from AAC&U and the National Forum on Information Literacy, include the following:

- Students will have the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. Students will have the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.
- Students will have the ability to integrate learning - across courses, over time, and between campus and community life. Students will be effective integrative learners, able to make simple connections among ideas and experiences, as well as synthesize and transfer learning to new, complex situations within and beyond the campus.
- Students will develop critical thinking skills characterized by their comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will recognize that success in all disciplines requires habits of inquiry and analysis that share common attributes.
- Students will become dialectical thinkers, demonstrating solid knowledge of disciplinary parameters and will be able to push beyond those boundaries in new, unique, or atypical recombination by uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking in order to envision a response.
- Students will develop well-rounded thinking skills that give them the ability to know when there is a need for information, as well as to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Bachelor of Arts in Liberal Studies: Digital Information Design & Society

The B.A. in Liberal Studies: Digital Information Design & Society is an interdisciplinary major that offers students the unique opportunity to study humanities issues and topics using digital technologies. The major combines traditional liberal arts skills in critical thinking, analysis, communication, ethical reasoning, and research with a wide swath of technical knowledge to equip students with transferable skills that prepare them for the modern, technologically complex workforce. Students will engage with innovative technologies – including coding and programming, data science, text mining, web development, modeling, mapping, and design thinking – to investigate topics in the humanities and facilitate critical consciousness of contemporary culture. This interdisciplinary specialization combines theory, research, and experiential production to engage students in discussions about enduring issues of the human experience while also gaining practical skills to succeed in a digitally mediated world. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY REQUIREMENTS - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
HIS114: US History to 1870	3
HUM210: Ethics	3
HUM218: Introduction to Digital Humanities & Information Design	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENT - 66 CREDITS

<u>Course</u>	<u>Credits</u>
BUS310: Methods of Applied Statistics	3
BUS328: Introduction to Business Analytics	3
BUS335: System Analysis Design	3
BUS440: Data Mining and “Big” Data Analytics	3
CBY101: Introduction to Cybersecurity	3
CMS130: Media Lab: Communication Technology	3
CMS220: New Media Technologies	3
COM112: Fundamentals of Spreadsheets	3
CSC101: Applied Computing	3
CSC210: Computer Networks/Network Security	3
CSC297: Programming Languages	3
English Elective	3
History Elective	3
HIS315: History of Contemporary America	3
HUM317: Scientific Research & Ethics	3
HUM318: Research Methods in Digital Humanities & Information Design	3
HUM490: Digital Information Design & Society Capstone	3
LAR210: Introduction to Design Thinking	3
PSY332: Cognitive Psychology & Neuroscience	3

Science Elective	3
Social Behavior Elective	3
Social Science Elective	3

GENERAL ELECTIVES - 12 CREDITS

Bachelor of Arts in Liberal Studies: Health Foundations

The B.A. in Liberal Studies: Health Foundations major prepares students for their health-related career goals. It includes core science and health fundamentals in combination with broad exposure to the humanities to graduate well-rounded future health professionals. In addition to the University core and Liberal Studies requirements, students in this major will be required to select from a list of major required electives. This list is designed to meet a broad array of interests but is centered on the intersection of science and human health. While this bachelor's level degree prepares students for employment in a variety of allied-health/science roles, with careful planning students may use this program to help them plan for entry into a health sciences professional or graduate program. The Health Foundations curriculum was designed to meet most common prerequisites of health professional schools though individual school requirements vary. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY REQUIREMENTS - 43 CREDITS

<u>Course</u>	<u>Credits</u>
BSC109: Biology I	4
CHL150: Personal Health	3
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in Disciplines	3
ENG134: Literary Genres	3
HIS114: US History to 1870	3
Humanities Elective	3
HUM210: Ethics	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENT - 66 CREDITS

<u>Course</u>	<u>Credits</u>
BSC150: Anatomy and Physiology I	3
BSC150L: Anatomy and Physiology I Lab	1
BSC151: Anatomy and Physiology II	3
BSC151L: Anatomy and Physiology II Lab	1
CHM150: General Chemistry 1	3
CHM150L: General Chemistry 1 Lab	1
English Elective	3
HIS315: Contemporary America	3
History Elective	3
HUM317: Scientific Research and Ethics	3
Liberal Studies Electives	5
MAT 112: Applied University Mathematics	3
PSY209: Human Growth and Development	3
Social Behavior Electives	3
Social Science Elective	3
Health Foundations Electives*	24

GENERAL ELECTIVES - 12 CREDITS

*Students can select from: BIO117: Nutrition, BSC210: General Microbiology, BSC210L: General Microbiology Lab, BSC250: Survey of Biochemistry, BSC250L: Survey of Biochemistry Lab, BSC280: Human Genetics and Disease, BSC280L: Human Genetics and Disease Lab, CHL101: Introduction to Community Health, CHL102: Healthcare Communication and Documentation, CHM152: General Chemistry 2, CHM152L: General Chemistry 2 Lab, CHM230: Principles of Organic Chemistry, CHM230L: Principles of Organic Chemistry Lab, HSA300: Health Services Management and Organizational Structure in the 21st Century, HSA330: Information Technology in Healthcare Administration, HSA400: Medical Ethics and Social Responsibility, HSR400: Psychosocial Aspects of Disability and Aging, HSR402: Addictions and Interventions, PHE500: Foundations of Public Health, PHE502: Biostatistics and Epidemiology, PHE510: Cultural Competency and Health, PHE525: Utilization of Research in Evidence-Based Practice, PHS101: University Physics I, PSY332: Cognitive Psychology and Neuroscience, PSY340: Physiological Psychology, PSY341: Drugs and Behavior, and PSY342: Crisis Intervention for Community and Mental Health Settings.

Bachelor of Arts in Liberal Studies

The versatility of this degree program makes it a popular one at Bay Path University. Liberal Studies majors are well prepared to enter a variety of professional careers in which good critical thinking, writing, and leadership skills are required. Liberal Studies also provides excellent preparation for moving on to graduate school programs in areas as diverse as art, business, English, history, psychology, and many more. Liberal Studies majors work with their educator coach to plan their own unique academic paths through the college experience. They are encouraged to delve into a variety of disciplines, drawing from their wealth of knowledge and applying it to critical thinking and problem solving. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY REQUIREMENTS - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
HIS114: US History to 1870	3
Humanities Elective	3
Math Elective (MAT112: Applied University Math or MAT120: Statistics)	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENT - 42 CREDITS

<u>Course</u>	<u>Credits</u>
HIS315: Contemporary America	3
History Elective	3
Humanities Electives	6
English Elective	3
Science Electives	6
Social Behavior Electives	6
Social Science Elective	3
Liberal Studies Electives	12

GENERAL ELECTIVES - 36 CREDITS

Bachelor of Arts in Liberal Studies (Education)

The Bachelor of Arts in Liberal Studies offers following Education majors:

- Early Childhood Education Licensure
- Early Childhood Leadership
- Education Studies Non-Licensure
- Elementary Education Licensure

Student Learning Outcomes:

Students in an Education major within the Bachelor of Arts in Liberal Studies will be able to:

Licensure Programs (Early Childhood Education Licensure and Elementary Education Licensure Majors):

- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Curriculum, Planning, and Assessment standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Teaching All Students standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Professional Culture standard.
- Demonstrate effective oral and written communication skills through in-class assignments and presentations, to be applied in the teaching-learning process.

Non-Licensure Programs (Education Studies Non-Licensure Major):

- Apply theories of instruction and curriculum by creating written lesson plans and presenting lesson demonstrations.
- Evaluate different instructional techniques and curriculum adaptations to meet the needs of heterogeneous learners in the general education classroom.
- Interpret the teaching of literacy skills, social studies, mathematics, and science in the context of problem-solving techniques and integrated curriculum.
- Deepen knowledge of multiple assessment methods to evaluate children's understanding and progress and to make instructional decisions.
- Recall knowledge of current educational issues related to the philosophy, history, and politics of education, particularly in the United States.
- Examine personal commitment to the teaching profession through reflections on classroom practice

Early Education Programs (Associate in Science in Early Childhood Leadership):

- Describe understanding of young children's characteristics and needs, as well as multiple influences on development and learning
- Demonstrate knowledge and understanding of early childhood development to create healthy, respectful, supportive, and challenging learning environments
- Articulate knowledge and understanding of diversity and engaging family and the community to support early childhood development and learning
- Develop understanding of assessment to know how to integrate into curriculum and instruction, including children with disabilities in early childhood classrooms
- Describe importance and understanding of creating positive relationships with young children and reflect on own teaching strategies to provide a positive early learning environment
- Identify developmentally appropriate teaching strategies and describe all resources for the early education classroom, such as use of technology
- Apply knowledge and understanding of main academic concepts to create, implement, and assess curriculum that is developmentally appropriate for the early childhood

- classroom
- Identify early childhood professional guidelines, advocacy resources for young children, and professional development opportunities to continuously improve as an early child educator
 - Engage in observations and other field experiences in the early childhood classroom

To accomplish the Education Program goals, a Bay Path student is provided with:

- A strong knowledge base in the liberal arts and sciences which provides the basis of subject matter in elementary and early childhood education.
- A sequential, well-designed grouping of education courses that address the pedagogical component of best practices in teaching.
- Courses that address human interactions and diversity (e.g., Child Development, Special Education), necessary for the development of non-discriminatory and caring teachers.
- Structured experiences in schools, ranging from observations, to assisting the classroom teacher, to full practicum (student teaching). These in-school experiences address the content, pedagogical and humanistic development of a teacher.
- Education courses that utilize the Massachusetts Curriculum Frameworks as a required text and embed school curriculum in coursework.
- Opportunities to engage in inquiry, research, and reflection in coursework and in the

Bachelor of Arts in Liberal Studies: with major in Early Childhood Education or Elementary Education

Bachelor of Arts in Liberal Studies/Elementary Education (Grades 1-6)

(Licensure: Massachusetts Department of Elementary and Secondary Education)

The licensure program in Elementary Education consists of a liberal studies major combined with appropriate education courses. Students are required to take the Bay Path University core, a liberal studies core, and an elementary education core.

This program has been approved by the Massachusetts Department of Elementary and Secondary Education. Students earn an initial teaching license in Elementary Education, Grades 1-6, issued by the Massachusetts Department of Elementary and Secondary Education. The Elementary Education license qualifies for reciprocity with states that participate in the Interstate Agreement and endorse similar licensure. This allows Bay Path University education graduates to teach in states other than Massachusetts.

*Accreditation: The Early Childhood Education and Elementary Education Programs are fully approved by the Massachusetts Department of Elementary and Secondary Education for **initial** licensure.*

The Education Programs at Bay Path University prepare students to be teachers and leaders in the elementary schools and/or the private preschool sector. Students prepare for licensure granted by the Massachusetts Department of Elementary and Secondary Education and the Massachusetts Department of Early Education and Care (early childhood education students only). The goals of the Education Program are to ensure that our graduates are of excellent academic caliber and become exemplary teachers.

The Education Programs have a strong liberal arts base as their foundation. This foundation provides the student with in-depth knowledge of the academic disciplines necessary for successful teaching.

Education students are given ample opportunity to participate in classrooms as part of teacher training. Public schools within the city of Springfield and surrounding communities, private preschools and childcare centers, all support and enrich the Education Programs.

Licensure Programs: Liberal Studies/Early Childhood Education and Liberal Studies/Elementary Education

Both Education Programs, when combined with the liberal studies major, lead toward **initial licensure** as a public school teacher with the Massachusetts Department of Education and, subsequently, with other states that negotiate through the Interstate Agreement. The liberal arts major helps prepare the student in subjects that they will teach, including English, history, mathematics, science, government, and geography. In addition to electing liberal arts courses, the student elects a sequence of education courses that prepares her to teach using the *Massachusetts Curriculum Frameworks*. In her last year of study, the student enters the senior year experience in Education which consists of two intensive field experiences: pre-practicum and practicum (student teaching).

Admissions Requirements for Early Childhood Education and Elementary Education

The admissions process into the Education Programs at Bay Path University is rigorous. Admission to the University does not guarantee continuance or entry into upper-level education courses (courses numbered 300-400). The student is encouraged to meet with their educator coach periodically to review progress toward meeting the specific requirements for their program

of choice. It is the student's responsibility to meet all of their program requirements in a timely manner.

Education Program Requirements

In addition to meeting all Bay Path University requirements, students who wish to pursue a career in Education must meet the following Education Program requirements:

1. The student must major in Liberal Studies.
2. The student is expected to have a cumulative grade point average of 3.0 or better prior to entering the senior year pre-practicum and practicum.
3. The student must **pass the Communication and Literacy Exam** of the Massachusetts Tests for Educator Licensure (MTEL). It is recommended that students pass this exam in the second year of study or before completion of 60 credits. The student is considered enrolled in the Education Program when they pass the Communication and Literacy Exam.
4. In order to enroll in Pre-Practicum (EDU 441P or EDU 441Q) and Practicum with Seminar (EDU 497 or EDU 499), the student must **pass either the Early Childhood or General Curriculum Exam and the Foundations of Reading Exam** of the Massachusetts Tests for Educator Licensure (MTEL). It is recommended that students pass these exams in the third year of study or before completion of 90 credits.
5. A student who does not meet the criteria but who seeks licensure must meet with their education coach to plan a course of action. This plan may include re-taking courses and meeting with the Director of the Academic Development Center to better utilize available support services.
6. Education Program requirements are subject to modification due to changes as stipulated by Bay Path University and/or recommendations from the Massachusetts Department of Elementary and Secondary Education.
7. As of July 1, 2014, each student in a licensure program will be required to complete EDU 348 (or its equivalent) in order to seek licensure. This course will be completed as a co-requisite with the pre-practicum and practicum, unless the student is given permission by the Director to take the course ahead of the practicum experience.

Education Program Requirements for Transfer Students

1. To be considered for transfer into the Education Program at Bay Path University, a student must transfer a cumulative grade point average of 3.0 or better.
2. The transfer student must **pass the Communication and Literacy Exam** (MTEL) **prior** to entering Bay Path University or prior to completing 60 college credits. The transfer student is considered enrolled in the Education Program when they pass the Communication and Literacy Exam.
3. All Education Program requirements at the 100-200 level must be completed prior to entering any courses numbered 300 or above. This may extend the time it takes to complete the Liberal Studies/Education Program and earn the baccalaureate degree. The transfer student must develop a plan for course selection and sequencing with their educator coach.
4. The transfer student is expected to have a cumulative grade point average of 3.0 or better prior to entering the senior year pre-practicum and practicum.
5. In order to enroll in Pre-Practicum (EDU 441P or EDU 441Q) and Practicum with Seminar (EDU 497 or EDU 499), the student **must pass either the Early Childhood or General Curriculum Exam and the Foundations of Reading Exam** of the Massachusetts Tests for Educator Licensure (MTEL). It is recommended that students pass these exams in the third year of study or before completion of 90 credits.

6. A student who does not meet the criteria but who seeks licensure must meet with their advisor/educator coach to plan a course of action. This plan may include re-taking courses and better utilization of support services.
7. Education Program requirements are subject to modification due to changes as stipulated by Bay Path University and/or recommendations from the Massachusetts Department of Elementary and Secondary Education.
8. As of July 1, 2014, each student in a licensure program will be required to complete EDU 348 (or its equivalent) in order to seek licensure. This course will be completed as a co-requisite with the pre-practicum and practicum, unless the student is given permission by the Director to take the course ahead of the practicum experience.

Retention in the Education Program

1. The student is expected to have a **cumulative grade point average of 3.0 (B) or better** prior to entering the senior year pre-practicum and practicum.
2. The student must **pass the Communication and Literacy component** of the Massachusetts Tests for Educator Licensure (MTEL) in order to enter specified education courses numbered 300 or above. For specifics, refer to the course descriptions in the Bay Path University Undergraduate Catalog.
3. In order to qualify for pre-practicum and practicum in the senior year, **the student must pass all three exams that comprise the Massachusetts Tests for Educator Licensure (MTEL).**

Early Field Experiences

Many of the education courses have early field experiences integrated into the courses. These opportunities allow the student to spend time in classrooms working with teachers and children. Successful completion of early field experiences can affect course grades and is a requirement for continuance in the Education Program.

Pre-Practicum

Prior to student teaching (practicum), a student must complete a supervised pre-practicum in a public elementary school. Pre-practicum is a field-based experience, is preparatory for student teaching, and is part of the senior year experience. Placement is done in conjunction with the Education Department, public school and central office of a school district. In order to qualify for a placement, the student must have a cumulative grade point average of 3.0 (B) or better, must pass all required MTEL exams, must be in good standing at the University, must complete a CORI (Criminal Offense Records Investigation) check, and any other requirements as mandated by a school district. As part of the pre-practicum experience, the student will participate in a weekly seminar session with a program supervisor.

Practicum (Student Teaching)

Practicum is a field-based experience in a public elementary school, supervised jointly by a public school teacher and college supervisor. Practicum is part of the senior year experience and is a full-time commitment. Practicum hours are earned over a 12-week period; students must complete a minimum of 300 hours. Placement is done in conjunction with the Education Department, public school, and central office of a school district. In order to qualify for a placement, the student must have a cumulative grade point average of 3.0 (B) or better, must pass all required MTEL exams, must have successfully completed pre-practicum, must be in good standing at the University, must complete a CORI (Criminal Offense Records Investigation) check, and any other requirements as mandated by a school district. As part of the practicum experience, the student will participate in a weekly seminar session with a program supervisor. It is recommended that Bay Path students do not take courses or hold employment during the practicum semester.

Exit from the Education Program

To exit from the Education Program and be considered a program completer, the student must successfully complete all paper and performance requirements as stipulated by the Education Department. As part of completion of practicum requirements, the student must demonstrate teaching competency through successful completion of a **Candidate Assessment of Performance developed by the Massachusetts Department of Elementary and Secondary Education**. The student's performance on this instrument is evaluated primarily by the supervising practitioner (teacher) in cooperation with the program supervisor from the University.

The Massachusetts Tests for Educator Licensure (MTEL)

Effective as of February 21, 1998, candidates applying for a teaching credential will be required to pass **The Massachusetts Tests for Educator Licensure (MTEL)**. The purpose of the Massachusetts Tests for Educator Licensure (MTEL) is to help ensure that a licensed educator has the knowledge and skills essential to teach in Massachusetts public schools. *Bay Path education students must pass the entire MTEL prior to entering the senior year.*

Massachusetts regulations for initial licensure in Early Childhood and Elementary Education require candidates to pass three exams:

1. Communication and Literacy (a test of reading and writing),
2. A subject test in either Early Childhood Education or General Curriculum,
3. Foundations of Reading (a test on the subject of reading).

Students who wish to become certified in states outside of Massachusetts must also pass any additional examinations given by that state.

It is the student's responsibility to register for the tests and to be aware of registration deadlines and rules of test participation. Students must designate Bay Path University as the institution of higher education to receive the score report. It is the student's responsibility to submit all necessary documentation for alternative testing arrangements should they feel they are warranted. Decisions on alternative testing arrangements are made by the MTEL, not Bay Path University.

Post-Baccalaureate Degree Admission

The Early Childhood and Elementary Education Programs at Bay Path University are undergraduate degree programs. A student holding a Bachelor of Arts degree who seeks initial licensure is advised to pursue an appropriate master's degree in the field.

Teaching in States Outside of Massachusetts

The Education Licensure Programs at Bay Path University are approved by the Massachusetts Department of Elementary and Secondary Education. When a student graduates and earns Massachusetts licensure, they can use her teaching credential to apply for licensure in other states, as determined through NASDTEC, the National Association of State Directors of Teacher Education and Certification. NASDTEC facilitates the movement of professional educators from state to state. In order to qualify for a teaching license in the state of choice, the candidate will have to pass all exams as required for licensure by that state.

Title II of the Higher Education Act

Title II (Section 207 of the Higher Education Act) requires that institutions with teacher preparation programs that enroll students receiving federal financial assistance prepare annual reports on teacher preparation and licensing. The full report is distributed with admissions materials and is also available upon request.

Bay Path University pass rates are based on the 2018-2019 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:

- Number of Program Completers = 68
- Pass Rate on the MTEL = 100%

Bachelor of Arts in Liberal Studies: Early Childhood Education Licensure

Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
ENG221: American Literature	3
Healthy Living Elective	2
HIS114: US History to 1870	3
HIS115: US History since 1870	3
Humanities Elective	3
Math Elective (MAT112: Applied University Math or MAT120: Statistics)	3
PSY101: Introduction to Psychology	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 78 CREDITS

<u>Course</u>	<u>Credits</u>
ECO240: Economics	3
EDU110: Introduction to Early Childhood Education	3
EDU211: Methods and Approaches to Teaching I	3
EDU212: Methods and Approaches to Teaching II	3
EDU250: Introduction to Special Education	3
EDU300: Reading and Early Literacy	3
EDU323: Reading and Lang Arts/Elementary Education	3
EDU330: Fundamentals of Instruction	3
EDU348: Reading and Language for ELL	3
EDU350: Curriculum Development	3
EDU441P: Early Childhood Education Pre-Practicum	1
EDU497: Early Childhood Education Practicum	12
EDU498: Seminar	2
ENG210: Children's Literature	3
ENG311: World Literature	3
GEO102: Introduction to Geography	3
GOV100: American Government	3
HIS202: Global History to 1500	3
HIS203: Global History since 1500	3
MAT161: Numbers and Operations	3
MAT162: Functions and Algebra	3
MAT163: Geometry & Statistics	3
PHS100: Introduction to Physical Science	3
PSY205: Child Development	3

Bachelor of Arts in Liberal Studies: Elementary Education Licensure

Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
ENG221: American Literature	3
Healthy Living Elective	2
HIS114: US History to 1870	3
HIS115: US History Since 1870	3
Humanities Elective	3
Math Elective (MAT112: Applied University Math or MAT120: Statistics)	3
PSY101: Introduction to Psychology	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 72 CREDITS

<u>Course</u>	<u>Credits</u>
ECO240: Economics	3
EDU130: Education, Schools, and Culture	3
EDU250: Introduction to Special Education	3
EDU300: Reading and Early Literacy	3
EDU323: Reading and Language Arts/Elementary Education	3
EDU330: Fundamentals of Instruction	3
EDU348: Reading and Language for ELL	3
EDU350: Curriculum Development	3
EDU441Q: Elementary Education Pre-Practicum	1
EDU498: Seminar	2
EDU499: Elementary Education Practicum	12
ENG210: Children's Literature	3
ENG311: World Literature	3
GEO102: Introduction to Geography	3
GOV100: American Government	3
HIS202: Global History to 1500	3
HIS203: Global History since 1500	3
MAT161: Number and Operations	3
MAT162: Functions and Algebra	3
MAT163: Geometry and Statistics	3
PHS100: Introduction to Physical Science	3
PSY205: Child Development	3

GENERAL ELECTIVES - 6 CREDITS

Bachelor of Arts in Liberal Studies: Early Childhood Leadership

The Bachelor of Arts in Liberal Studies with a major in Early Childhood Leadership will prepare students for positions within the Early Childhood field in a Preschool, Day Care, or Public School setting. Students will gain an understanding of young children's characteristics and needs; learn about the importance of, influences, and ways to support early childhood development; develop an understanding of assessment and curriculum including children with disabilities; identify important teaching strategies and developmentally appropriate curriculum to create a supportive and effective learning environment; as well be granted the opportunity to assess their readiness for this field through observations and classroom practice. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
HIS114: US History to 1870	3
Humanities Elective	3
Math Elective (MAT112: Applied University Math or MAT120: Statistics)	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 66 CREDITS

<u>Course</u>	<u>Credits</u>
EDU110: Introduction to Early Childhood	3
EDU130: Education, Schools & Culture	3
EDU211: Methods and Approaches to Teaching I	3
EDU212: Methods and Approaches to Teaching II	3
EDU250: Introduction to Special Education	3
EDU300: Reading and Early Literacy	3
EDU310: Guiding Behavior in Early Childhood Classrooms	3
EDU460: Child Care Administration	3
ENG210: Children's Literature	3
HIS315: Contemporary America	3
History Elective	3
Humanities Electives	6
Liberal Arts Electives	12
Math Elective	3
PSY205: Child Development	3
Science Elective	3
Social Behavioral Elective	3
Social Science Elective	3

GENERAL ELECTIVES - 12 CREDITS

Bachelor of Arts in Liberal Studies: Education Studies Non-Licensure

This program is intended for students whose career plans do not require Massachusetts teacher licensure at the bachelor's level, or who are seeking career paths in education other than public school teaching, and/or are planning on attending a graduate program in education. Students gain knowledge and skills in appropriate pedagogy and content with the opportunity to design a major that fits their particular career focus. This program offers many elective credits in order to support the acquisition of various certificates, internships, or other credentials. While students may transfer in some Education courses, EDU 130 and EDU 350 are required to be completed at Bay Path University. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
HIS114: U.S. History to 1870	3
Humanities Elective	3
Math Elective	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 66 CREDITS

<u>Course</u>	<u>Credits</u>
EDU110: Introduction to Early Childhood Education	3
EDU130: Schools, Education, & Culture	3
EDU211: Methods & Approaches in Teaching Children I	3
EDU212: Methods & Approaches in Teaching Children II	3
EDU250: Introduction to Special Education	3
EDU300: Reading & Early Literacy	3
EDU330: Fundamentals of Instruction & Classroom Management	3
EDU350: Curriculum Development	3
ENG210: Children's Literature	3
HIS315: Contemporary America	3
PSY205: Child Development	3
History Elective	3
Humanities Electives	6
Math Elective	3
Science Elective	3
Social Behavioral Elective	3
Social Science Elective	3
Liberal Arts Electives	12

GENERAL ELECTIVES - 12 CREDITS

Bachelor of Arts in Psychology

The Bachelor of Arts in Psychology degree is designed to prepare students for further study at the graduate level or for employment in a wide variety of settings. It is the objective of the program to provide the student with a well-rounded education in the basic principles and methodology of psychology. Emphasis in all programs is placed on the traditional perspectives, knowledge of research design, understanding the etiology of normal and abnormal behavior, human development, appreciating the mind-body connection, problem resolution, as well as the critical reviewing of literature and writing in APA format and using library and information resources. The Bachelor of Arts in Psychology offers the following majors:

- Child Psychology
- Counseling Foundations
- Foundations of Alcohol & Drug Abuse Counseling
- Forensic Psychology
- Human Services & Rehabilitation
- Psychology

The American Women's College also offers a certificate in Human Services & Rehabilitation. Additional information is available in the [Certificate Programs](#) section.

Student Learning Outcomes:

By completing the degree in Psychology, the successful student should have the following competencies, as determined by the American Psychological Association (APA):

1. Knowledge Base in Psychology
 - Describe key concepts, principles, and overarching themes in psychology.
 - Develop a working knowledge of psychology's content domains.
 - Describe applications of psychology.
2. Scientific Inquiry and Critical thinking
 - Use scientific reasoning to interpret psychological phenomena.
 - Demonstrate psychology information literacy.
 - Engage in innovative and integrative thinking and problem solving.
 - Interpret, design, and conduct basic research.
 - Incorporate sociocultural factors in scientific inquiry.
3. Ethical and Social Responsibility in a Diverse World
 - Apply ethical standards to evaluate psychological science and practice.
 - Build and enhance interpersonal relationships.
 - Adopt values that build community at local, national, and global levels.
4. Communication
 - Demonstrate effective writing for different purposes.
 - Exhibit effective presentation skills for different purposes.
 - Interact effectively with others.
5. Professional Development
 - Apply psychological content and skills to career goals.
 - Exhibit self-efficacy and self-regulation.
 - Refine project-management skills.
 - Enhance teamwork capacity.
 - Develop meaningful professional direction for life after graduation

Bachelor of Arts in Psychology: Child Psychology

The Child Psychology major is designed for those students primarily interested in working with children, whatever the age: infants, toddlers, preschoolers, school-age, and adolescents. All aspects of development are studied, including physical, intellectual, emotional, social, and moral. As the family plays a key role in a child's development, students will explore the areas of parenting and family dynamics. In addition, the powerful impact of the educational system is addressed. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
History Elective	3
Humanities Elective	3
MAT112: Applied University Mathematics	3
PSY101: Introduction to Psychology	3
Science Elective	4
SOC200: Social Problems	3
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 45 CREDITS

<u>Course</u>	<u>Credits</u>
CRJ342: Juvenile Justice System	3
EDU130: Education, Schools, & Culture	3
MAT120: Statistics	3
PSY205: Child Development	3
PSY206: Adolescent and Adult Development	3
PSY216: Psychology of Cultural Diversity	3
PSY240: Abnormal Psychology	3
PSY300: Childhood Psychopathology	3
PSY321: Theories of Personality	3
PSY323: Behavioral Research Methods	3
PSY347: Early Interventions with Infants and Toddlers	3
PSY425: Parenting	3
PSY430: Clinical Psychology	3
PSY436: Internal Family Dynamics	3
PSY485: Psychology in the Field	3

GENERAL ELECTIVES - 33 CREDITS

Bachelor of Arts in Psychology: Counseling Foundations

The Counseling Foundations major exposes students to the latest theories and research through relevant, high-quality courses. Students practice vital counseling skills through classroom instruction, observations, and internships (optional). Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY REQUIREMENTS - 42 CREDITS

<u>Course</u>	<u>Credits</u>
CIT300: Communicating for Leadership	3
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
Humanities Elective	3
MAT112: Applied University Mathematics	3
PSY101: Introduction to Psychology	3
Science Elective	4
SOC100: Principles of Sociology	3
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 45 CREDITS

<u>Course</u>	<u>Credits</u>
MAT120: Statistics	3
PSY205: Child Development	3
PSY206: Adolescent and Adult Development	3
PSY240: Abnormal Psychology	3
PSY323: Behavioral Research Methods	3
PSY332: Cognitive Psychology and Neuroscience	3
PSY370: Social Psychology	3
PSY405: Counseling Diverse Populations	3
PSY406: Counseling Ethics and Professional Development	3
PSY407: Interviewing and Counseling Skills	3
PSY430: Clinical Psychology	3
Psychology Electives	12

GENERAL ELECTIVES - 33 ELECTIVES

Bachelor of Arts in Psychology: Foundations of Alcohol & Drug Abuse Counseling

Students can complete this degree and receive graduate credit towards a Master of Science in Clinical Mental Health Counseling or enter directly into the Alcohol and Drug Abuse Counseling track of this master's degree. Students will explore and identify the causes of substance abuse disorders and develop the skills to assess, diagnose, and treat people with substance disorders in individual and group settings. Through an intensive 300-hour internship, students will practice effective interviewing, counseling, and intervention skills in a supervised, clinical environment. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT112: Applied University Mathematics	3
PSY101: Introduction to Psychology	3
Science Elective	4
SOC100: Principles of Sociology	3
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 45 CREDITS

<u>Course</u>	<u>Credits</u>
MAT120: Statistics	3
HSR402: Addictions & Interventions	3
PSY206: Adolescent and Adult Development	3
PSY240: Abnormal Psychology	3
PSY321: Theories of Personality	3
PSY323: Behavioral Research Methods	3
PSY340: Physiological Psychology	3
PSY341: Drugs & Behavior	3
PSY346: Health Psychology	3
PSY405: Counseling Diverse Populations	3
PSY485: Psychology in the Field	3
PSY498: Psychology Internship I	3
PSY499: Psychology Internship II	3
PSY535: Ethics and Professional Conduct in Counseling	3
PSY540: Individual & Family Treatment of Substance Abuse Disorders	3

GENERAL ELECTIVES - 33 CREDITS

Bachelor of Arts in Psychology: Forensic Psychology

The Forensic Psychology degree program prepares students with the appropriate knowledge needed to work with individuals, offenders, families, and in the community. It is imperative that forensic psychology students have a basic understanding of addiction, its effects on families, individuals, and the community, and a familiarity with treatment resources. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT112: Applied University Mathematics	3
PSY101: Introduction to Psychology	3
Science Elective	4
SOC100: Principles of Sociology	3
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 48 CREDITS

<u>Course</u>	<u>Credits</u>
CRJ120: Introduction to Criminal Justice	3
MAT120: Statistics	3
PSY150: Survey of Forensic Psychology	3
PSY209: Growth and Development	3
PSY240: Abnormal Psychology	3
PSY321: Theories of Personality	3
PSY323: Behavioral Research Methods	3
PSY335: Psychology of Criminal Behavior	3
PSY336: Psychology of the Female Offender	3
PSY340: Physiological Psychology	3
PSY341: Drugs and Behavior	3
PSY342: Crisis Intervention in Community & Mental Health Settings	3
PSY370: Social Psychology	3
PSY407: Interviewing and Counseling	3
PSY441: Seminar in Advanced Forensic Psychology	3
Forensic Psychology Elective	3

GENERAL ELECTIVES - 30 CREDITS

Bachelor of Arts in Psychology: Human Services & Rehabilitation

This major is designed to advance students working in a wide variety of social, medical, rehabilitation, and human service settings, as well as those intending to move directly into support and human service jobs upon completion of the degree. The primary purpose of the human services professional is to assist individuals and communities to function as effectively as possible in the major domains of living. This program will prepare students to meet human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving overall quality of life of service populations. This program incorporates and supports the twelve national standards set by the Human Services Research Institute and accepted as the highest expectations in the field. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY REQUIREMENTS - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT112: Applied University Mathematics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 42 CREDITS

<u>Course</u>	<u>Credits</u>
CIT300: Communicating for Leadership	3
HSR200: Introduction to Human Svc & Rehab	3
HSR400: Psychosocial Aspects of Disability & Aging	3
HSR401: Developmental and Psychiatric Disabilities	3
HSR402: Addictions & Interventions	3
HSR450: Human Services & Rehab Seminar	3
MAT120: Statistics	3
PSY205: Child Development	3
PSY206: Adolescent & Adult Development	3
PSY323: Behavioral Research Methods	3
PSY346: Health Psychology	3
PSY370: Social Psychology	3
PSY407: Interviewing & Counseling Skills	3
PSY498: Psychology Internship	3

GENERAL ELECTIVES - 36 CREDITS

Bachelor of Arts in Psychology

The Psychology major is targeted to develop the skills, knowledge, and abilities that will be useful in your chosen career path. Students in this major will have a well-rounded education for thinking critically about behavior and mental processes, and understanding of relationships among theories, observations, and conclusions. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
CIT300: Communicating for Leadership	3
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living	2
History Elective	3
Humanities Elective	3
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3
MAT112: Applied University Mathematics	3
Science Elective	4
SOC100: Principles of Sociology	3

MAJOR REQUIREMENTS - 42 CREDITS

<u>Course</u>	<u>Credits</u>
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
PSY205: Child Development	3
PSY206: Adolescent and Adult Development	3
PSY216: Psych of Cultural Diversity	3
PSY240: Abnormal Psychology	3
PSY321: Theories of Personality	3
PSY323: Behavioral Research Methods	3
PSY340: Physiological Psychology	3
PSY346: Health Psychology	3
PSY370: Social Psychology	3
PSY421: Counseling Psychology	3
PSY485: Psychology in the Field	3
SOC210: Marital and Family Systems	3

GENERAL ELECTIVES - 36 CREDITS

Bachelor of Science in Business

In this fast-paced, globally competitive environment, the mission of the Business Program is to prepare students for success by helping them to gain theoretical and practical knowledge, skills, and abilities useful in the business world. A Bay Path University business graduate acquires the knowledge, thinking, research, technology, communication, social, global, and cultural skills needed to be a creative intrapreneurial or entrepreneurial leader. The business graduate develops critical, innovative, and reflective thinking skills needed for statistical data analysis and the management science necessary to support personal and professional decision-making processes; whether it be in entrepreneurial, industrial settings, profit or not-for-profit organizations, or as preparation for graduate school or in a lifelong learning environment. The Bachelor of Science in Business offers the following majors:

- Accounting
- Business Administration
- Business Analytics
- Digital Marketing Management
- Entrepreneurship
- Food Industry Management
- Hospitality Management
- Nonprofit Management
- Operations Management
- Human Resource Management

The American Women's College also offers certificates in Business Analytics, Digital Marketing Management, Entrepreneurship, and Nonprofit Management. Additional information is available in the [Certificate Programs](#) section.

Student Learning Outcomes:

Students in the Bachelor of Science in Business program will be able to:

- Analyze economic (global and domestic), socio-cultural, political, legal, regulatory and technological trends affecting any given region of this country, clarifying the likely implications of these trends on small business and non-profits as well as large corporations.
- Determine market and product/service development opportunities and challenges associated with these trends.
- Consider multiple stakeholder perspectives to be considered during the development and implementation of new strategies.
- Demonstrate the relationship between business activities, economic outcomes, and the evaluation of business performance, including all ethical considerations.
- Understand and be able to use quantitative methods, and available technology and applications, to address everyday business problems and opportunities.
- Understand core business disciplines including Finance and Accounting, Marketing, Operations, Human Resources, IT, and Legal.
- Value collaborative, data-driven, systematic approaches to solving interdisciplinary problems and making ethical decisions.
- Communicate focused messages to all stakeholders, as appropriate, via all forms of media, as well as face-to-face.
- Recognize diverse personalities, professional backgrounds, personal experiences and dialogue as fundamental building blocks of high performing teams.

Bachelor of Science in Business: Accounting

The Accounting major is intended for students who wish to enter the accounting profession and/or pursue graduate study in accounting. Accounting is the study of methods involved in making a financial record of business transactions and the preparation of statements concerning the assets, liabilities, and operating results of a business. In addition to a solid fundamental business perspective and a broad liberal arts foundation, the accounting curriculum provides students with a comprehensive accounting perspective, as well as technical accounting knowledge. The foundation of study in accounting includes economic and managerial perspectives on the relationships among business activity, economic outcomes, and evaluation of business performance. In-depth study in financial reporting, managerial accounting, taxation, and auditing builds the technical knowledge.

The skills and knowledge developed in the accounting major equip students with tools for intelligent analysis, planning, control, and decision making. In addition to technical expertise, students develop oral and written presentation skills, listening skills, leadership, and career preparedness.

Among the specific career options available to the accounting major are auditing, corporate accounting, accounting positions in government and not-for-profit organizations, and taxation. Furthermore, the accounting curriculum provides an excellent foundation for the student who wants to pursue graduate study in business, public administration, and law.

Students are required to take the following 120 credits to satisfy the requirements of the degree:

BAY PATH UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 54 CREDITS

<u>Course</u>	<u>Credits</u>
ACC100: Introduction to Financial Accounting	3
ACC101: Introduction to Managerial Accounting	3
ACC200: Accounting Information Systems	3
ACC302: Cost Management	3
ACC303: Auditing	3
ACC305: Financial Reporting I	3
ACC306: Financial Reporting II	3
ACC307: Financial Reporting III	3
ACC400: Federal Income Tax Concepts	3

ACC405: Capstone - Contemporary Issues in Accounting/Advanced	3
BUS215: Legal Environment of Business	3
BUS226: Principles of Marketing	3
BUS235: Dynamics of Management	3
BUS300: Organizational Development and Change	3
BUS308: Communicating for Business	3
BUS327: Financial Management	3
COM112: Fundamentals of Spreadsheets	3
ECO240: Economics	3

GENERAL ELECTIVES - 24 CREDITS

Bachelor of Science in Business: Business Administration

Building off a strong Business core curriculum designed to prepare students with an understanding of business purposes, structures, and processes, this major covers introductory business classes, as well fundamental philosophies and theories of business. The degrees ensure students have the requisite knowledge to be successful in today's business arena and serve as a foundation for those interested in continuing their education at the graduate level. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Requirement	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 45 CREDITS

<u>Course</u>	<u>Credits</u>
ACC100: Introduction to Financial Accounting	3
ACC101: Introduction to Managerial Accounting	3
BUS215: Legal Environments of Business	3
BUS226: Principles of Marketing	3
BUS235: Dynamics of Management	3
BUS300: Organizational Development and Change	3
BUS308: Communications for Business	3
BUS327: Financial Management	3
BUS491: Capstone - Strategic Management and Policy	3
COM112: Fundamentals of Spreadsheets	3
ECO240: Economics	3
Business Electives	12

GENERAL ELECTIVES - 33 CREDITS

Bachelor of Science in Business: Business Analytics

In the modern business environment, data and information available to businesses and organizations are more vast and varied than ever before. As more and more information is available to businesses, the ability to effectively mine the data, develop decision support models using the data, and effectively develop strategies from the analytics becomes more critical to success. Building off a strong Business core curriculum designed to prepare students with an understanding of business purposes, structures, and processes, this major will prepare the student with further capabilities to perform in-depth analyses of data and systems. The Business Analytics curriculum is designed to help identify reasons for current business results, trends that will be important to the success of the business, and presentation skills to help influence decision makers. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 48 CREDITS

<u>Course</u>	<u>Credits</u>
ACC100: Introduction to Financial Accounting	3
ACC101: Introduction to Managerial Accounting	3
BUS215: Legal Environments of Business	3
BUS226: Principles of Marketing	3
BUS235: Dynamics of Management	3
BUS300: Organizational Development & Change	3
BUS308: Communicating for Business	3
BUS310: Methods of Applied Statistics	3
BUS327: Financial Management	3
BUS328: Introduction to Business Analytics	3
BUS335: Systems Analysis and Design	3
BUS440: Data Mining and "Big" Data Analytics	3
BUS450: Capstone - Strategic Business Analytics and Decision Making	3
BUS491: Capstone - Strategic Management & Policy	3
COM112: Fundamentals of Spreadsheets	3
ECO240: Economics	3

GENERAL ELECTIVES - 30 CREDITS

Bachelor of Science in Business: Digital Marketing Management

This major builds on the Business degree core foundation with the mindset, toolset, and skillset to evaluate the most current digital marketing landscape and learn how to use tactical components of digital marketing such as blogs, search engine optimization, social media, email marketing, and paid advertising to execute successful campaigns. They learn how to build brands online using investigative processes to define buyer personas, conduct industry research, set smart goals, analytically pick keywords, create content, and measure performance. In addition, students deliver an optimized web experience for prospective buyers with landing pages and marketing automation. Finally, students apply knowledge with real business cases demonstrating the marketing strategies and tactics studied. In the end, students will know how to plan and build a uniquely differentiated digital marketing strategy to market, sell, and deliver products and services. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 48 CREDITS

<u>Course</u>	<u>Credits</u>
ACC100: Introduction to Financial Accounting	3
ACC101: Introduction to Managerial Accounting	3
BUS215: Legal Environments of Business	3
BUS226: Principles of Marketing	3
BUS235: Dynamics of Management	3
BUS245: Social Media for Business	3
BUS260: Integrated Marketing	3
BUS300: Organizational Development and Change	3
BUS308: Communicating for Business	3
BUS327: Financial Management	3
BUS342: Brand Management	3
BUS404: Digital Marketing Management	3
BUS426: Applied Digital Marketing Campaign	3
BUS491: Capstone - Strategic Management and Policy	3
COM112: Fundamentals of Spreadsheets	3
ECO240: Economics	3

GENERAL ELECTIVES - 30 CREDITS

Bachelor of Science in Business: Entrepreneurship

This major builds on the Business degree core foundation with the mindset, toolset, and skillset to launch new ventures. Students take five sequential courses designed to prepare them to launch and lead entrepreneurial endeavors alone or in organizations. They identify their personal strengths and challenges, comparing their stories to those of other women entrepreneurs. They become idea investigators as they enhance their observational skills in identifying and vetting new business opportunities. Students learn to appreciate and respond to customer and stakeholder perspectives and needs. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 48 CREDITS

<u>Course</u>	<u>Credits</u>
ACC100: Introduction to Financial Accounting	3
ACC101: Introduction to Managerial Accounting	3
BUS215: Legal Environments of Business	3
BUS226: Principles of Marketing	3
BUS235: Dynamics of Management	3
BUS285: Becoming an Entrepreneur and Networking	3
BUS300: Organizational Development and Change	3
BUS308: Communications for Business	3
BUS327: Financial Management	3
BUS345: Influencing Decision Makers	3
BUS385: Budgeting & Funding Ventures: Tools for Entrepreneurial Storytelling	3
BUS425: Entrepreneurial Simulation	3
BUS485: Entrepreneurial Capstone - Preparing for New Ventures	3
BUS491: Capstone - Strategic Management and Policy	3
COM112: Fundamentals of Spreadsheets	3
ECO240: Economics	3

GENERAL ELECTIVES - 30 CREDITS

Bachelor of Science in Business: Food Industry Management

The B.S. in Business: Food Industry Management major prepares students for a wide array of positions within the broad food industry. It covers the core business fundamentals and combines them with a solid foundation in food science. Business topics include accounting, marketing, operations, and management. The major tenets of food science, such as food processing and safety, are also covered. Students in this degree program will accumulate the knowledge required to excel in the fast-paced and increasingly complex food industry. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 43 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
FSS100 Introduction to Food Science	3
FSS120: Foodborne Microorganisms with Lab	4
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 64 CREDITS

<u>Course</u>	<u>Credits</u>
ACC100: Introduction to Financial Accounting	3
ACC101: Introduction to Managerial Accounting	3
BUS215: Legal Environments of Business	3
BUS226: Principles of Marketing	3
BUS235: Dynamics of Management	3
BUS300: Organizational Development and Change	3
BUS308: Communications for Business	3
BUS327: Financial Management	3
BUS334: Operations Management	3
BUS337: Quality Management	3
BUS360: Global Food Industry	3
BUS361: Food Laws & Regulations	3
BUS491: Capstone - Strategic Management and Policy	3
COM112: Fundamentals of Spreadsheets	3
ECO240: Economics	3
FSS150: Food Spoilage and Foodborne Disease w/ Lab	4
FSS220: Food Chemistry I w/ Lab	4
FSS250: Food Chemistry II w/ Lab	4
FSS300: Food Processing w/ Lab	4
FSS320: Food Defense	3

GENERAL ELECTIVES - 13 CREDITS

Bachelor of Science in Business: Hospitality Management

The B.S. in Business: Hospitality Management program supports the Bay Path University mission by positioning its women graduates for upper-level roles with hospitality, tourism, travel, food and beverage and restaurant industries, by combining a liberal arts core that promotes critical thinking, collaboration and teamwork, written and oral communication skills, and analytic abilities with industry-specific knowledge and competencies. The program is designed on the content areas of competency from the voluntary accreditation organization, the Accreditation Commission for Programs in Hospitality Administration (ACPHA), and follows its principles and ethics. This degree therefore positions its graduates to understand trends in various fields and to weather changes in these industries. The Hospitality Management major focuses on a highly visible industry in which significant numbers of adult women without degrees are currently working. The degree provides opportunity for women already working in the industry to advance and secure better employment, as well as educational opportunities for those without industry experience to enter the field. The internship in the degree program provides practical experiential learning for all students to apply in-class knowledge to real-world applications. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
HUM210: Ethics or BUS420: Business Ethics	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 60 CREDITS

<u>Course</u>	<u>Credits</u>
ACC100: Introduction to Financial Accounting	3
ACC101: Introduction to Managerial Accounting	3
BUS113: Foundations of the Hospitality Industry	3
BUS226: Principles of Marketing	3
BUS234: Hospitality Facilities Operations Management	3
BUS235: Dynamics of Management	3
BUS255: Human Resource Management	3
BUS265: Hospitality Law	3
BUS300: Organizational Development and Change	3
BUS308: Communicating for Business	3
BUS322: Hotel Operations and Strategic Management	3
BUS327: Financial Management	3
BUS330: Hospitality Sales and Marketing	3
BUS334: Operations Management	3
BUS361: Food Laws & Regulations	3
BUS490: Hospitality Capstone	3

BUS498: Business Internship (Hospitality Management)	3
COM112: Fundamentals of Spreadsheets	3
ECO240: Economics	3
FSS100: Introduction to Food Science	3

GENERAL ELECTIVES - 18 CREDITS

Bachelor of Science in Business: Nonprofit Management

The Bachelor of Science in Business: Nonprofit Management prepares graduates for employment in the “third” sector, a sector in which they will be able to fulfill their interest in aligning work with personal values and a sense of mission. This major builds on the Business degree core foundation, and provides students with skills and competencies to move into entry-level roles in the nonprofit sector by requiring five courses specifically geared to understanding how this sector differs from the private and public sectors and to key employment categories within nonprofit organizations. Students will become well versed in how nonprofits approach, fulfill, fund, and report on their missions, and how they tell the story of their successes. This major will address aspects of leadership within the nonprofit sector as well, to facilitate graduates’ growth and aspirations for lifelong careers. As a major within a business degree, this major will also provide a holistic understanding of business to ensure that students have skills and competencies required for 21st century workforce needs. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
GOV100: American Government	3
Healthy Living Elective	2
HUM210: Ethics or BUS420: Business Ethics	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Science Elective	4
SOC200: Social Problems	3
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 48 CREDITS

<u>Course</u>	<u>Credits</u>
ACC100: Introduction to Financial Accounting	3
ACC101: Introduction to Managerial Accounting	3
BUS206: Introduction to Nonprofit and Voluntary Organizations	3
BUS215: Legal Environments of Business	3
BUS226: Principles of Marketing	3
BUS235: Dynamics of Management	3
BUS300: Organizational Development and Change	3
BUS308: Communications for Business	3
BUS316: Program Development and Monitoring	3
BUS327: Financial Management	3
BUS336: Fundraising and Financial Reporting	3
BUS491: Capstone - Strategic Management and Policy	3
COM112: Fundamentals of Spreadsheets	3
ECO240: Economics	3
NMP500: Foundations of the Nonprofit Sector	3
NMP521: Foundations of Philanthropy	3

GENERAL ELECTIVES - 30 CREDITS

Bachelor of Science in Business: Operations Management

This major builds on the Business degree core foundation with the mindset, toolset, and skill set needed for the organization of the workforce. Students will study the nature and challenges of management, from mechanics to social responsibility. The in-depth fundamentals of planning, decision-making, organizing, staffing, communicating, motivating, leading, and controlling are the key functions the management student will study. Discussions of how profit (Entrepreneurial, Small Business or Corporate Organizations) and non-profit, domestic and international organizations and institutions utilize these functions will be the focus. Students will define and describe leadership, motivational theories, and concepts through case studies and research of governments' and industries' past and current leaders.

Through multiple means, students will discuss situations and politics between and among subordinates, peers, and superiors in an organization. Students will explore the employer/employee dynamics of hiring, training, and developing a favorable work force and environment. Historical and 21st Century issues and trends relating to labor relations, compensation, reengineering, mergers and acquisitions, and security will be covered. Operations Management students will identify old and new workplace paradigms, organizational culture, changing gender roles, and the need for organizational change and renewal. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 45 CREDITS

<u>Course</u>	<u>Credits</u>
ACC100: Introduction to Financial Accounting	3
ACC101: Introduction to Managerial Accounting	3
ACC302: Cost Management	3
BUS215: Legal Environment of Business	3
BUS226: Principles of Marketing	3
BUS235: Dynamics of Management	3
BUS300: Fundamentals of International Business	3
BUS308: Communicating for Business	3
BUS310: Methods of Applied Statistics	3
BUS327: Financial Management	3
BUS334: Operations Management	3
BUS337: Quality Management	3
BUS339: Enterprise Resource Planning Systems	3

BUS491: Capstone - Strategic Management & Policy	3
COM112: Fundamentals of Spreadsheets	3
ECO240: Economics	3

GENERAL ELECTIVES - 30 CREDITS

Bachelor of Science in Business: Human Resource Management

Human Resources Management is undergoing tremendous change in New America. Whether the organization is public or private, large or small, or for-profit or non-profit, human resources is a job function that helps those organizations transform their business goals and key objectives into successful outcomes.

The major in Human Resource Management will prepare students with a foundation of knowledge and skills for a career in the field of Human Resource Management. Various relevant topics will be covered such as talent acquisition, compensation and benefits, HR policy and employment law and best practices in Human Resource Management. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 48 CREDITS

<u>Course</u>	<u>Credits</u>
ACC100: Introduction to Financial Accounting	3
ACC101: Introduction to Managerial Accounting	3
BUS215: Legal Environment of Business	3
BUS226: Principles of Marketing	3
BUS235: Dynamics of Management	3
BUS255: Human Resource Management	3
BUS262: Talent Management	3
BUS300: Organizational Development and Change	3
BUS307: Compensation and Benefits	3
BUS308: Communicating for Business	3
BUS327: Financial Management	3
BUS329: Human Resources Policy and Law	3
BUS371: Best Practices in Human Resource Management	3
BUS491: Capstone - Strategic Management and Policy	3
COM112: Fundamentals of Spreadsheets	3
ECO240: Economics	3

GENERAL ELECTIVES - 30 CREDITS

Bachelor of Science in Criminal Justice

The Bachelor of Science in Criminal Justice degree program is designed for women who intend to pursue a professional career in fields such as corrections, homeland security, the juvenile justice system, probation and parole, corporate and private security, and law enforcement on a local, state, federal, or international level.

The full-time and adjunct faculty who teach in the Criminal Justice Department are well-respected throughout the country for their professionalism, scholarship, innovative thinking, and leadership. They bring decades of practical hands-on experience to the classroom.

Throughout the Criminal Justice curriculum, students engage in interactive learning. Students utilize a case-based system to hone their critical thinking skills to solve and analyze real life criminal justice problems. This practiced application of knowledge prepares students for the wide variety of situations they will encounter in their chosen field. Furthermore, students wishing to pursue graduate studies will be well prepared for the academic rigor required of such programs. The Bachelor of Science in Criminal Justice offers the following majors:

- Criminal Justice Studies
- Offender Rehabilitation & Victim Advocacy

Student Learning Outcomes:

Students in the Bachelor of Science in Criminal Justice program will be able to:

- Develop a working knowledge of criminal justice content domains, including law enforcement, courts, and corrections.
- Differentiate the three main components of the criminal justice system – law enforcement, courts, and corrections.
- Apply ethical standards and best practices to all criminal justice activities.
- Describe the contemporary challenges in the criminal justice profession – including the areas of juvenile justice, the criminalization of mental illness, terrorism, homeland security, transnational crime, as well as national and global criminal organizations.
- Identify forensic and scientific technology as it may apply to criminal investigations, evidence collection and examination, and information data systems.
- Ascertain the causes and societal consequences of crime, as well as effective preventative and rehabilitative responses to it.
- Demonstrate communication skills effectively and confidently in a variety of formats.

Bachelor of Science in Criminal Justice: Criminal Justice Studies

In this major, students will learn the historical, political, and social context of women in criminal justice. The major focuses on the ethical and cultural components of criminal justice decision-making and the individual, organizational, and societal implications of those decisions. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 42 CREDITS

<u>Course</u>	<u>Credits</u>
CIT300: Communicating for Leadership	3
CRJ120: Introduction to Criminal Justice	3
CRJ202: Victimology and Criminology	3
CRJ204: Principles of Policing	3
CRJ233: Research Methods for Criminal Justice	3
CRJ255: Women in Criminal Justice	3
CRJ275: Criminal Procedure	3
CRJ325: Criminal Organizations	3
CRJ402: Ethics and the Criminal Justice Professional	3
Criminal Justice Electives	15

GENERAL ELECTIVES - 36 CREDITS

Bachelor of Science in Criminal Justice: Offender Rehabilitation & Victim Advocacy

People are often the victims and sometimes the perpetrators of crime. This unique major within Criminal Justice explores those individuals that are affected by the criminal justice system. Students analyze and evaluate the processes and systems designed to help rehabilitate victims and offenders. Students learn how to help victims of crime with specific techniques associated with crime prevention, legal rights, and protections. Students will research the most effective safety protocols and availability of social services in their communities and throughout the world. They will learn how to assist clients with court statements and appearances and provide supervision, education, and emotional support to victims. They will analyze and evaluate real life cases and determine and apply best practices within jails, prisons, juvenile facilities, and during parole and probations. Students will investigate the ethical implications of working with victims and offenders. Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Science Elective	4
SOC200: Social Problems	3
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 45 CREDITS

<u>Course</u>	<u>Credits</u>
CIT300: Communicating for Leadership	3
CRJ120: Introduction to Criminal Justice	3
CRJ202: Victimology and Criminology	3
CRJ233: Research Methods for Criminal Justice	3
CRJ255: Women in Criminal Justice	3
CRJ300: Corrections	3
CRJ320: Probation and Parole	3
CRJ333: Intro to Victim & Offender Mediation	3
CRJ402: Ethics and the Criminal Justice Professional	3
CRJ407: Offender Intervention/Victim Services	3
Criminal Justice Elective	3
HSR402: Addictions & Interventions or PSY341: Drugs & Behavior	3
PSY240: Abnormal Psychology	3
SOC210: Marital & Family Systems	3
SOC305: Domestic Violence	3

GENERAL ELECTIVES - 33 CREDITS

Bachelor of Science in Cybersecurity

The Cybersecurity program will prepare students for an exciting career as defenders of critical infrastructure. The cybersecurity program is designed as a multidiscipline approach by selecting courses that would appeal to a variety of interests, including criminal justice, business, accounting, computer science, forensics, and legal studies. The Bachelor of Science in Cybersecurity degree program offers the following majors:

- Digital Forensics and Incident Response
- Information Assurance
- Risk Management

The American Women's College also offers a certificate in Digital Forensics. Additional information is available in the [Certificate Programs](#) section.

Student Learning Outcomes:

Students in the Bachelor of Science in Cybersecurity program will be able to:

- Describe and explain the various proactive approaches to deterring and investigating cyber incidences across industries.
- Express an understanding of the skills and knowledge required to work within the field of cybersecurity.
- Understand cyber governance, ethics, and information assurance within the cybersecurity arena.

Bachelor of Science in Cybersecurity: Digital Forensics and Incident Response

Digital Forensics and Incident Response majors will become proficient with the same tools and technology that would typically require years of field experience to obtain. A total of eight lab-based courses will hone their skills in the most current topics in digital forensics investigations. Students will apply progressive learning strategies to master methods required to identify, investigate and perform post-mortem analysis of digital crimes, and will learn current approaches to detect/deter cybercrime and to investigate incidences related to digital crime, including an adept level of understanding of digital forensic tools and techniques needed to investigate emerging cybercrimes. High-performing students will have the opportunity to enter a 4 + 1 program during their senior year. Additional student learning outcomes for the major in Digital Forensics and Incident Response are:

- Demonstrate an understanding of current approaches to detect and or deter cybercrime, and to investigate incidences related to digital crime activity.
- Demonstrate an understanding of the digital forensic tools and techniques.
- Express an understanding of current issues relating to digital forensics and determine the best practices for attending to them based upon available resources and tools, and the overall needs of the organization.

Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 30 CREDITS

<u>Course</u>	<u>Credits</u>
CBY200: Introduction to Digital Forensics	3
CBY220: Cyber Investigation	3
CBY310: Cyber Investigation II	3
CBY330: Mobile Technology Analysis I	3
CBY430: Mobile Technology Analysis II	3
CBY455: Capstone in Digital Forensics	3
CSC101: Introduction to Computer Science	3
CSC200: Cyber Governance: Privacy, Ethics, and Digital Rights	3
CSC210: Computer Networks / Network Security	3
CSC301: Fundamentals of Info Assurance	3

GENERAL ELECTIVES - 48 CREDITS

Bachelor of Science in Cybersecurity: Information Assurance

The Information Assurance (IA) major provides students with the techniques and strategies utilized in protecting public and private critical digital infrastructure. The IA degree is the perfect combination of coursework in computer science, programming, and incident response, which positions graduates to make immediate contributions in securing and protecting our most valuable information assets. High-performing students will have the opportunity to enter a 4 + 1 program during their senior year. Additional student learning outcomes for the major in Information Assurance are:

- Demonstrate knowledge of the tools and techniques utilized to assure confidentiality, integrity, and availability of an organization's data assets.
- Recommend policy, practices, and procedures required to ensure accuracy, authenticity, utility, and possession of data, and recognizing the needs of the organization for access as well as security.
- Utilize critical thinking skills by demonstrating proficiency in the ability to research, understand, and communicate appropriate responses based on best practices, to test a variety of information assurance threats.

Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 33 CREDITS

<u>Course</u>	<u>Credits</u>
CBY101: Introduction of Cybersecurity	3
CBY202: Cyber Governance: Privacy, Ethics, And Digital Rights	3
CBY301: Fundamentals of Information Assurance	3
CBY315: Secure Software Engineering	3
CBY335: Data Privacy	3
CBY440: Cloud Computing	3
CBY455: Cybersecurity Capstone	3
CSC101: Applied Computing	3
CSC210: Computer Networks/Network Security	3
CSC297: Programming Languages	3
CSC405: Internet of Things and Artificial Intelligence Analysis	3

GENERAL ELECTIVES - 45 CREDITS

Bachelor of Science in Cybersecurity: Risk Management

The Risk Management major provides students with the skills and technology-related competencies to identify, evaluate, and manage threats to an organization's digital assets. This degree will combine coursework in data privacy, project management, crisis management and incident recovery. Graduates of this program will be equipped with a unique balance of problem-solving, leadership and technical knowledge needed to create and implement risk management strategies. High-performing students will have the opportunity to enter a 4 + 1 program during their senior year. Additional student learning outcomes for the major in Risk Management are:

- Demonstrate understanding of various stakeholder perspectives and frameworks for assessing risk.
- Describe and explain ways to mitigate risk across an enterprise.
- Describe best practices for the documentation and communication of risk to various stakeholders.

Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 36 CREDITS

<u>Course</u>	<u>Credits</u>
BUS241: Introduction to Project Management	3
CBY101: Introduction of Cybersecurity	3
CBY202: Cyber Governance: Privacy, Ethics, And Digital Rights	3
CBY225: Intrusion, Incident Response, and Crisis Management	3
CBY230: Risk Management	3
CBY301: Fundamentals of Information Assurance	3
CBY320: Cyber Strategy	3
CBY335: Data Privacy	3
CBY455: Cybersecurity Capstone	3
CSC101: Applied Computing	3
CSC210: Computer Networks/Network Security	3
CSC297: Programming Languages	3

GENERAL ELECTIVES - 42 CREDITS

Bachelor of Science in Health Services Administration

The Bachelor of Science in Health Services Administration provides strong preparation to women interested in moving into or enhancing their professional careers in healthcare administration and management. The degree prepares women to understand and engage in the strategic, management, and decision-making processes which various healthcare enterprises deploy in order to deliver cost-effective high-quality healthcare to consumers.

Students engage in applied, interactive learning environments that develop their analytic and critical thinking skills. The Health Services Administration core engages students in experiences that build their effectiveness as administrators and decision-makers in this field. It prepares students to deliver high quality care and services in this heavily regulated, rapidly changing, and financially challenging environment. BSHSA graduates apply the latest theories and practices in healthcare organizational structures, strategic planning, finance, funding and reimbursement, legal and regulatory policies, ethical and social issues, human resource management, contemporary healthcare diseases, information technology, and marketing. This curriculum prepares graduates to support organizations' and institutions' strategic goals and missions through the ever-changing regulatory landscape and increasingly complex financial challenges of the global healthcare industry. Graduates meet these challenges with integrity while delivering the highest quality of care to the global, diverse consumers of the 21st century. The Bachelor of Science in Health Services Administration offers the following majors:

- Health Sciences
- Health & Wellness

The American Women's College also offers a certificate in Health & Wellness. Additional information is available in the [Certificate Programs](#) section.

Student Learning Outcomes:

Students in the Bachelor of Science in Health Services Administration program will be able to:

1. Analyze theories of management and decision-making processes and explore various organizational structures affecting quality and cost-effective healthcare to consumers.
2. Create effective human resource strategies for the recruitment, training, and retention of healthcare personnel.
3. Analyze complex healthcare problems and offer effective solutions within the constraints of policy, law, regulations, and ethical principles in the management of healthcare organizations.
4. Utilize information technology to manage and develop quality healthcare including financial planning and project management.
5. Examine quality management systems and tools utilized to improve consumer care, reduce legal risks to an organization, and ensure appropriate utilization of resources.
6. Use appropriate medical terminology to explore contemporary health issues and identify and describe programs and services that meet consumer health needs.
7. Apply the general principles of healthcare finance, reimbursement, and sources of income to ensure efficient and effective financial management.
8. Develop a comprehensive plan for a healthcare facility addressing a problem in a third world country utilizing the best theories and practices.

Bachelor of Science in Health Services Administration: Health Sciences

The Health Sciences major is designed to meet the needs of adult students who aspire to work in a wide variety of roles in healthcare. Program learning outcomes are incorporated throughout the curriculum in a scaffolded way to ensure mastery for all students, regardless of prior knowledge or experience in healthcare. Students with prior coursework, such as those with associate's degrees, medical and science courses, or experiences as licensed practical nurses, dental hygienists, certified nursing assistants, and other direct healthcare work, can apply 15 transfer credits into healthcare core requirements in this degree, facilitating their career trajectory into administration or management. Students are required to take 120 credits to satisfy the requirement of the degree.

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 45 CREDITS

<u>Course</u>	<u>Credits</u>
COM112: Fundamentals of Spreadsheets	3
HSA300: Health Service Management & Org. Structure in the 21st Century	3
HSA330: Information Technology in Healthcare Administration	3
HSA340: Strategic Human Resource Management for Healthcare Organizations	3
HSA360: Health Services Quality Management & Outcome Analysis	3
HSA380: Policy & Law in Health Services	3
HSA400: Medical Ethics & Social Responsibility	3
HSA420: Healthcare Finance	3
HSA460: Healthcare Marketing: Trends & Strategies	3
HSA480: Health Services Senior Seminar	3
Health Services Administration/Science Electives	15

GENERAL ELECTIVES - 33 CREDITS

Bachelor of Science in Health Services Administration: Health & Wellness

This major prepares students to become active providers and educators of processes, activities, and programs that promote a longer, healthier, happier, and more successful existence. This program inspires how students view health and wellness as a balance of the mind, body, and spirit that results in an overall feeling of well-being. The major and certificate explore the seven dimensions of wellness: physical, mental (intellectual), emotional, environmental, social, spiritual, and occupational. Yet, it goes further to examine how these seven dimensions are interrelated and how to use them to build the multiple dimensions of a strong and proactive health and wellness program. Three courses are dedicated to the unique fitness and nutritional needs of children, women, and men, and assists students in learning what promotes and enhances the maintenance of good health rather than the correction or treatment of poor health. Students completing this program are prepared to further the missions of health and wellness organizations and help employers meet the objectives of worksite wellness programs.

Additional student learning outcomes for the major in Health & Wellness are:

- Apply principles of nutrition in designing food plans over the lifespan to foster a healthy community
- Design appropriate physical fitness plans over the lifespan addressing both age and physical ability resulting in a healthy community
- Identify appropriate health screening tools/exams fostering health prevention and wellness through early detection
- Utilize the seven dimension health/wellness model (Intellectual, Physical, Social/Cultural Environment, Occupational, Spiritual and Emotional)
- Design a comprehensive plan of health and wellness/fitness/nutrition/health screening utilizing best theories and practices

Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL330: Strategies for Personal and Career Growth	3
WEL440: Leadership in Practice	3

MAJOR REQUIREMENTS - 48 CREDITS

<u>Course</u>	<u>Credits</u>
COM112: Fundamentals of Spreadsheets	3
HSA300: Health Service Management & Org. Structure in the 21st Century	3
HSA330: Information Technology in Healthcare Admin	3

HSA340: Strategic Human Resource Management for Healthcare Organizations	3
HSA360: Health Services Quality Management & Outcome Analysis	3
HSA380: Policy & Law in Health Services	3
HSA400: Medical Ethics & Social Responsibility	3
HSA420: Healthcare Finance	3
HSA460: Healthcare Marketing: Trends & Strategies	3
HSA480: Health Services Senior Seminar	3
HSW200: Nutrition	3
HSW300: Fitness Throughout the Lifespan	3
HSW351: Children's Health & Nutrition	3
HSW352: Women's Health & Wellness Issues	3
HSW353: Men's Health & Wellness Issues	3
HSW400: Capstone - A Healthier Community	3

GENERAL ELECTIVES - 30 CREDITS

Bachelor of Science in Nursing

This program is designed specifically for the Registered Nurse (RN) seeking to earn the Bachelor of Science in Nursing (BSN) degree. Students engage in a curriculum that is designed to support each student's personal and professional career goals. Students learn vital information and essential skills that build on their current knowledge and skills to meet the demands of clients in the dynamic healthcare environment. Students evaluate the professional nursing role and enhance their skills and knowledge in the areas of health assessment, ethical decision making, communication, leadership, and research. Students learn new skills and knowledge through real world case studies, challenging assignments, and best practice simulations. Dedicated, experienced nursing faculty provide students with the most current and relevant evidence-based information in a highly supportive environment with individual mentorship and guidance. Students reinforce their critical thinking and problem solving skills by identifying, analyzing, and effectively addressing healthcare challenges drawn from the current or developing issues in the healthcare workplace. The program's breadth and depth ensures the baccalaureate student integrates the knowledge and skills necessary to attain critical practice focused outcomes, and that students develop and refine knowledge and skills necessary to manage care as part of a highly skilled, professional interdisciplinary team. The program is based on the AACN, Essentials of Baccalaureate Education for Professional Nursing, the Massachusetts Nurse of the Future Core Competencies and the Bay Path Thumbprint Aspirations & Supportive Values, which meet all national requirements.

Student Learning Outcomes:

Students in the Bachelor of Science in Nursing program will be able to:

- Demonstrate holistic patient-centered care by respecting each individual's preferences, culture, and abilities, and actively engaging the individual and/or family as full partners in healthcare delivery.
- Demonstrate and advocate for professionalism and accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, global, cultural, and humanistic principles.
- Demonstrate leadership potential by creating and facilitating a work environment for the achievement of effective organizational and individual functioning when delivering healthcare.
- Apply knowledge of systems-based practice to optimize provision of healthcare.
- Apply informatics and technology to optimize provision of healthcare.
- Apply effective communication to interactions to enhance patient satisfaction and health outcomes.
- Demonstrate effective teamwork and collaboration.
- Facilitate safety through individual performance and health systems operations.
- Apply quality improvement principles as a component of provision of healthcare.
- Apply evidence-based practice as a component of healthcare decisions.

Additional Requirements:

Because of accreditation guidelines from the Commission on Collegiate Nursing Education, nursing students have higher GPA requirements than the university's graduation requirements. Please refer to the Nursing Student Handbook for more information.

Bachelor of Science in Nursing

Students graduating with this degree will use knowledge and critical thinking from liberal arts, humanities, technology, and sciences, as well as theory and research in nursing practice. Students will learn cultural diversity and ethical, legal, and professional standards to plan and implement care for clients in diverse settings. The American Association of Colleges of Nursing (AACN) has clearly defined the following nine Essentials of Baccalaureate Education for Professional Nursing practice: liberal education for baccalaureate generalist nursing practice; basic organizational and systems leadership for quality care and patient safety; scholarship for evidence-based practice; information management and application of patient care technology; healthcare policy, finance, and regulatory environments; interprofessional communication and collaboration for improving patient health outcomes; clinical prevention and population health; professionalism and professional values; and baccalaureate generalist nursing practice. In addition, the Massachusetts Nursing of the Future Core Competencies fall into ten categories: Patient-centered care; Professionalism; Leadership; Systems-based practice; Informatics and technology; Communication; Teamwork and Collaboration; Safety; Quality improvement and Evidence-based practice.

Students are required to take the following 120 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 42 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in the Disciplines	3
ENG134: Literary Genres	3
Healthy Living Elective	2
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Psychology/Sociology/Humanities Elective	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3
WEL331: Strategies for Personal and Career Growth for Nursing	3
WEL441: Leadership in Practice for Nursing	3

MAJOR REQUIREMENTS - 45 CREDITS

<u>Course</u>	<u>Credits</u>
BSN200: Professional Nursing	3
BSN220: Health Assessment	3
BSN340: Vulnerable Populations	3
BSN360: Nursing and Global Diversity	3
BSN380: Healthcare Policy and the Nursing Professional	3
BSN400: Community Health and the Nursing Professional	6
BSN410: Research for the Nursing Professional	3
BSN420: Leadership in Healthcare Systems for the Nursing Professional	3
BSN440: Professional Nursing Capstone I	3
BSN450: Professional Nursing Capstone II	3
Nursing/Science Electives	12

GENERAL ELECTIVES - 33 CREDITS

ASSOCIATE DEGREE PROGRAMS

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ASSOCIATE IN SCIENCE (BUSINESS ADMINISTRATION)	184
ASSOCIATE IN SCIENCE (EARLY CHILDHOOD LEADERSHIP)	186

Associate in Arts (Liberal Studies)

The versatility of this degree program makes it a popular one at Bay Path University. Liberal Studies majors are well prepared to enter a variety of professional careers in which good critical thinking, writing, and leadership skills are required. Liberal Studies also provides excellent preparation for moving on to graduate school programs in areas as diverse as art, business, English, history, psychology, and many more. Liberal Studies majors work with their educator coach to plan their own unique academic paths through the college experience. They are encouraged to delve into a variety of disciplines, drawing from their wealth of knowledge and applying it to critical thinking and problem solving.

Student Learning Outcomes:

The goal of the Liberal Studies Department is to prepare critical thinkers, articulate communicators, and effective problem solvers, ready to enter a variety of career paths or proceed to graduate level study upon completion of their undergraduate studies. Student learning outcomes, as adopted from AAC&U and the National Forum on Information Literacy, include the following:

- Students will have the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. Students will have the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.
- Students will have the ability to integrate learning - across courses, over time, and between campus and community life. Students will be effective integrative learners, able to make simple connections among ideas and experiences, as well as synthesize and transfer learning to new, complex situations within and beyond the campus.
- Students will develop critical thinking skills characterized by their comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will recognize that success in all disciplines requires habits of inquiry and analysis that share common attributes.
- Students will become dialectical thinkers, demonstrating solid knowledge of disciplinary parameters and will be able to push beyond those boundaries in new, unique, or atypical recombination by uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking in order to envision a response.
- Students will develop well-rounded thinking skills that give them the ability to know when there is a need for information, as well as to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Associate in Arts in Liberal Studies

Students are required to take the following 60 credits to satisfy the requirements of the degree:

UNIVERSITY REQUIREMENTS - 34 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in Disciplines	3
ENG134: Literary Genres	3
English Elective	3
History Elective	3
Humanities Elective	3
Math Elective (MAT112: Applied University Math or MAT120: Statistics)	3
PSY101: Introduction to Psychology	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3

LIBERAL STUDIES ELECTIVES - 18 CREDITS

GENERAL ELECTIVES - 8 CREDITS

Associate in Science (Business Administration)

In this fast-paced, globally competitive environment, the mission of the Business Program is to prepare students for success by helping them to gain theoretical and practical knowledge, skills, and abilities useful in the business world. A Bay Path University business graduate acquires the knowledge, thinking, research, technology, communication, social, global, and cultural skills needed to be a creative intrapreneurial or entrepreneurial leader. The business graduate develops critical, innovative, and reflective thinking skills needed for statistical data analysis and the management science necessary to support personal and professional decision-making processes; whether it be in entrepreneurial, industrial settings, profit or not-for-profit organizations, or as preparation for graduate school or in a lifelong learning environment.

The American Women's College also offers certificates in Business Analytics, Digital Marketing Management, Entrepreneurship, and Nonprofit Management. Additional information is available in the [Certificate Programs](#) section.

Student Learning Outcomes:

Students in the Associate in Science in Business Administration program will be able to:

- Analyze economic (global and domestic), socio-cultural, political, legal, regulatory and technological trends affecting any given region of this country, clarifying the likely implications of these trends on small business and non-profits as well as large corporations.
- Determine market and product/service development opportunities and challenges associated with these trends.
- Consider multiple stakeholder perspectives to be considered during the development and implementation of new strategies.
- Demonstrate the relationship between business activities, economic outcomes, and the evaluation of business performance, including all ethical considerations.
- Understand and be able to use quantitative methods, and available technology and applications, to address everyday business problems and opportunities.
- Understand core business disciplines including Finance and Accounting, Marketing, Operations, Human Resources, IT, and Legal.
- Value collaborative, data-driven, systematic approaches to solving interdisciplinary problems and making ethical decisions.
- Communicate focused messages to all stakeholders, as appropriate, via all forms of media, as well as face-to-face.
- Recognize diverse personalities, professional backgrounds, personal experiences and dialogue as fundamental building blocks of high performing teams.

Associate in Science in Business Administration

Students are required to take the following 60 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 34 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
COM112: Fundamentals of Spreadsheets	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in Disciplines	3
ENG134: Literary Genres	3
History Elective	3
Humanities Elective	3
MAT120: Statistics	3
PSY101: Introduction to Psychology	3
Science Elective	4
WEL220: Women as Empowered Learners and Leaders	3

MAJOR REQUIREMENTS - 18 CREDITS

<u>Course</u>	<u>Credits</u>
ACC100: Introduction to Financial Accounting	3
ACC101: Introduction to Managerial Accounting	3
BUS215: Legal Environments of Business	3
BUS226: Principles of Marketing	3
BUS235: Dynamics of Management	3
ECO240: Economics	3

GENERAL ELECTIVES - 8 CREDITS

Associate in Science (Early Childhood Leadership)

The Associate in Science in Early Childhood Leadership will prepare students for positions within the Early Childhood field in a Preschool, Day Care, or Public School setting. Students will gain an understanding of young children's characteristics and needs, learn about the importance of, influences, and ways to support early childhood development, develop an understanding of assessment and curriculum including children with disabilities, identify important teaching strategies and developmentally appropriate curriculum to create a supportive and effective learning environment, as well opportunity to assess their readiness for this field through observations and classroom practice.

Student Learning Outcomes:

Students in an Associate in Science in Early Childhood Leadership will be able to:

- Describe understanding of young children's characteristics and needs, as well as multiple influences on development and learning
- Demonstrate knowledge and understanding of early childhood development to create healthy, respectful, supportive, and challenging learning environments
- Articulate knowledge and understanding of diversity and engaging family and the community to support early childhood development and learning
- Develop understanding of assessment to know how to integrate into curriculum and instruction, including children with disabilities in early childhood classrooms
- Describe importance and understanding of creating positive relationships with young children and reflect on own teaching strategies to provide a positive early learning environment
- Identify developmentally appropriate teaching strategies and describe all resources for the early education classroom, such as use of technology
- Apply knowledge and understanding of main academic concepts to create, implement, and assess curriculum that is developmentally appropriate for the early childhood classroom
- Identify early childhood professional guidelines, advocacy resources for young children, and professional development opportunities to continuously improve as an early child educator
- Engage in observations and other field experiences in the early childhood classroom

To accomplish the Education Program goals, a Bay Path student is provided with:

- A strong knowledge base in the liberal arts and sciences which provides the basis of subject matter in elementary and early childhood education.
- A sequential, well-designed grouping of education courses that address the pedagogical component of best practices in teaching.
- Courses that address human interactions and diversity (e.g., Child Development, Special Education), necessary for the development of non-discriminatory and caring teachers.
- Structured experiences in schools, ranging from observations, to assisting the classroom teacher, to full practicum (student teaching). These in-school experiences address the content, pedagogical and humanistic development of a teacher.
- Education courses that utilize the Massachusetts Curriculum Frameworks as a required text and embed school curriculum in coursework.
- Opportunities to engage in inquiry, research, and reflection in coursework and in the schools.

Associate in Science in Early Childhood Leadership

Students are required to take the following 60 credits to satisfy the requirements of the degree:

UNIVERSITY CORE - 34 CREDITS

<u>Course</u>	<u>Credits</u>
COM111: Fundamentals of Computing Technology	3
ENG114: Critical Reading and Response	3
ENG124: Research and Writing in Disciplines	3
ENG134: Literary Genres	3
English Elective	3
History Elective	3
Humanities Elective	3
Math Elective (MAT112: Applied University Math or MAT120: Statistics)	3
PSY101: Introduction to Psychology	3
Science Elective	4
WEL220: Women as Learners and Leaders	3

MAJOR REQUIREMENTS - 21 CREDITS

<u>Course</u>	<u>Credits</u>
EDU110: Introduction to Early Childhood	3
EDU130: Education, Schools & Culture	3
EDU211: Methods and Approaches to Teaching I	3
EDU250: Introduction to Special Education	3
EDU310: Guiding Behavior in Early Childhood Classrooms	3
EDU460: Child Care Administration	3
PSY205: Child Development	3

GENERAL ELECTIVES - 5 CREDITS

CERTIFICATE PROGRAMS

FINANCIAL AID ELIGIBILITY OF CERTIFICATE PROGRAMS	189
AUTISM SPECTRUM DISORDERS	189
BUSINESS ANALYTICS	189
DIGITAL MARKETING MANAGEMENT	189
DIGITAL FORENSICS	189
EARLY INTERVENTION SPECIALIST	190
ENTREPRENEURSHIP	190
FOOD SCIENCE & SAFETY	190
HEALTH & WELLNESS	191
HUMAN SERVICES & REHABILITATION	191
LANGUAGE AND LITERACY	191
LEADERSHIP & ORGANIZATIONAL STUDIES	192
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Financial Aid Eligibility of Certificate Programs

Financial aid funds may be used to support TAWC undergraduate certificates that total at least 16 credit hours. Certificates qualifying now for financial aid include Food Science & Safety; Health & Wellness; Life Science; and Human Services & Rehabilitation.

Autism Spectrum Disorders

The certificate offers the extremely well-prepared Bay Path University undergraduate student the opportunity to complete a certificate in Autism Spectrum Disorders beginning in their junior year. A student needs a minimum of a 3.0 cumulative GPA to begin and continue with this certificate. Some courses are only offered once a year. Students are required to meet with the Chair of Education prior to declaring this certificate. Students are required to earn the following 12 credits to satisfy the requirements for the certificate:

<u>Course</u>	<u>Credits</u>
SPE511: Applied Behavior Analysis	3
SPE546: Teaching Children with ASD	3
SPE552: Advocacy, Collaboration & Problem Solving for Students with Autism	3
SPE556: Supporting Communication & Social Development for Students with Autism	3

Business Analytics

This certificate is designed to prepare students in other disciplines to interpret data and effectively make decisions based on those data. Students are required to earn the following 15 credits to satisfy the requirements for the certificate:

<u>Course</u>	<u>Credits</u>
BUS310: Methods of Applied Statistics	3
BUS328: Introduction to Business Analytics	3
BUS335: Systems Analysis & Design	3
BUS440: Data Mining & "Big" Data Analytics	3
BUS450: Capstone - Strategic Business Analytics & Decision Making	3

Digital Marketing Management

This certificate will align with the University's mission of offering women the opportunity to build and strengthen their technological, analytical, and oral and written communication skills through this integrated curriculum. Students are required to earn the following 15 credits to satisfy the requirements for the certificate:

<u>Course</u>	<u>Credits</u>
BUS245: Social Media for Business	3
BUS260: Integrated Marketing	3
BUS342: Branding	3
BUS404: Digital Marketing Management	3
BUS426: Applied Digital Marketing Campaign	3

Digital Forensics

This certificate is designed to draw from fundamental degree courses that students in any major can complete. This certificate will offer a strong added credential to any student's course of study. Students are required to earn the following 15 credits to satisfy the requirements for the certificate:

<u>Course</u>	<u>Credits</u>
CBY200: Introduction to Digital Forensics	3
CBY220: Cyber Investigation I	3
CBY310: Cyber Investigation II	3
CBY330: Mobile Technology Analysis I	3
CBY430: Mobile Technology Analysis II	3

Early Intervention Specialist

Bay Path University's Early Intervention Specialist certificate program is an interdisciplinary, preservice training program that is designed to fulfill requirements for Certification in Early Intervention, at the advanced provisional level, as set forth by the Department of Public Health (DPH), Commonwealth of Massachusetts. This 18-credit DPH-accredited program consists of four academic courses plus two semesters (300 total hours) of practicum experience at a DPH-accredited Early Intervention site. Students are required to earn the following 18 credits to satisfy the requirements for the certificate:

<u>Course</u>	<u>Credits</u>
CEI579: Orientation to Practice in Early Intervention	0
CEI580: Infant/Toddler Development	3
CEI 581: Family Systems	3
CEI582: Assessment/Intervention	3
CEI583: Planning/Evaluating Early Intervention Services	3
CEI584: Practicum I	3
CEI585: Practicum II	3

Entrepreneurship

This certificate is designed to help prepare students to launch and lead entrepreneurial endeavors, alone or in organizations. Students identify their personal strengths and challenges, comparing their stories to those of other women entrepreneurs. Students become idea investigators as they enhance their observational skills in identifying and vetting new business opportunities. Students are required to earn the following 15 credits to satisfy the requirements for the certificate:

<u>Course</u>	<u>Credits</u>
BUS285: Becoming an Entrepreneur and Networking	3
BUS345: Influencing Decision Makers	3
BUS385: Budgeting & Funding Ventures: Tools for Entrepreneurial Storytelling	3
BUS425: Entrepreneurial Simulation	3
BUS485: Entrepreneurial Capstone - Preparing for New Ventures	3

Food Science & Safety

Students completing this certificate develop strong skills and knowledge in the area of food science with a sequence of courses and laboratory experience in food microbiology, food chemistry, and food safety. This accelerated program offers a convenient and highly supportive format to assist students in reaching their goal of degree completion and career advancement in the food industry, including: regulation, manufacturing, and management of food businesses. Graduates of this program know what constitutes food quality and safety. They have identified beneficial microorganisms and foodborne diseases, and they have learned ways these organisms are introduced, eliminated, and controlled. Furthermore, each student develops a professional

philosophy statement. Students are required to earn the following 29 credits to satisfy the requirements for the certificate:

<u>Course</u>	<u>Credits</u>
FSS100: Introduction to Food Science	3
FSS120: Foodborne Microorganisms w/ Lab	4
FSS150: Foodborne Diseases w/ Lab	4
FSS220: Food Chemistry I w/ Lab	4
FSS250: Food Chemistry II w/ Lab	4
FSS300: Food Processing w/ Lab	4
FSS320: Food Defense	3
FSS350: Food Science Seminar	3

Health & Wellness

This certificate is designed to prepare students to create and manage programs that promote longer, healthier, happier, and more successful lives. Students are required to earn the following 18 credits to satisfy the requirements for the certificate:

<u>Course</u>	<u>Credits</u>
HSW200: Nutrition	3
HSW300: Fitness Throughout the Lifespan	3
HSW351: Children's Health & Nutrition	3
HSW352: Women's Health & Wellness Issues	3
HSW353: Men's Health & Wellness Issues	3
HSW400: Capstone - A Healthier Community	3

Human Services & Rehabilitation

This certificate is appropriate for the student who is interested in acquiring the knowledge and skills needed to work effectively in a wide variety of direct-service roles. Students are required to earn the following 18 credits to satisfy the requirements of the degree:

<u>Course</u>	<u>Credits</u>
HSR200: Introduction to Human Services & Rehabilitation	3
HSR400: Psychosocial Aspects of Disability & Aging	3
HSR401: Developmental & Psychiatric Disabilities	3
HSR402: Addictions & Interventions	3
HSR450: Human Services and Rehabilitation Seminar	3
PSY498: Psychology Internship	3

Language and Literacy

The focus of Bay Path University's Certificate in Language and Literacy is to help graduate students acquire a set of adaptable skills in education that can be utilized to support learners with language and literacy challenges in classroom settings. Students are required to earn the following 12 credits to satisfy the requirements for the certificate:

<u>Course</u>	<u>Credits</u>
SPE525: Multisensory Language and Literacy Strategies	3
SPE543: Teaching of Writing	3
SPE547: Structure of Language Part I: Phonology, Morphology, Orthography	3
SPE548: Reading and Language for ELL Learners	3

Leadership & Organizational Studies

Drawing on the experience and instruction of outstanding faculty from diverse leadership backgrounds, this certificate prepares students in a flexible, convenient, and highly supportive online format to lead in the private, public, and non-profit sectors so they can reach their goals of completion and career advancement. Students are required to earn the following 15 credits to satisfy the requirements for the certificate:

<u>Course</u>	<u>Credits</u>
LOS325: Leadership and Management in a Global World	3
LOS350: Organizational Budgeting and Personal Finance	3
LOS400: Ethical Leadership	3
LOS425: Operations Management and Decision Making	3
LOS430: Leading Organizational Change	3

Life Science

The Life Science Certificate is designed to introduce students to the science fundamentals. The certificate includes a broad range of eligible biology, chemistry, and math courses as well as the opportunity to choose related electives. This coursework is designed to meet a variety of interests and needs in the field of life science. Students who complete this certificate will have the foundation they need to move on to higher level coursework and/or degree programs. Note that some courses included in the certificate may have pre-requisites and require planning accordingly. Furthermore, for students at The American Women's College, staff would work with you in the course of regular advising meetings to ensure appropriate planning. Students in the traditional program would work with their assigned faculty member or advisor on eligibility and on a course sequence/plan.

<u>Course</u>	<u>Credits</u>
CLS Biology Elective ¹	8
CLS Chemistry Elective ²	4
CLS Math Elective ³	3
CLS Elective ⁴	3

¹Students must choose from following list: BSC109, BSC150, BSC150L, BSC151, BSC210, BSC210L, BSC280, BSC280L, BSC250

²Students must choose from following list: CHM150, CHM150L, CHM152, CHM152L, CHM230, CHM230L

³Students must choose from following list: MAT112, MAT120

⁴Students must choose from following list: BIO117, HUM317, PHS101, PSY209, PSY216, SOC200. Note: Other courses may be considered with Program Director approval.

Nonprofit Management

This certificate prepares graduates for employment in the "third" sector, a sector in which they will be able to fulfill their interest in aligning work with personal values and a sense of mission. The coursework is geared to understanding how this sector differs from the private and public sectors and to key employment categories within nonprofit organizations. Students will become well versed in how nonprofits approach, fulfill, fund, and report on their missions, and how they

tell the story of their successes. Students are required to earn the following 15 credits to satisfy the requirements for the certificate:

<u>Course</u>	<u>Credits</u>
BUS206: Introduction to Nonprofit & Voluntary Organizations	3
BUS316: Program Development & Monitoring	3
BUS336: Fundraising and Financial Reporting	3
NMP500: Foundations of the Nonprofit Sector	3
NMP521: Foundations of Philanthropy	3

COURSE DESCRIPTIONS

Course Fees

Fees may apply when enrolling in any course listed below. Please refer to the [Financial Information](#) section of this academic catalog for a comprehensive list.

ACC 100: Introduction to Financial Accounting (3 credits)

This course's objective is to develop students' ability to read, interpret, and identify the differences and relationships among the primary financial statements. This objective is met not only by analyzing the effect of business transactions on financial statements and financial ratios but also by recording essential transactions; measuring the amounts of assets, liabilities, owner's equities, revenues, and expenses; and preparing the primary financial statements. This course also explains the difference between the cash and accrual basis of income measurement, the use of t-account analysis in determining important measures of business activity, and how the time value of money affects the measurement of liabilities. This emphasis on financial statements is reinforced through a comprehensive project.

Prerequisite: Sophomore status with the exception of highly qualified first-year accounting major

ACC 101: Introduction to Managerial Accounting (3 credits)

The primary objective of this course is to explore how accounting information is used to help managers make decisions, with an emphasis on their planning and control activities. This objective is accomplished by exploring the terms that are used to classify costs, key business cost behavior patterns, cost-volume-profit analysis, budgeting, raw materials and direct labor variance analysis, short-run decision making using relevant costs, and performance evaluation. Students are also introduced to how product costs are determined in manufacturing, merchandising, and service businesses.

Prerequisite: ACC100

ACC 200: Accounting Information Systems (3 credits)

The primary objective of this course is to introduce the use and control of computerized and non-computerized accounting information systems. This objective is facilitated by using the small business software QuickBooks to illuminate course concepts. Key course topics include internal control, documentation, transaction cycles, database management systems and network technology, control procedures in automated environments, an introduction to the new digital syntax called XBRL mandated for use in financial reports, and ethical considerations in accounting information systems. Students are required to build a small accounting system using both QuickBooks and Excel.

Prerequisite: ACC101

ACC 302: Cost Management (3 credits)

The primary objective of this course is to provide a more advanced treatment of the topics introduced in ACC 101 (Introduction to Managerial Accounting), an expanded treatment of product costing including process costing and activity-based costing, and such new topics as regression analysis, variable costing, target costing, cost allocation for joint products and by-products, and capital budgeting. Students must complete a case analysis project.

Prerequisites: ACC101 and Junior status

ACC 303: Auditing (3 credits)

The primary objective of this course is to introduce financial statement audits and other assurance and attestation services conducted by the public accounting profession. Topics include the audit report, risk assessment, audit sampling, internal controls, standards of ethical conduct,

fraud, work paper preparation and report writing, and the current nature of the public accounting profession. Both internal auditing and operational auditing are also introduced. This course includes a case analysis project to demonstrate specific techniques used in a real audit.

ACC 305: Financial Reporting I (3 credits)

The primary objective of this course is to explore the development of financial reporting and the conceptual framework, the concepts associated with revenue and expense recognition, and the principles of governing the measurement and reporting of assets. Topics include a review of the accounting process and essential accounting concepts, as well as a more detailed examination of the income statement, balance sheet, and statement of cash flows. Elements of the financial statements are discussed in detail, including financial statement disclosures and valuation issues related to cash, receivables, and inventories.

Prerequisite: ACC101

ACC 306: Financial Reporting II (3 credits)

This course is a continuation of Financial Reporting I. Present value techniques in the valuation of long-term liabilities are examined, as well as matters related to the acquisition, disposal, depreciation, impairment, and depletion of fixed assets. Elements of the financial statements are also discussed in detail, including financial statement disclosures and valuation issues related to current liabilities, long-term liabilities, and contingencies.

Prerequisite: ACC305

ACC 307: Financial Reporting III (3 credits)

This course is a continuation of Financial Reporting II. Stockholders' equity, dilutive securities, and earnings per share are examined, as well as matters related to the investment securities, accounting changes, and the statement of cash flows. Elements of the financial statements are also discussed in detail, including income taxes, pensions and postretirement benefits, and leases.

Prerequisite: ACC306

ACC 400: Federal Income Tax Concepts (3 credits)

The primary objective of this course is to introduce the fundamental concepts of the federal income tax system with an emphasis on individual returns. Topics include determination of gross income, deductions and losses, tax credits, basis considerations, property transactions, deferral techniques, capital gains, and nontaxable exchanges. Students will fill out the various tax forms used in the preparation of individual income tax returns as part of a comprehensive project. Corporate taxation, basic research techniques, and tax planning are also introduced.

ACC 404: Advanced Accounting (3 credits)

The primary objective of this course is to present the concepts associated with accounting for mergers and acquisitions. Emphasis is placed on the equity method, goodwill measurement, and preparation of consolidated financial statements as well as accounting for multinationals, including foreign currency transactions and translations of foreign financial statements.

Prerequisites: ACC301 and Senior status

ACC 405: Contemporary Issues (3 credits)

The primary objective of this course is to provide a capstone experience for accounting majors that assists them in preparing for professional exams. Topics include accounting for pensions and income taxes, earnings management, and government and not-for-profit accounting. In addition, two emerging developments in financial reporting that are "cutting edge" in nature are presented. These are the recent moves to using fair value measurements, and the emergence of international financial reporting standards that are expected to supplant GAAP as we know it. This course includes a case study and an international financial reporting project.

Prerequisite: ACC 400

ACC 499: Accounting Internship (3-6 credits)

The primary objective of this internship is to provide Junior and Senior accounting majors with work experience in a variety of organizations. This on-the-job training is supervised by both professional managers and University accounting faculty. Interns are able to link theory with practice by comparing the knowledge obtained from their classes with the real-world experiences obtained from their job.

Prerequisites: Junior status and approval of the Business Academic Program Director

ANT 110: Culture, Society, and People (3 credits)

This course examines the nature of culture and its role in creating forms of social, economic, and political life in diverse historical and geographical contexts. Readings draw from contemporary ethnographies of various peoples, analyzing the persistence of cultural diversity in the midst of global, social, and socioeconomic forces.

ART 100: Art History (3 credits)

Through a survey of selected works, this course demonstrates the beauty and power of the Western heritage of visual arts and architecture. By studying examples of great art, students learn about the underlying values they express in various time periods. This course is presented through illustrated lectures and other media that augment the textbook. Field trips will supplement classroom learning.

ART 250: Women in Art (3 credits)

This course focuses on prominent women artists and their stylistic contributions to the cultural history of their respective eras. Emphasis is also placed on women as subjects and as patrons of art. The course features illustrated lectures and field trips.

BIO 117: Nutrition (3 credits)

This course covers the basic principles of nutrition, including the study of dietary nutrients, and the effect of inadequate, excessive, or deficient levels on human health. The role of macronutrients (proteins, fats, and carbohydrates) in nutrition will be discussed. The use of food analysis tools, including tables and labels will also be examined. Additional topics may include: nutrition-related disorders, special diets, ethnicity and impact on food choice, nutritional requirements during different stages of life, and global issues involving nutrition.

BSC 108L: Fundamental Concepts in Science (1 credit)

Science is made up of various branches that include biology, physics and chemistry. In this course, you will be introduced to areas of chemistry that can be applied to everyday life and future science courses. You will analyze your observations of the scientific method, understand physical and chemical changes, explore biological macromolecules important to life and understand how pH, temperature and concentration affect enzyme activity.

BSC 109: Biology I (4 credits)

This course will examine basic concepts of cellular biology, developmental biology, genetic variation and heredity, and evolution. Laboratory sessions will involve mitosis, embryology, heredity and recombinant DNA technology, and biochemical evolution.

BSC 150: Anatomy and Physiology I (3 credits)

This course provides an overview of tissue types and their identification and function, as well as the integument, skeletal and muscular human body systems.

BSC 150L: Anatomy and Physiology I Lab (1 credit)

This course provides an overview of tissue types and their identification and function, as well as the integument, skeletal and muscular human body systems.

Corequisite: BSC150

BSC 151: Anatomy & Physiology II (3 credits)

This course involves a study of the structural anatomy and physiological functioning of the respiratory, circulatory, endocrine, nervous, and urinary systems.

BSC 151L: Anatomy and Physiology II Lab (1 credit)

Laboratory topics include the dissection of neurological organs to study gross and histological structure as well as the evaluation of selected physiological, clinical, and diagnostic tests.

Corequisite: BSC151

BSC 210: General Microbiology (3 credits)

The General Microbiology course explores the core organisms and tenets of microbiology. Topics will include: taxonomy, morphology, metabolism, replication, genetics, and virulence.

Organisms to be studied will include: bacteria, archaea, fungi, protozoa, viruses and other acellular microorganisms.

Prerequisite: BSC109

BSC 210L: General Microbiology Lab (1 credits)

The General Microbiology Lab will support learning about the core organisms and tenets of microbiology through hands on and simulated (virtual) lab experiments. Topics will include: morphology, metabolism, replication, among others. Organisms to be studied may include: bacteria, fungi, protozoa, and viruses. This course is taken concurrently with BSC210.

Corequisite: BSC210

BSC 250: Survey of Biochemistry (3 credits)

The Survey of Biochemistry course explores the core tenets of biological chemistry and is focused on the major macromolecules and cellular processes. Topics will include the structure and function of: proteins (including enzymes), DNA/RNA, carbohydrates, and lipids.

Prerequisites: BSC109 and CHM150

BSC 250L: Surveys of Biochemistry Lab (1 credit)

The Survey of Biochemistry Lab course supports learning of the major macromolecules and cellular processes. Labs will be conducted via hands on activities and simulations. Topics will include the structure and function of proteins (including enzymes), nucleic acids, carbohydrates, and lipids. This course is taken concurrently with BSC250.

Corequisite: BSC250

BSC 280: Human Genetics & Disease (3 credits)

The Human Genetics course is focused on the current knowledge of the human genome, its structure and functioning, Mendelian inheritance, genetic mutations, evolution, and gene related disease and therapies.

Prerequisites: BSC109 and BSC 250

BSC 280L: Human Genetics & Disease Lab (1 credit)

The Human Genetics course is focused on the current knowledge of the human genome, its structure and functioning, Mendelian inheritance, genetic mutations, evolution, and gene related disease and therapies. This course is taken concurrently with BSC280.

Corequisite: BSC280

BSN 200: Professional Nursing Practice (3 credits)

Students transition from the associate's degree graduate to the new paradigm of the professional baccalaureate prepared nurse in this course. They explore the program outcomes as their next phase in a career-long process of professional development. Students examine the key factors in society that promote a nurse's return to school, and determine the level of professionalism, effective communication, holistic healthcare, ethics, and informatics and technology required of nursing professionals in the 21st century. Students review healthcare legal foundations, nursing theory, health promotion, patient education, and determine the level of evidence-based practice required to provide standard-based nursing care. Students assess the challenges and opportunities related to professional nursing practice and evaluate the meaning and implications of the Massachusetts professional competency standards which include the Quality and Safe Education for Nurses (QSEN) national standards generated by the Institute of Medicine recommendations for safe patient care.

Prerequisites: COM111 and ENG124

BSN 220: Health Assessment (3 credits)

Students transition to an expanded level of practice in the context of health assessment in this course. They learn and demonstrate a conceptual approach to an evidence-based health evaluation of culturally diverse clients throughout the lifespan. Students elicit, record, and document a comprehensive health systems interview in order to obtain subjective data and perform and document a complete physical examination of a client of their choice.

Prerequisites: COM111 and ENG124

BSN 340: Vulnerable Populations (3 credits)

Students expand their knowledge of vulnerable individuals and populations at increased risk for compromised healthcare in this course. Students analyze the data on individuals, families, and groups of people who, due to their age, race, nationality, religion, financial status, and/or geographical location, may be at a higher risk. Students discuss and plan physiological, psychological, and developmental interventions to provide safe and holistic patient-centered care to these individuals and groups. Students practice and learn to assume the responsibility to act as an advocate within the healthcare setting for these individuals, including active engagement in the development of public policy and political action.

Prerequisites: BSN200, COM111, and ENG124

BSN 360: Nursing and Global Diversity (3 credits)

Students expand their practice in the area of national and global healthcare policies and diversity in this course. They explore social and cultural characteristics of diverse cultures including cultural and personal health beliefs, diverse family life and support systems, diverse communication styles from a cultural perspective, nutritional patterns related to culture, and global healthcare systems disparities. Students assess patients from a cultural perspective to plan and implement safe and quality outcomes. Students use models of cultural competence, relevant data sources, and evidence to provide culturally competent care for a selected culturally diverse client. Students learn to apply a global perspective in relation to healthcare.

Prerequisites: BSN200, COM111, ENG124

BSN 380: Healthcare Policy and the Nursing Professional (3 credits)

Students develop an awareness of their responsibilities for the development of healthcare policies within healthcare settings on both the state and national level in this course. Students explore the history and development of healthcare law and public policy in the United States. They analyze the values that underlie opposing political interests, how healthcare laws and executive actions are created, and how they are put into practice, as well as how healthcare legislation affects nursing practice. In addition, students examine nursing practice within disaster management,

counterterrorism and homeland security, health services, and public finance. Students compare and contrast the current healthcare policies and challenges facing the United States with those of other countries.

Prerequisites: BSN200, BSN340, and BSN360

BSN 400: Community Health and the Nursing Professional (6 credits)

Students expand their knowledge of community health as an important component of professional practice in this course. They explore the connections among and between individuals, families, and groups to community healthcare in the context of prevention, intervention, and rehabilitation. Students analyze and evaluate the settings of community based nursing, the characteristics of a healthy community, and applying the nursing process focused on safety and evidence-based practice in the community. Students conduct and submit a community assessment and lead discussions of their findings related to course content.

Prerequisites: BSN380 and BSN410

BSN 410: Research for the Nursing Professional (3 credits)

Students learn to identify, analyze, and apply evidence-based healthcare and nursing research to their professional practice in this practice. They outline the differences in approach and compare the strengths and weaknesses in quantitative and qualitative nursing research. Students review healthcare research problems, questions, hypotheses, literature reviews, theoretical frameworks, and ethical behavior in current healthcare research, methodology, and findings. Students critique research articles and reports, becoming discriminating professional consumers of research. They demonstrate how they will use this evidence-based research in their nursing practice, and how they will participate in interdisciplinary research while protecting the rights of research subjects.

Prerequisites: BSN340, MAT120, and WEL331

BSN 420: Leadership in Healthcare Systems for Nursing Professionals (3 credits)

Students develop and expand their leadership abilities as they relate to their professional practice. Students examine various leadership and management theories in nursing. They analyze and evaluate nursing responsibilities related to communication, politics, conflict management, cost containment, organizational structure, staffing, evaluations, and delegation, including continuous quality improvement in healthcare systems. Students participate in simulations and scenarios to develop effective decision making strategies and to enhance teamwork, interdisciplinary collaborations, and accountability.

Prerequisite: BSN380

BSN 440: Professional Nursing Capstone I (3 credits)

Students synthesize and apply their education as a baccalaureate prepared registered nurse in the first of two capstone courses. In Capstone I, with the assistance of the professor, the student develops and implements a plan for investigating an area of clinical or healthcare at an institution or organization at which they might like to work or advance. Students use this experience to synthesize and apply the nursing and university knowledge developed in the program. As they progress through both capstone courses, the student will submit weekly descriptions and evaluation of her experiences and participate in weekly discussions to assist in making sense of experiences and gaining insight from the Bay Path learning community on the challenges faced.

Prerequisites: BSN400, BSN410, BSN420, and WEL441

BSN 450: Professional Nursing Capstone II (3 credits)

Students complete their final and extensive experience in this course and reflect on their learning in the program and their future. As part of this final experience, students prepare and present a presentation and paper that clearly outlines the level to which their experience in the program and capstone has met the BSN program learning outcomes, their plan for their career and future,

and their recommendations for strengthening the program. Students complete the Exit Interview in this course.

Prerequisite: BSN440

BUS 113: Foundations of the Hospitality Industry (3 credits)

Explores the hospitality industry include the history, function and structure of the industry including industry components, current issues and competitive forces. Students will review the dynamics of the industry with an emphasis on career opportunities.

BUS 120: Business in Society (3 credits)

This course provides the 21st Century foundation for business students who will need newly shaped perspectives, solid research and communication skills, positive ethical spirit, and new technological resources to work and make decisions in a global economy. Through experimental learning, reflective observations, active conceptualization, hands-on research projects and multiple field trips, students learn the basics of business, the process of innovation and the role that business plays in society. Students are encouraged to develop their own innovative capacities, whether they want to start up a business of their own, augment the capabilities of a small business, step up to the myriad of non-profit challenges, or excel in corporate America.

Students learn how to think systematically as business professionals, innovators and/or entrepreneurs. By first exploring the economics of business, in this country and beyond, students begin to recognize that all businesses are subject to ongoing trends, discoveries and breakthroughs that must be accommodated. Some represent threats; others opportunities. None can be ignored. Learning that the form of a business should follow the functions it must provide, students discover the range of options available to them as they contemplate career paths that may be of interest to them. Finally, students are provided with insight into each of the areas of functional expertise found in all organizations; i.e., finance and accounting, marketing and sales, customer support, operations, logistics, et. al. This course was formerly known as Innovations in Business.

BUS 206: Introduction to Nonprofit and Voluntary Organizations (3 credits)

This introductory course will provide major and non-major students with an overview of nonprofit and voluntary organizations and their unique role in today's society. Topics include the difference between nonprofit, for-profit, and governmental organizations in terms of mission, impact, governance and leadership. Business practices such as human resource management, organizational development, and financial management will be explored in the nonprofit context. The relationship between the nonprofit and government sectors will be covered as well as the public policy and regulatory environment and its impact on the nonprofit sector.

BUS 215: Legal Environments of Business (3 credits)

This course provides a manager's perspective on the law for business students. Students learn the practical implications of law in their own lives and what they must be ready for as they encounter civil and criminal legal issues and business formation issues. Students are introduced to the court systems, parts of the government that impact business, and how they affect and impact the life of the individual and businesses. Students learn about contracts, different types of business, and areas of regulation surrounding the relationship between employers, employees, and the government.

BUS 226: Principles of Marketing (3 credits)

A survey of the marketing structure for the creation, research, and distribution of goods and services for all types of corporations is examined. Specifically, the fundamentals of the marketing mix -- product development, promotion activities, price objectives and placement of goods or

services -- will be explored. Students will also examine how communication, distribution, and exchange activities affect consumer behaviors.

BUS 234: Hospitality Facilities Operations Management (3 credits)

Overviews the operation of hospitality facilities including the operating costs for various types of facilities. Introduces the characteristics of building systems, building sustainability, equipment and management of the Engineering Department. This course will also focus on facility renovation needs and the management of renovation projects.

BUS 235: Dynamics of Management (3 credits)

This course is an introduction to the basic functions and theories of management in the context of a dynamic environment. The role of managers in making organizations effective and efficient is emphasized. Students will develop an understanding of how to assess and capitalize on the changing internal and external environments, as well as how to deal with the complexities of human behavior in the context of organizational management.

BUS 241: Introduction to Project Management (3 credits)

This course is intended to cover most of the fundamental aspects of modern project management (PM), both managerial and technical, as well as to give direct experience in implementing appropriate tools and techniques. By the end of this course, students should have a mastery of the basic theory and practice of PM, as described by the core knowledge modules (KMs) developed by Project Management Institute (PMI.) The course will draw extensively from the following three knowledge modules: Project Management Principles, Project Phases and Processes, and Project Planning and Integration.

BUS 245: Social Media for Business (3 credits)

Businesses today rely on a robust and vibrant social media presence to tell their story to a wide variety of audiences, for a wide variety of purposes. This course explores the ways that businesses can use an intentional social media strategy to meet their organizational goals. Social media tools, their benefits and limitations, and their usage will be explored.

Prerequisite: BUS 226

BUS 255: Human Resource Management (3 credits)

This course is a presentation and discussion of the specific functions of an organization's Human Resource Department, including the human relation, knowledge, and skills vital to a successful manager. The standards for a manager, the subordinate, and the organization are discussed, as well as the supportive relationship between the employees and the organization.

BUS 260: Integrated Marketing Communication (3 credits)

This course presents media-oriented analysis of advertising and sales promotion related to the marketing of goods and services. Budgeting, reach and frequency as well as the development of multimedia advertising campaigns highlight this theoretical, yet practical approach.

Prerequisite: BUS226

BUS 262: Talent Management (3 Credits)

This course examines the array of initiatives and tools to effectively manage talent with the goal of supporting organizational outcomes and fit. The student will be exposed to methodologies utilized in planning, recruiting, selecting, hiring, orienting, managing and retaining employees. Performance management in diverse industries is included as a focus of study.

Prerequisite: BUS255

BUS 265: Hospitality Law (3 credits)

An integrated overview of the legal aspects of hospitality management. Analyze the legal issues related to hospitality law including relevant federal and state statutes, administrative law, government regulations and case studies. Review the legal issues related to selling hospitality services including the buyer-seller relationship and potential liabilities.

BUS 285: Becoming an Entrepreneur & Networking (3 credits)

Students assess their own strengths and weaknesses as an entrepreneur using a predictive analytic inventory. They compare their ideal entrepreneur profile against dozens of profiles of women entrepreneurs. They interview and analyze the skills and decision making of these success women through podcasts, videos, articles, and case studies. Using both online and in-person techniques, they identify and interview women entrepreneurs and learn how they assess opportunity, structure companies, target markets, develop products and services, create action plans, fund ventures and manage the operational complexities of emerging companies. They ask questions, synthesize the results, and develop a plan for what they need to learn and what resources they need to become a successful entrepreneur of a growth-oriented business.

BUS 300: Organizational Development and Change (3 credits)

Organizational Development and Change provides students with the opportunity to learn critical theory and application in the field of Organizational Behavior and Change and how to use that knowledge to improve organizational development to adapt quickly and effectively to change. Students apply proven methods to help organizations achieve goals and build capabilities to meet future challenges.

Prerequisite: BUS235

BUS 303: Fundamentals of International Business (3 credits)

This course will provide the student with an understanding of the international business environment and how to address opportunities and challenges faced in a dynamic global business climate. The course will focus on such interrelated environmental forces as cultures, global economics, foreign exchange and political systems, which can vary on a country-by-country basis. Students will learn business, operations, supply chain and organization strategies that are unique to conducting global business.

Prerequisite: BUS235, BUS327, and ECO240

BUS 307: Compensation and Benefits (3 credits)

This course provides a strong overview of the process of job analysis and job design related to position descriptions, job evaluation and the development of wage/salary structures.

Connections will be established between individual, group and/or organizational outcomes.

Students will study traditional and progressive approaches to employee benefit packages, specifically in terms of meeting the needs of the changing workforce.

Prerequisite: BUS255

BUS 308: Communicating in Business (3 Credits)

This course builds a bridge from students' general education to the work they do in the field of business. With the aim of preparing students for both professional life and graduate work, this writing-intensive course introduces disciplinary strategies for preparing routine business correspondence, investigating provocative issues, and communicating to others about them. In this way, the course offers students time to learn and to practice more advanced skills in reading, writing, speaking, and listening; using appropriate software support in presentations; and mastering information literacy in the field of business. The course emphasizes fundamental principles of communication with time-on-task and real-world, discipline-specific models for communication tasks.

Prerequisites: ENG114, ENG124, and ENG134

BUS 310: Methods of Applied Statistics (3 credits)

This course will provide the theoretical basis and the problem solving experience needed to apply the techniques of descriptive and inferential statistics, to evaluate such daily inputs as organizational reports and to improve decision making over a wide range of areas. Topics include: descriptive measures, distribution shapes, concepts of probability of discrete and continuous random variables, hypothesis testing of one, two samples, chi-squared and f-test, regression, ANOVA, using Excel and SAS for solving and interpreting statistical problems.

Prerequisites: COM112 and MAT120

BUS 316: Program Development and Monitoring (3 credits)

When developing and accessing programs and services offered through nonprofit organizations the program coordinator/manager employs a number of tools including needs assessment, program planning and program evaluation. This course will introduce students to research in support of the development of programs and services to the community and will include market research, the development and implementation of program services, and methods to monitor and assess program outcomes.

Prerequisite: BUS206

BUS 322: Hotel Operations and Strategic Management (3 credits)

Addresses the key operations and logistical issues involving strategic and tactical implications of hospitality operations. Students will apply previous course-work to formulate strategic plans necessary to implement current and future plans for a full-service hospitality operation. Students will assume the role of a hospitality manager focusing on the necessary skills, tools and techniques required for successful strategic management of a hospitality operation.

Prerequisites: BUS234 and BUS255

BUS 327: Financial Management (3 credits)

In this course, students will learn the concepts, tools, and analytical techniques that are essential in conducting a financial analysis. The course is targeted to teach students financial analysis and its linkage to business performance. The course will cover one of financial ratios to identify potential risks and opportunities, analyzing financial performance of a company, conducting financial forecasts, time value of money, cost of capital and return on investments.

Prerequisites: ACC101, ECO240, and MAT120

BUS 328: Introduction to Business Analytics (3 credits)

This course will provide an overview of the key concepts, applications, processes, and techniques relevant to business analytics. This course shows how to interpret data involving uncertainty and variability, how to model and analyze the relationships within business data, and how to make correct inferences from the data (and recognize incorrect inferences). The course will include instruction in the use of software tools to analyze and present quantitative data. As the market demand for professionals with data management, analytical, and problem-solving skills increases, this course provides an analytical toolset to address modern, data-intensive business problems.

Prerequisite: BUS310

BUS 329: HR Policy, Employment Law & Records Management (3 credits)

This course uses a positive approach to understanding and integrating the legislative environment impacting human resources with the development and implementation of internal policy and procedure from an ethical business perspective. Topics include exposure to federal

legislation, labor relations, employment handbooks, documentation and Human Resource Information System.

Prerequisite: BUS255

BUS 330: Hospitality Sales and Marketing (3 credits)

An in-depth review of sales and marketing plans for hospitality operations through the analysis of market issues, trends and theories on consumer behavior. Studies market research techniques in order to demonstrate methods for acquisition and retention of targeted markets with an emphasis on managing guest relations and consumer demands.

Prerequisite: BUS226

BUS 334: Operations Management (3 credits)

The operational management skills you need to run a hospital are the same that you need to run a hotel, retail store, manufacturing facility or nonprofit organization. In this course you will learn skills that are transferable to various industries which will help you to improve productivity, increase responsiveness, provide more choice to the customer, and deliver higher quality standards. In short, you will learn how to analyze business processes and learn how to improve them.

BUS 335: System Analysis and Design (3 credits)

This course will teach students what factors will have an impact on the outcomes of complex systems, how to determine the current state of those factors, and how to analyze and offer solution sets that encompass all necessary variables. In an increasingly interconnected world, the impact of decisions in one aspect of the system can have profound and unintended consequences on another part of the system. The ability to understand and design systems to achieve business outcomes across an increasingly complex ecosystem will require a skill set in understanding quantitative as well as qualitative and behavioral change.

Prerequisite: BUS310

BUS 336: Fundraising and Financial Reporting (3 credits)

Nonprofit organizations secure revenue from a number of sources including government contracts, private grants, individual contributions, and earned income. This course will focus on securing revenue in support of programs and services with a focus on grants and grant monitoring and financial reporting to private and public funders.

Prerequisite: BUS316

BUS 337: Quality Management (3 credits)

The 21st Century belongs to those who can think and act based on sound business intelligence. Employers are seeking individuals that have the skills and techniques to problem solve and develop creative solutions based on data and sound analytical tools and techniques. The Quality Management course will provide you with a good understanding of basic quality tools such as: cause and effect diagrams, check lists, Pareto Charts, SWOT analysis, brainstorming techniques and the 5 Y's technique. In addition, students will learn about the leadership skills needed for effective implementation of change management projects.

BUS 339: Enterprise Resource Planning (3 credits)

Organizations consider ERP systems as vital operational tools because these integrated suite of software modules support and connect the basic internal business processes of a company. ERP systems gives a company an integrated real-time look at its core business processes such as production, order processing, and inventory management. Along with a common database information flows between all internal business functions, which allows the ability to track business resources such as raw materials, production capacity, and cash flow. This course allows

students to understand the value of ERP systems for real-time data analysis, day-to-day operational decision making and long-term strategic planning.

BUS 342: Branding (3 credits)

The students in this course will be introduced to the concept of branding and its impact on products, lifestyles and societies within the element of marketing. The students will examine the history of branding, discuss the development of strong and seemingly impervious brands, as well as develop an innovative brand position for an entrepreneurial venture. Students will learn to identify, evaluate, create, and present their own positions on branding as a consumer and as a marketer.

Prerequisite: BUS226

BUS 345: Influencing Decision Makers (3 credits)

Students practice and perfect techniques that influence key decision makers. They adapt their approach and message to different audiences that include potential partners, investors, funding sources, lenders, customers, potential employees, and the media. Students employ savvy approaches to influence and advocate for their ideas while considering what is in the best interest of those they seek to influence. They adopt an empathetic perspective in presenting and negotiating as they seek to introduce new business ideas to a wide range of present and future stakeholders. Students critique and synthesize what works and what does not as they view videos on some of the best presenters and negotiators in business, politics, and social change. Students develop powerful presentation and business development techniques that ensure clear, persuasive, and involving communication using online presentation and communication tools, as well as activities in their day-to-day lives. Students develop skills in one-to-one, small group, and large group environments to elevate their capacity to meet others and develop lasting, productive, and collaborative relationships.

BUS 360: Global Food Industry (3 credits)

This course builds on the foundational business and food science courses and covers the global nature of the food industry with all its inherent complexities due to the perishable nature of its goods, weather impacts, etc. This course explores the logistics of the international trade of food and the related relationships between countries.

Prerequisites: BUS215 and FSS100

BUS 361: Food Laws and Regulations (3 credits)

In this course, students will learn about current food laws and regulations with an emphasis on the U.S. and major differences to those abroad. Laws and regulations will focus on those at the federal level but include discussion of state and local concerns as well.

Prerequisites: BUS215 or BUS265, FSS 100

BUS 371: Best Practices for Human Resources Professionals (3 credits)

Analysis of current and projected global human resource trends and initiatives, as well as HR benchmarks and outcomes practices. Best practices from organizations that meet or exceed HR outcomes will be researched and analyzed for reflection and innovation.

Prerequisites: BUS255, BUS262, BUS307, and BUS329

BUS 385: Budgeting and Funding Ventures: Tools for Entrepreneurial Storytelling (3 credits)

Students take ideas and build financial models that tell stories of how these ventures will unfold over time into viable businesses. Students use financial planning, data analysis, and management as they build “believable” plans for growth and scaling. They use numbers to support their vision in customer development, marketing, and creation of products and services to convince those with resources to invest in their ventures. Students identify costs and cost categories, predict

revenues, and tie the venture's product or service plan and prospective customer segments to financial results. Students estimate cost of customer acquisition, marketing, and revenue streams. They will also find business models that reflect the nuances of their markets and products in for-profit and nonprofit organizations. Students present their financial plans in a format that inspires and convinces others to invest in their venture.

Prerequisites: Budgeting course/experience or entry level accounting course

BUS 400: Marketing Research (3 credits)

Utilizing 21st Century information tools and systems, students will data mine for current product and/or service developments and trends. Gathering secondary research information from case studies, industry associations, and books and periodicals, students will assess qualitative and quantitative information. Possible primary research opportunities through focus groups and/or statistical survey may be incorporated. Final recommendations and suggestions presented in a PowerPoint executive summary portfolio format will be made to entrepreneurs and/or representatives from corporations.

Prerequisite: BUS226 and MAT112

BUS 404: Digital Marketing Management (3 credits)

Students will learn the basics of delivering paid search, display and inbound campaigns. Students will learn how to define buyer personas, conduct industry research, set smart goals, analytically pick keywords, optimize website pages, create content, and build links around terms ideal buyers are searching for. Finally, students will be able to evaluate which marketing efforts bring the best conversations or leads.

Prerequisites: BUS245 and BUS260

BUS 420: Business Ethics (3 credits)

This course focuses on financial behavior in all types of organizations and provides students with tools to help them resolve ethical dilemmas they may face in their lives. By examining ethical issues and scenarios which will relate directly to their work environment, students will have a clearer sense of how their corporation's code of ethics along with their own values relate to operational decisions made on a daily basis. Topics include: awareness of ethical issues in organizations, ethical theories, ethical decision making frameworks, organizational cultures and governance, the role of government, whistle blowing, ethics and technology, global ethics, and working in a competitive market.

Prerequisites: BUS215 and Senior status

BUS 425: Entrepreneurial Simulation (3 credits)

In this fast paced and real world environment, students work in teams to launch a business in an online simulation. They make decisions based on the challenges and difficult decision points that emerge each day. They hire staff, forecast revenue and expenses, buy inventory, create operational procedures, market their services and products, outfit their operation, develop policies and procedures that define their brand, create and manage their finances, and much more. In this online simulation, student entrepreneurial teams make decisions when there is no clear answer and be prepared to pivot in all aspects of their business based on the impact of their actions.

BUS 426: Applied Digital Marketing Campaign (3 credits)

In the Capstone Project, students will develop a full digital marketing campaign for a real business. The students will learn the activities needed to attract a target group of visitors to the business website. Students will also map out and decide on premium content and promotional activities needed to convert website visitors to leads or buyers and delight customers after conversion. Finally, students will deliver final recommendations in a presentation.

Prerequisite: BUS404

BUS 440: Data Mining and “Big” Data Analytics (3 credits)

The course offers an insight into the main statistical methodologies for the visualization and the analysis of business and market data, providing the information requirements for specific tasks such as predictive modeling, market segmentation, and product positioning. Emphasis will be given to empirical applications using modern software tools. Data mining deals with inferring and validating patterns, structures and relationships in data, as a tool to support decisions in the business environment.

Prerequisites: BUS328 and BUS335

BUS 450: Capstone Project: Strategic Business Analytic and Decision Making (3 credits)

In this capstone course, students will work on real-world problems from case studies or personal examples. As organizations continue to face complex environments with global competition, more informed consumers, and ever increasing streams of data and intelligence, the ability to make the right strategic decisions based on facts and data becomes critical to success. Students will formulate the business case, develop analytic models, collect and analyze pertinent data, and define the systems that will most effectively achieve the necessary outcomes. The capstone will be a presentation of work along with recommendations.

Prerequisite: BUS440

BUS 485: Entrepreneurial Capstone - Preparing for New Ventures (3 credits)

In this culminating experience, students apply the various elements of entrepreneurship to the creation of their own coherent, well-developed business or organization model. Students use a complete toolkit for designing and preparing a venture of their own. They apply the basic customer discovery tools of Design Thinking and the Stanford University-based methodology known as “Lean Launchpad,” an approach specifically developed for emerging ventures. Students employ this highly structured and disciplined approach to take their ideas all the way to business launch by adopting those logical and creative activities. They go from early customer research to opportunity-based ideation to interrogating business assumptions to arriving at evidence-based financial planning and business development. This prepares students to actually launch their business.

Prerequisites: BUS285, BUS345, BUS385, and BUS425

BUS 490: Hospitality Capstone (3 credits)

This course is designed to bring together all of the related components of a hospitality operation including facility design, operational procedures, staffing, budgeting and general management of a 21st century operation. Students will discuss and analyze current and future issues and trends related to the hospitality industry. Explore opportunities for personal development in preparation for careers in the industry.

Prerequisites: BUS265, BUS322, BUS327, and BUS330

BUS 491: Strategic Management and Policy I (3 credits)

This course is all about connecting the dots, linking various functions of business and understanding the interdependency between marketing, sales, advertising, operations/supply chain and other business functions. The purpose of this course is to enable the student to integrate the lessons learned in previous business, accounting, finance, international business, and management courses through the use of case studies analyzed from the general manager’s point of view. Students will also learn the importance of score card and metrics that are essential for running a business.

Prerequisite: BUS327 and ECO240

BUS 498: Business Internship (3 credits)

Senior business students gain work experience in multi-varied business organizations, including insurance, manufacturing, banking, advertising, personnel, marketing, international trade, and hospitality management. Students obtain on-the-job training supervised by both professional managers and University faculty.

Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of Program Director

This course is graded Pass/Fail

BUS 499: Business Internship (6 credits)

Senior business students gain work experience in multi-varied business organizations, including insurance, manufacturing, banking, advertising, personnel, marketing, and international trade. Students obtain on-the-job training supervised by both professional managers and University faculty.

Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of Program Director

This course is graded Pass/Fail

CBY 101: Introduction to Cybersecurity (3 credits)

The purpose of this course is to explore the evolving crime phenomenon resulting from the technology revolution over the last 60 years. An examination of the unique human-computer relationship will be conducted to develop an understanding of how criminal activity has adopted the use of new technologies to further their criminal activity. Additionally, a review of social constructs relating to high tech criminal activity will be provided.

CBY 200: Introduction to Digital Forensics (3 credits)

This course is designed to introduce and explore the basic concepts of digital forensic investigations and analysis. Students will learn the basic terminology and tools utilized in a digital forensic investigation. Students will broaden their knowledge and understanding of what a digital forensic investigator does and the types of skills needed in this field.

CBY 202: Cyber Governance: Privacy, Ethics, and Digital Rights (3 credits)

Describes the legal and ethical issues associated with information security including access, use, and dissemination. It emphasizes legal infrastructure relating to information assurance, such as the Digital Millennium Copyright Act and Telecommunications Decency Act, and emerging technologies for management of digital rights. It examines the role of information security in various domains such as healthcare, scientific research, and personal communications such as email. It examines criminal activities such as computer fraud and abuse, desktop forgery, embezzlement, child pornography, computer trespass, and computer piracy.

CBY 220: Cyber Investigations I (3 credits)

This course prepares students with the knowledge and skills necessary to utilize forensic software tools to perform an analysis of a variety of digital devices. Students will also learn the role of a digital forensic examiner in both the private and public sector. Students will be introduced to fundamental principles of digital forensics investigations.

Prerequisite: CBY200

CBY 225: Intrusion, Incident Response, and Crisis Management (3 credits)

This course will provide students with the knowledge and skills required to collect and interpret evidence related to network intrusions such as: network traffic, network devices, servers and operating systems. Specifically, students will learn crisis management skills while collecting and analyzing network traffic and protocols.

Prerequisite: CSC210

CBY 230: Risk Management (3 credits)

This course is designed to provide students with ways to identify, manage, respond to and document risk-related events. Specifically, this course will address various stakeholders' perspectives when considering risk. Students will understand concepts and develop a risk management mindset. Finally, students will learn to develop communication and documentation strategies related to risk management.

CBY 301: Fundamentals of Information Assurance (3 credits)

This course builds a common cross-disciplinary understanding in the foundations of information assurance. Presents an overview of basic principles and security concepts related to information systems, including workstation security, system security, and communications security. It introduces information security via database technology, discusses legal infrastructure such as DMCA, Telecommunications Act, wire fraud, and other ethical issues. Covers security methods, controls, procedures, economics of cybercrime, criminal procedure, and forensics. It describes the use of cryptography as a tool, software development processes, and protection.

CBY 310: Cyber Investigations II (3 credits)

This course prepares students to conduct forensic investigations on Microsoft Windows systems. Students will learn where and how to locate Windows systems artifacts. They will also gain an understanding of the types of evidence associated with a variety of crimes. Students will learn advanced concepts such as data carving, live and static filtering, acquisition, and password recovery.

Prerequisite: CBY220

CBY 315: Secure Software Engineering (3 credits)

Students in this course will learn why Information Security is critical in our world today. Students will gain an understanding of the necessary steps we must take to protect our Personal Identifiable Information (PII) to protect company suppliers (supply-chain), customers, and overall company assets. Students will also learn why secure software requires implementing secure practices early in the Software Development LifeCycle (SDLC), by adhering to the concepts that enable further understanding of the challenges of insecure and vulnerable software.

Prerequisite: CSC101

CBY 320: Cyber Strategy (3 credits)

This advanced course teaches specific skill sets so students will be cyber aware and have a cyber risk mindset across various industries. It provides examples of the evolution of contemporary risk strategies by using case studies from both large and small organizations (e.g., supply chains). By the end of the course, students will be able to communicate various cyber strategies to various stakeholders.

CBY 330: Mobile Technology Analysis I (3 credits)

This course provides the knowledge and skills necessary for an entry level mobile device examiner to gain a basic understanding of how cellular devices store data, how cellular networks function, collecting evidence and preserving it, methods for radio frequency interruption, troubleshooting connections, verifying results, and the forensic process.

Prerequisite: CBY220

CBY 335: Data Privacy (3 credits)

This course identifies legislation, policies and frameworks in the US and the EU related to computer and digital privacy, building upon earlier CBY curriculum. Students will learn concepts of personally identifiable information (PII) across multiple platforms and industries.

From a risk management perspective, by the end of the course, students will understand how to protect PII and data privacy.

CBY 430: Mobile Technology Analysis II (3 credits)

This course prepares students to perform a forensic examination of mobile technologies by examining the process of collection or artifacts from handsets and SIM cards, extraction of physical data from various device types like iOS and Android, parsing data, searching, bookmarking, visualization, and incorporation of forensic software, export and reporting.

Prerequisite: CBY330

CBY 440: Cloud Computing (3 credits)

In this course students are introduced to cloud computing - its history, current practices and systems, and underlying technologies. Students will learn concepts of service delivery and deployment models, including Infrastructure as a Service (IaaS), Platform as a Service (PaaS) and Software as a Service (SaaS). This course will also cover new trends in cloud computing, deployment models, principles of cloud architecture, security, privacy and governance.

CBY 455: Cybersecurity Capstone (3 credits)

This capstone course is designed to provide an opportunity for the student to synthesize, reflect upon, and analyze the complex and robust field of cybersecurity. This course will highlight the major current issues in the field of cybersecurity.

Prerequisites: CBY 202, CBY 301, and CSC 210

CEI 579: Orientation to Practice in Early Intervention (0 credits)

This course provides a detailed introduction to the Early Intervention Practicum experience. Students will engage with faculty and online course materials to learn about Department of Public Health requirements, Early Intervention agency sites, and the process for application for the practicum. This prerequisite course must be completed during the semester prior to registering for CEI584 Practicum I.

CEI 580: Infant/Toddler Development (3 credits)

Major theories of development and their implications for intervention are discussed. Infant/toddler development, risk, and disability in the areas of cognition, communication, motor, social/emotional, and self-care areas are presented and variations in development as a result of multiple factors are discussed. Assessments in these areas are introduced, including an evaluation of development through children's play activities. Development and risk are evaluated in relation to culturally diverse beliefs and practices. The course is interdisciplinary; students from diverse programs participate, and faculty from diverse backgrounds provides learning support.

CEI 581: Family Systems (3 credits)

This course is designed to teach early intervention trainees the theories, principles and applications of family systems theories to family, team, and agency systems. Course format will include theory, case discussion, experiential activities, case studies and role play learning activities.

CEI 582: Assessment & Intervention (3 credits)

Content includes assessment models and multi-domain tests used in early intervention, informal and formal instruments used in different areas including cognition, language and communication, perceptual/motor, personal/social, and self-care domains. Intervention models, methods and strategies to be implemented in natural environments will be presented.

CEI 583: Planning/Evaluating Early Intervention Services (3 credits)

A systematic, family-centered, team approach to service delivery is emphasized. Cases are used as focal points for learning how to plan and evaluate individualized family services and group service plans. Teamwork and leadership in early intervention are covered with respect to service coordination. Practical approaches to assessing needs for group programs and evaluating the implementation and outcomes of programs are addressed, as are the impact of legal and financial issues on service coordination and approaches to service delivery.

CEI 584: Practicum I (3 credits)

Practicum provides students with supervised fieldwork experience in team-oriented interventions designed for infants/toddlers and their families from linguistic and cultural minority groups. Students will engage in 150 hours (300 hours total) of fieldwork training in a state approved Early Intervention Program where services are delivered. The practicum course is conceptualized as a training experience to connect and apply the theories addressed in the various EI didactic courses and the students' fieldwork. As a result of two semesters of practicum experience, students are expected to master early intervention and team participation core competencies to work effectively with families and infant/toddlers of diverse linguistic and cultural backgrounds. Students will master competencies related to working on teams and coordinating work with other professionals.

Prerequisite: CEI 579

CEI 585: Practicum II (3 credits)

Practicum provides students with supervised fieldwork experience in team-oriented interventions designed for infants/toddlers and their families from linguistic and cultural minority groups. Students will engage in 150 hours (300 hours total) of fieldwork training in a state approved Early Intervention Program where services are delivered. The practicum course is conceptualized as a training experience to connect and apply the theories addressed in the various EI didactic courses and the students' fieldwork. As a result of two semesters of practicum experience, students are expected to master early intervention and team participation core competencies to work effectively with families and infant/toddlers of diverse linguistic and cultural backgrounds. Students will master competencies related to working on teams and coordinating work with other professionals.

Prerequisite: CEI 584

CHL 101: Introduction to Community Health (3 credits)

This course teaches medical terminology, the specialized language that allows for communication among health care professionals; reviews health-care communication skills; and medical documentation. Students shall gain an understanding of medical terminology, various skills for communicating effectively among health-care providers, patients and family members in fostering inter-professional collaboration and advocacy; and how to effectively document medical information.

CHL 150: Personal Health (3 credits)

This course is an introductory course to the concepts, strategies and trends related to understanding personal and community health issues. Health issues will be considered from both individual and societal perspectives. Topics include fitness, nutrition, mental health, stress management, drug usage, heart disease, diabetes, and cancer. Theories/models for changing unhealthy behaviors will be explored. Emphasis is placed upon empowering the individual /or community members to make personal decisions in developing healthy behaviors that promote a healthy lifestyle, enhance overall well-being, and result in a better quality of life across the lifespan.

CHL 202: Population Health Issues (3 credits)

This course examines health care delivery systems, public health agencies, and community-based organizations that work together to improve health outcomes from a community to global perspective. Students will have a clear understanding of the major health issues facing the American population (obesity, heart disease, diabetes, cancer, substance abuse). Emphasis will be placed on populations at risk, evidence-based care, care coordination, and patient and community involvement. Students will examine Healthy People 2020 launched in December 2010 by The Department of Health and Human Services. Discussion of outreach strategies to engage community members in improving their health and well-being will be explored.

Prerequisite: CHL102

CHL 250: Nutrition & Fitness Across the Lifespan (3 credits)

This course examines the basic principles of healthy nutrition and regular fitness routines across the lifespan and the impact healthy nutrition and regular fitness has on health outcomes resulting in promotion of health and quality of life. Cultural, ethical and religious influences are explored with regard to food intake along with the role money plays in obtaining healthy foods. Creative strategies to good cost-effective nutrition and exercise will be explored. The student will design a cost-effective nutritious plan for one week along with a fitness plan.

CHM 150: General Chemistry 1 (3 credits)

The General Chemistry 1 course is focused on the basic principles of chemistry with an emphasis on inorganic chemistry. Topics include: atomic structure, concentrations and molarity, chemical reactions, and energy states. It is the first in a two-part series of courses.

Prerequisite: MAT112

CHM 150L: General Chemistry 1 Lab (1 credit)

The General Chemistry 1 Lab course will support learning of the basic principles of inorganic chemistry through hands-on and simulated (virtual) lab experiments. Lab activities include: atomic structure, concentrations and molarity, chemical reactions, etc. This course is taken concurrently with CHM150.

Corequisite: CHM150

CHM 152: General Chemistry 2 (3 credits)

The General Chemistry 2 course expands on the basic principles of chemistry introduced in the first course in this two-part series, General Chemistry 1. Topics include: intermolecular forces, phase transitions, reaction kinetics and equilibrium, etc.

Prerequisite: CHM150

CHM 152L: General Chemistry 2 Lab (1 credit)

The General Chemistry 2 Lab course will support learning the basic principles of chemistry through hands on and simulated (virtual) lab experiments. Lab activities will include: phase transitions, reaction kinetics and equilibrium, etc. This course is taken concurrently with CHM152.

Corequisite: CHM152

CHM 230: Principles of Organic Chemistry (3 credits)

This introductory course covers a range of fundamental organic chemistry topics. These include basic nomenclature, functional groups and their relationship to reactivity, stereochemistry, and reaction mechanisms and intermediates.

Prerequisite: CHM152

CHM 230L: Principles of Organic Chemistry Lab (1 credit)

In this laboratory course, students will experience the process of organic chemical synthesis, isolation of organic compounds, interpret and analyze experimental data, and learn organic chemistry problem solving skills.

Corequisite: CHM230

CIM 503: Targeted Communication (3 credits)

Writing, speaking, listening, reading, and presenting well are the keys to advancement in any profession. Thus, this course pushes students to hone these communications skills in business and professional contexts for both professional/technical and non-specific professional audiences. Students analyze their audiences, determine the appropriate medium – oral or written – they require, and compose, edit, proofread, and present communications in professional settings. By participating in peer reviews, students hone their skills in analyzing, critiquing, and revising communications. Class members also learn to collaborate on projects, working as part of a professional team. Throughout the course, students develop problem-solving strategies for communicating in both national and international contexts.

CIT 210: Intercultural Communication (3 credits)

This course focuses on communicating effectively in a culturally-diverse world. Students receive a solid grounding in Cultural Anthropology combined with Interpersonal Communication theory and practice to develop knowledge and skills essential for communicating effectively across cultural borders. Through lectures, small group discussions, research projects, videos, and guest speakers, students learn first to identify other people's cultural patterns and then to analyze strategies for adjusting their own communicative styles to resolve and to avoid intercultural conflicts. Students demonstrate proficiency in intercultural theory and practice through writing assignments, including a formal cross-cultural research paper, oral presentations, and a variety of class activities and assignments.

Prerequisites: ENG114 and ENG124

CIT 300: Communicating for Leadership (3 credits)

As the final course in the CIT core, Communicating for Leadership serves as a bridge to upper-level courses in students' fields of study. Furthermore, different sections are taught by instructors in these fields. This allows students to study the specialized communication styles and demands associated with effective leadership in their majors; that is, business majors study corporate communications, students in legal studies examine communication models and strategies for conflict resolution, liberal studies majors draw upon multimedia skills and technologies to enhance their communications, etc. Through readings, writing projects, discussions, and role-plays, students also study interpersonal communication skills, verbal and non-verbal communication, the dynamics and ethics of interviewing, and organizational and small group communication. While writing, reading, listening, and information literacy are integrated into the course, the course offers explicit instruction in public speaking and offers students opportunities to practice speaking to multiple and complex audiences in forums relevant to their fields of study.

Prerequisite: ENG114, ENG124, and ENG134

CMS 100: Introduction to Mass Communication and Pop Culture (3 credits)

This course introduces students to the information age and its significance in our personal and professional lives. Students explore mass communication from the perspectives of advertising, film, journalism, public relations, radio, and television. Other topics may include multimedia and interactive technology, the Internet and international communication.

CMS 110: Human Communication in a Digital World (3 credits)

This course provides students with a survey of the field of human communication. Students will explore the symbolic nature of both verbal and nonverbal communication in several contexts including dyadic, small group, intercultural and organizational settings. Within and across contexts, students will study fundamental communication processes such as message construction, listening, persuasion, deception, and relationship development.

CMS 130: Media Lab: Communication Technology (3 credits)

Mass Communication is changing more rapidly now than at any time in the past century. Journalists, public relations practitioners, corporate communicators and professionals in any discipline or industry are expected to know how to use a range of storytelling forms to reach their audiences. Today's professionals (at all levels) should be able to gather and edit simple text, graphics, photos, audio and video as well as use the latest social media, and analytics dashboards. This interactive course will examine those changes and provide valuable "how-to" practice in communication technology and content delivery. As students learn about communication technology in the Media Lab, they will become more familiar with the hardware, software, and devices used in the industry as well as in varied disciplines and workplaces. Communication technology is the fusion of computer science and electronic media -- offering skills and opportunity to present, share, distribute and manage information.

CMS 200: Principles of Public Relations & Advertising (3 credits)

This course will examine the principles of public relations and advertising. Areas of discussion include: organizational aspects, the environment (workplace and marketplace), fact finding, planning and programming, implementation, evaluation and audience analysis.

CMS 213: Writing for the Media (3 credits)

This course provides students with an overview of the writing process involved in the creation of content for both traditional and 'new' media. Students will learn the stylistic differences inherent in the construction of news stories, ad copy, marketing pieces, etc. Concurrently, they will analyze specific target audiences in order to achieve clearly formulated rhetorical objectives. Through lecture, discussion, and projects, students will gain an understanding of the varied contexts within traditional media, such as TV, radio, newspapers, and magazines, along with the changing trends found in newer forms of social media, such as e-zines, blogs, and podcasts. Writing used in internal (corporate/organizational communications) and external (public relations, marketing) communications will also be included.

CMS 220: New Media Technologies (3 credits)

This course focuses on the role and utilization of new media from both a practical and theoretical vantage point. Students will examine how media technologies shape crucial facets of contemporary society – from business to politics, economics, corporate/organizational environments, and communities. Throughout the course, we will move from basic concepts of new media to more in-depth explorations of how digital media technologies have evolved, and their continued impact on modes and strategies of communication. Students will gain practical, "hands on" experiences with digital media technology throughout the course, gain experience applying these technologies towards creating digital content, and understand the implications of these technologies on practices of communication.

Prerequisites: CMS130, ENG114, ENG124, and ENG134

CMS 303: Gender and Communication (3 credits)

A survey of the research investigating how the concept of gender is socially constructed and defined through communication practices, how individual gender identities are communicatively constructed, and how gender identities affect communication practices.

Prerequisite: ENG124

CMS 320: Citizen Journalism on the Web (3 credits)

This course is a survey of three dynamically intersecting new types of journalism: civic, citizen, and convergent. Students will explore why these types have arisen, how they may contrast with, be co-opted by, and affect big media journalism. In addition, students will be instructed in the basics of civic, citizen and convergent reporting, and practice such through production of an online news site.

CMS 450: Capstone - Corporate & Organizational Communications

Building on other Communication courses, this course provides students with the awareness and skills to be a corporate and organizational communication professional. It will explore the growing field of corporate/organizational communication by emphasizing the theory and function of communication within government, businesses, industrial firms, hospitals, schools and other organizations. Attention will be given to strategies for diagnosing and effecting change in an organization's internal and external communications strategies, and for maintaining positive reputations with an organization's stakeholders. Students will become versed in the major theories of organizational communication, and will examine the role of technology, corporate culture, leadership, teamwork, ethics, and diversity in communication. This course will serve as the capstone experience of the Communications degree.

Prerequisites: CIT300, CMS220, and LOS315

COM 111: Fundamentals of Computing Technology (3 credits)

In this course, students will be provided a baseline of knowledge of the fundamentals of computers and digital literacies to ensure they will be able to understand a constantly changing technology oriented landscape. In this course, students will be exposed to the fundamentals of computing technology, including computer hardware and software concepts; the Windows operating system and commands; drives, folders, and files; Google's suite of applications; use of the Internet and growing connectivity with everyday devices; and digital literacy knowledge and skills. By mastering the fundamentals of computing technology and demonstrating digital literacy, students will have the skills needed to thrive in the 21st century workforce.

COM 112: Fundamentals of Spreadsheets (3 credits)

This course is aimed at beginning to intermediate computer users. It teaches a range of computer skills on the basics of using spreadsheets for various workplace applications. Spreadsheet software remains one of the most ubiquitous software used in workplaces across the world. Learning to confidently operate this software means adding a highly valuable asset to your employability portfolio. Students will learn to navigate the spreadsheet user interface, perform basic calculations with formulas and functions, professionally format spreadsheets, and create visualizations of data through charts and graphs. Practical examples that demonstrate how useful spreadsheets are for presenting data, solving problems, and making decisions will be highlighted.

CRJ 105: Introduction to Terrorism and Counterterrorism (3 credits)

Students engage in a highly interactive and dynamic introduction to terrorism content where they analyze the complex social and criminal dimensions of home-grown and international terrorist activities by both U.S. citizens and international extremists.

CRJ 120: Introduction to Criminal Justice (3 credits)

This course will be an introduction to the criminal justice system in the United States. Crime, criminals, victims, explanations of criminal behavior, law and the criminal justice system, policing strategies, police and the law, courts and courtroom workgroups, proceedings before

trial, conviction by trial and guilty pleas, sentencing, community corrections, prisons and jails, prison life and juvenile justice will be covered.

CRJ 202: Victimology and Criminology (3 credits)

The scope of victimology, gauging the extent of criminal victimization, the costs of being a victim, remedying the plight of victims, restorative justice, victimization at work and school, and victim rights will be studied. Criminology and crime theory, different perspectives – classical, biological, psychological, and sociological – and measuring crime will be examined.

Prerequisite: CRJ120

CRJ 204: Principles of Policing (3 credits)

This course will introduce students to the principles of policing in the United States from its inception to the present. Police ethics, discretion, stress, culture, work, patrol operations, criminal and internal investigations, promotions, professional development and community policing will be examined.

Prerequisite: CRJ120

CRJ 208: Criminalistics for the Criminal Investigator (3 credits)

This course will explore the branch of forensic science that applies science to law and its milestone developments. It will also examine the key role recognition, analysis, and interpretation of physical evidence plays in the criminal investigations.

CRJ 210: The Path to Violent Extremism (3 credits)

Students will discover the path that leads to violent extremism and terrorism and the international strategies deployed to deal with the underlying causes of terrorism. This course provides a detailed exploration of the process of radicalization using sociology, psychology, and criminology disciplines by identifying the underlying causes of violent extremism, the process of radicalization, and the role played by charismatic leaders.

Prerequisite: CRJ 105

CRJ 222: Criminal Investigations and the Elements of Criminal Law (3 credits)

The fundamentals of effective and professional criminal investigations will be studied, through the lens of the elements of criminal law. Crime scene procedures, evidence collection and preservation, forensic science technology, interview and interrogation techniques, use of informants to obtain information and intelligence, surveillance methods, writing comprehensive reports, identifying and arresting suspects, legal searches and the Fourth Amendment, investigating violent crimes against persons as well as property will be covered.

Prerequisite: CRJ 120

CRJ 233: Research Methods for Criminal Justice (3 credits)

Students will develop an understanding of the basic principles of social research, grasp the importance of scientific research and comprehend research methodologies of others. Research ethics, questionnaire construction, data collection, inferential statistics, data processing and analysis, sampling, and techniques utilized to analyze criminal justice will be studied. Students will be required to produce a scholarly research paper.

Prerequisite: CRJ120 and MAT120

CRJ233 must be taken by the conclusion of sophomore year

CRJ 255: Women in Criminal Justice (3 credits)

The focus of this course is to provide an overview of women's involvement in the criminal justice system as criminals, victims, and professionals. Students will explore cultural forces, contemporary studies, and historical influence which shaped theories, policy, and treatment

today. This course will also explore the importance of gender equality within the field of criminal justice. Areas of the study include theoretical perspectives, drug addiction, prison environment, sexual assault, restorative justice, domestic violence, women in law enforcement, the legal profession, and corrections.

Prerequisite: CRJ120

CRJ 275: Criminal Procedure for the Criminal Justice Professional (3 credits)

Criminal Procedure will be examined with an emphasis on the varying, and sometimes conflicting, roles of professionals in law enforcement, including police, probation, parole, corrections, homeland security, and court administration. The course will cover police stop-and-frisks, probable cause, arrest, search and seizure, search warrants and affidavits, Miranda Rights, confessions and interrogations, line-ups and show-ups, investigations, informants, plain view doctrine, consent, exigent circumstances, right to counsel, due process, entrapment, and the exclusionary rule.

Prerequisite: CRJ120

CRJ 300: Corrections (3 credits)

The basic organization and objectives of the American correctional system will be examined. Local, state, federal and private sector correctional systems and practices will be studied. Special categories of correctional clients – male, female, juvenile, sex offenders, mentally and physically disabled or challenged, geriatric, and HIV – will be considered.

Prerequisites: CRJ120 and Junior status

CRJ 312: Criminal Evidence (3 credits)

Topics of study will include the burden of proof and burden of production for criminal trials, probation hearings, and parole violations; forms of criminal evidence; relevance; competency; direct and circumstantial evidence; exculpatory evidence; identification; authentication; expert testimony; admissions and confessions; the Hearsay Rule and its exceptions; character evidence; alibi evidence; and privileged communications. Criminal courtroom procedure, witness preparation, and both Grand Jury and courtroom testimony will be discussed. Multiple actual criminal case studies will be utilized throughout this course.

Prerequisites: CRJ120, CRJ222, CRJ275, and Junior status

CRJ 314: The Role of the Internet and the Media in Terrorism (3 credits)

This course will explore the increasing use of the internet by terrorists in all facets of their activities, including the threat of cyberterrorism and finance. It will also examine the important role the media plays in terrorism.

CRJ 315: Introduction to Emergency Management (3 credits)

The student will be introduced to the system developed to coordinate federal, state, and local governments and agencies to educate the public and respond effectively to natural disasters. Students will be able to describe the scope and the levels of preparedness necessary to prevent the loss of life caused by major disasters. Students will begin to apply the theories, principles, and approaches to emergency management in real world situations. Students describe and analyze the critical national priorities, goals, and requirements for protection including the four steps and comprehensive emergency management: mitigation, preparedness, response, and recovery.

CRJ 318: Tools of Criminal Investigations (3 credits)

Students learn the science of inquiry and the fundamental techniques, skills, and limitations of modern criminal investigation. They apply practical approaches and the newest theory to a variety of types of criminal investigations. Students develop an analytical and practical understanding of the investigative process. Students explore crime solving technology and

techniques from a law enforcement and criminal justice perspective. Students apply the fundamentals of the investigative process and learn a range of skills necessary for successful performance of investigations, including evidence gathering and analysis, witness assessments, field techniques, and linkage between investigative and prosecutorial agencies. Students learn the basics of obtaining physical evidence, conducting interviews and interrogations, gaining eyewitness identifications and testimony, leading specialized investigations, and the management of criminal investigations. Students will use actual cases and demonstrate the practical uses of the tools and techniques studies.

Prerequisite: CRJ222

CRJ 320: Probation and Parole (3 credits)

This course will explore the different roles and responsibilities of the probation and parole officer in the criminal justice system. Emphasis will be placed on understanding an integrated model of supervision, developing effective treatment plans, aftercare services, and sanctions for non-compliance. The interplay among the police, prosecutors, judges, prison personnel, probation and parole officers will be examined.

Prerequisite: CRJ 120 and Junior status

CRJ 325: Criminal Organizations (3 credits)

This course will explore and compare the structure and characteristics of various criminal organizations. Common characteristics of criminal organizations, causes of organized crime, the businesses, the paradigms, the role of law enforcement, crime statutes, prosecution strategies, defenses, and sentencing will be discussed. Different national and international groups – Asian, Russian, Latin American, Italian, Afrolineal, European, urban street gangs, prison gangs, and the evolving relationship between terrorism and organized crime – will be studied.

Prerequisites: CRJ120 and Junior status

CRJ 328: Hazard Mitigation (3 credits)

Students will learn methods for implementation of hazard mitigation measures to reduce the impact of disasters when possible. This course will address HAZMAT incidents, the unified command structure of HAZMAT responses and the facets to considerations addressed in managing local, state, and federal disasters. Students will engage in the basics of HAZMAT management, as well as the control guidelines required by various governmental entities. The course will review current trends and programs to help create sustainable communities while limiting the risk to citizens and their property.

Prerequisite: CRJ315

CRJ 332: Emergency Planning and Preparedness (3 credits)

The student will examine the fundamental planning concepts utilized by local, state, and federal agencies to respond to natural and manmade disasters. Students will construct an Incident Action Plan, which is the first planning document that identifies the roles and responsibilities of all responding agencies for a disaster situation. This course will address a variety of considerations that officials must address to facilitate an effective planning process.

Prerequisite: CRJ315

CRJ 333: Introduction to Victim and Offender Mediation (3 credits)

The purpose of this course is to give the student dual insight into offender treatment and victim advocacy through a holistic approach to restorative justice. During this course, students will examine a variety of social issues that contribute to the rise in adult offenders, treatment of the criminal population, and opportunities for victims in terms of acknowledgement, acceptance, and recovery.

CRJ 335: White Collar Crime (3 credits)

White collar crime in contemporary society will be explored. Explanations for white collar crimes, the principal focus of these crimes, prosecutorial and defense practices, and the response of the criminal justice system to these crimes will be studied. Emphasis will be placed on corporate fraud, environmental crimes, unsafe products, fiduciary fraud, and corruption of public officials, securities fraud, institutional corruption, mass media, and religion. A case study approach will be utilized throughout the course.

Prerequisites: CRJ120 and Junior status

CRJ 336: Protecting Borders and the Critical National Infrastructure (3 credits)

This course will examine the systems and procedures deployed to protect borders from illegal immigration, organized crime, terrorism, and import/export of illegal material/persons. It will also examine strategies to protect the CNI from terrorist attacks.

CRJ 342: The Juvenile Justice System (3 credits)

This course will consist of an overview of the juvenile justice system in the U.S. The history and origins of juvenile court, causes of delinquency, the legal rights of juveniles, juveniles and the police, juvenile court trials and dispositions, juveniles in adult court, probation and dispositional alternatives, juvenile corrections, custodial sanctions and parole, and restorative justice will be considered.

Prerequisite: CRJ120 and Junior status

CRJ 345: Interview and Interrogations (3 credits)

Information obtained from victims, witnesses, and suspects is critical to solving most crimes. This course will examine the difference between interviewing and interrogating, and techniques used to conduct a complete, efficient, and effective interview. It will explore varying interrogation methods, verbal and physical behavior, witness recall, false confessions, facilitation of memory, and methods for documenting statements.

Prerequisite: CRJ120

CRJ 348: Terrorism and Homeland Security (3 credits)

This course seeks to theoretically and analytically examine the concept of terrorism. Students will analyze terrorist philosophies, motivations, and organizations. The course will explore the general tactics and concepts of terrorism. Students will study the law enforcement response to terrorism, including the major implications of the "War on Terror," the USA Patriot Act, and the impact on American civil liberties.

Prerequisites: CRJ 20, Junior or Senior status

CRJ 352: Disaster Management and Response Operations (3 credits)

The student will be able to identify a variety of agencies involved in disaster management and analyze techniques used to coordinate response operations. Students examine activities necessary to coordinate a comprehensive, yet flexible, response to a major life and property-threatening emergency at the local level. Students identify a local disaster and investigate the response of professionals in multiple areas of emergency management such as fire, medical services, police, non-profit organizations, and political structures such as the mayor and town council. Students then identify the managerial responsibilities and multi-dimensional skills necessary to coordinate and control such a disaster situation.

Prerequisite: CRJ315

CRJ 355: International Criminal Justice Systems (3 credits)

This course will examine criminal justice systems around the world. Students will explore the background, historical development, and societal influences that have affected the development

of various criminal justice systems. The role of the Rule of Law and concepts of justice, punishment, and rehabilitation will be examined.

Prerequisites: CRJ 120 and Junior status

CRJ 356: Human Trafficking (3 credits)

The complex human rights and social justice issue of human trafficking has risen to unprecedented levels with increased globalization and the use of the internet. This course will examine issues related to commercial human exploitation and modern-day slavery from a national and international perspective. It will outline historical, legal, economic, and political contexts, as well as the factors affecting the supply and demand sides of human trafficking transactions. Students will analyze issues related to human trafficking for prostitution, forced labor, sale of children for adoption, transnational marriage, and other modern-day manifestations of slave-like practices. Students will gain an understanding of the physical, emotional, psychological, and spiritual trauma experienced by victims of human trafficking. The course will place special emphasis on trafficked women and children, and students will be given opportunities to develop potential strategies and solutions to combat human trafficking through the study of real life examples. Class discussions will include the various Title 18 crimes associated with human trafficking and child exploitation, accompanied by relevant case law. Students will gain an overview of international, U.N., and U.S. law prohibiting the trafficking in human beings.

Prerequisite: CRJ222

CRJ 360: Protecting Our Borders (3 credits)

The United States is facing critical challenges and tasks in protecting its land, maritime, and air space borders to ensure homeland security. This course provides an overview of the actions taken by United States Customs and Border Protection (CBP) to ensure security across borders, while facilitating the lawful movement of goods and persons. Students will explore a broad range of strategies and defenses that the CBP employs in its protective and anti-terror mission, and they will examine how border security issues impact the economy, national security, and public safety. Course topics will include protective activities like passenger processing, cargo inspection, non-intrusive technology inspections, and security initiatives along the U.S.-Mexico border. Students will also become familiar with Title 8 immigration law, Title 19 customs law, and several other laws, rules, and regulations enforced by the CBP nationwide.

Prerequisite: CRJ348

CRJ 380: Computer Crime (3 credits)

This course will provide an overview of computer crime and its increasing prevalence in our society. The course will introduce students to the role digital devices play in computer crime investigations. Students will examine not only the device itself and why it is used to commit crime, but more importantly, the critical evidence left behind on the device that may be useful to solve and prosecute the crime. Students will learn basic concepts involved in the digital crime scene, including the laws that guide investigations of this type. They will work with software tools designed to preview digital evidence and full digital evidence forensic processing tools. The course will cover internet technologies and how law enforcement deals with Internet Service Providers.

Prerequisite: Junior status

CRJ 402: Ethics and the Criminal Justice Professional (3 credits)

Ethical dilemmas frequently encountered by professionals – police, prosecutors, defense attorneys, probation officers, parole officers, court officers, judges and correctional officers – within the criminal justice system will be thoughtfully explored within a discussion-based classroom setting.

Prerequisite: CRJ120 and Senior status

CRJ 405: Domestic Terrorism (3 credits)

This course will provide students with an overview of the historical and contemporary context of domestic terrorism using a criminal justice framework. It will examine the threat of terrorism and survey the ideologies, motivations, tactics and use of media of various domestic terrorist organizations and individuals. Students will explore the psychological processes that create a terrorist and the psychological impact of terrorist activities on our society. Through the analysis of cultural, economic, and religious influences on terrorist groups, students will explore existing and potential terrorist threats. Students will use creative problem-solving strategies to refine their knowledge of terrorism prevention, detection, response and investigation. Course discussions will include the development of the Department of Homeland Security, the Patriot Act, the current U.S. Counterterrorism Policy, and the role of the criminal justice system in balancing national security and civil liberties. The course includes topics such as state, political, and revolutionary terrorism; religious and apocalyptic violence; weapons of mass destruction; as well as practical strategies and approaches to counterterrorism.

Prerequisite: CRJ348

CRJ 406: Violence against Women and Children (3 credits)

This course is an intensive seminar that studies cross-cultural issues of violence against women and children around the world. Students will be required to read books, to participate fully in all in-class discussions, to write a number of short papers, and to give a scholarly presentation to the class.

Prerequisite: Permission of Academic Program Director

CRJ 407: Offender Intervention/Victim Services (3 credits)

This course will explore expanded theories of victimology and criminology, offering a more holistic and probative approach to the residual effects of crime upon both offenders and victims alike. Topics to be covered include: the effects of the cycle of violence on future generations, the various effects of crime against victims through a case study approach methodology, and a historical overview of intervention strategies for both the offender and the victim. Students will develop a more victim-centered approach through the development of training scenarios used by contemporary victim advocates and rehabilitation experts to effectively employ methodologies for creating empathy of victims.

Prerequisites: CRJ333 and HSR402 or PSY341, PSY240, SOC210, and SOC305

CRJ 408: Counterterrorism Intelligence (3 credits)

This course will examine the activity by state agencies (law enforcement, security, and intelligence) to reduce the capability of terrorists and disrupt their activities.

CRJ 415: Risk Analysis and Hazard Mitigation (3 credits)

The student will be able to discuss current trends and programs that are in place to help create sustainable communities while limiting the impact of disasters to citizens and their property. Students will be able to distinguish between a risk and a hazard, and will identify various methods of performing risk analysis and hazard mitigation. The student will examine innovative methods for preparing communities and organizations to assess the risk of hazards and will demonstrate how to develop such innovative plans and test them within their communities.

Prerequisite: CRJ315

CRJ 442: National Counterterrorism Strategies (3 credits)

The final course in the program will bring together the learning to date and examine in detail international counterterrorism strategies. The student's final assignment will be to write her own strategy.

CRJ 445: Developing Threats in Homeland Security (3 credits)

Students participate in simulations and research to identify and investigate new and growing threats such as biological and environmental terrorism, terrorist recruitment methods and disaffection initiatives, genomic terrorism, and new and developing threats to critical and vulnerable infrastructure and human resources inside and outside the United States. Students then create a well-supported proposal for developing and deploying effective countermeasures using local, state, national, and international counterterrorism forces. Special attention is paid to the strategic use of well-prepared criminal justice women and the critical nature of their contribution to the effective plan.

Prerequisite: Senior status or permission of Academic Program Director

CRJ 450: Capstone - Incident Command System (3 credits)

The student will be able to categorize response roles and responsibilities based on the Incident Command System and generate an Incident Action Plan. Students will examine how organizations would respond and how multiagency coordination would need to take place at the local, state, and federal level. Assuming the role of a lead member of a federal agency, students will construct an Incident Action Plan for a historic disaster and present it to a professional team in the field for review.

Prerequisites: CRJ332, CRJ352, and CRJ415

CRJ 498: Criminal Justice Internship (3 credits)

Students receive supervised training from practicing professionals, typically during their Senior year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that apply to their individual career and educational objectives. Sites may include: federal and state law enforcement agencies; the District Attorney's Office, Attorney General's Office, or U.S. Attorney's Office; state and federal Public Defender's Offices; state and federal courts; municipal and state police departments; victim/witness assistance units; correctional facilities; state and federal probation and parole offices; and corporate security departments.

Prerequisites: Junior or Senior status, and permission of Academic Program Director

This course is graded pass/fail

CRJ 499: Criminal Justice Internship (3-6 credits)

Students receive supervised training from practicing professionals, typically during their Senior year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that apply to their individual career and educational objectives. Sites may include: federal and state law enforcement agencies; the District Attorney's Office, Attorney General's Office, or U.S. Attorney's Office; state and federal Public Defender's Offices; state and federal courts; municipal and state police departments; victim/witness assistance units; correctional facilities; state and federal probation and parole offices; and corporate security departments.

Prerequisites: Junior or Senior status and permission of Academic Program Director

This course is graded pass/fail

CSC 101: Applied Computing (3 credits)

This course emphasizes technical computing concepts and the development of skills in a technology driven world. It further provides students with skills to perform basic operations

involved in system administration, with an understanding of the roles of an operating system, its basic functions, and the services provided by the operating system. An introduction to coding languages is provided. Finally, the course provides students with the ability to create simple scripts/programs to automate and perform simple operations.

CSC 210: Computer Networks/Network Security (3 credits)

The purpose of this course is an in-depth exploration of data security controls and techniques. This course will examine theoretical concepts of network security implementation. This course will examine network security tools and techniques and include hands-on practical applications. Networking has enabled the emergence of mobile and cloud computing, creating one of the most important technological paradigm shifts in computing of the past decade. Coming advancements in wireless networking are expected to transform the technological landscape over the next decade by enabling an endless possibility of new applications, including the Internet of Things and wireless virtual reality, through the emergence of wireless networks with gigabit speeds. In order to play a role in this era of new network-powered advancements, students must have a thorough understanding of emerging networking topics, especially in the wireless domain.

CSC 297: Programming Languages (3 credits)

This course introduces a systematic approach to programming. Specifically, this course teaches students to use Python to solve real world problems. By the end of the course, students will be able to construct a program from a series of instructions in Python.

CSC 405: Internet of Things and Artificial Intelligence Analysis (3 credits)

Students will learn throughout this course the overall market around the Internet of Things (IoT), the expansive quantity globally, the technology used to build these kinds of devices, how they communicate, how they store data, and the kinds of distributed systems needed to support them. Students will further understand and appreciate the role big data, cloud computing and data analytics in a typical IoT system. This course will also explore the basics of modern Artificial Intelligence (AI) and some of the representative applications of AI, as well as exposing students to the basic ideas, challenges, techniques, and problems in AI.

ECO 240: Economics (3 credits)

The goal for this course is to make you better consumers of information, goods and services. It's to provide you with the tools you will need to navigate any social or economic climate. The textbooks for this course might seem a little unconventional for a historically quantitative course, but that's because our texts illustrate how economics really affects everyday life. We will examine the elementary principles of economics involving individual and social choice, economic analysis, supply, demand, the market and the price mechanism. Major concentration will vary from macroeconomic to microeconomic principles relative to money, the banking system, housing, inflation, unemployment, education, healthcare, GDP and global trade. Case studies and exercises will be used.

EDU 110: Introduction to Early Childhood Education (3 credits)

This course presents an introduction to the field of early childhood education through an examination of the history and philosophy of early childhood programs and educational theorists with regard to cognitive, social, emotional, language, and physical development. Students will be introduced to the characteristics and instructional implications of moderately and severely disabling conditions.

Emphasis will be placed on understanding the development of early childhood programs and environments in relation to the changing needs of modern digitally-dependent and ever-

changing society. Required observations at local preschools, child care facilities and public elementary schools will augment classroom activities.

EDU 130: Education, Schools, and Culture (3 credits)

This course provides students with background and context for thinking critically about the challenges facing elementary school educators and the cognitive, social-emotional, and linguistic needs of learners in the classroom. Students will develop an understanding of the characteristics and instructional implications of moderately and severely disabling conditions. With exposure to the major socio-cultural factors that continue to shape education within a complex, students will reflect on their role as future professionals in an ever-changing digitally-dependent society. Observation/fieldwork is required.

EDU 210: Creativity and the Arts in Early Childhood Classrooms (3 credits)

This course presents the theories, research, and issues that encourage the creative process in young children. Addressed are areas of the creative arts such as the relationship between play and creativity, the arts, music, movement, drama and the integration of the arts across the curriculum.

EDU 211: Methods and Approaches in Teaching Children I (3 credits)

This early childhood course studies the theoretical and practical aspects of teaching and caring for young children with respect to their cultural and linguistic backgrounds. Topics include: philosophical constructs, program development, curriculum design and delivery, planning and organization, and instructional and classroom management techniques that meet the cognitive, social, and emotional needs of all learners. Students will be introduced to the Massachusetts Curriculum Frameworks. Students will participate in early childhood setting observations.

Prerequisite: EDU 110

EDU 212 Methods and Approaches in Teaching Children II (3 credits)

This course continues the study of the theoretical and practical aspects of teaching and caring for young children with respect to their cultural and linguistic backgrounds. Topics include: creative arts, mathematics, science and technology, history, early literacy and literature for young children. The Massachusetts Curriculum Frameworks are used to plan and design instruction that meets the cognitive, social, and emotional needs of all learners. Students will participate in a 20-hour field experience at the preschool or kindergarten level.

Prerequisite: EDU 211

EDU 220: Multicultural Education in Early Childhood Classrooms (3 credits)

This course presents a comprehensive approach to understanding diversity and the role it plays in the lives of young children and their families. Issues and information about diversity and multiculturalism are presented to that teacher candidates can create more culturally appropriate curricula and classroom environments that meet the cognitive, social, and emotional needs of all learners.

EDU 250: Introduction to Special Education (3 credits)

This course deals with the implications of disabling conditions on optimal learning potential and daily well-being of children. Emphasis is on identification of disabling conditions and techniques used to promote successful integration of children with and without special needs in education settings. Topics covered include familiarity with individualized education plans, intervention and instructional strategies for diverse learners, including cognitive, social and emotional strategies, and collaborative partnerships with families and community resources. Observations are required.

EDU 300: Reading and Early Literacy (3 credits)

Students examine current research-based theories and instructional practices for developing proficient readers (phonics and word recognition, vocabulary, fluency, comprehension, and the reading-writing connection) in grades PK-2. Topics include theories, research, and instructional practices for supporting readers with diverse cultural and linguistic backgrounds, strengths, and challenges. Assessment, corresponding interventions, and differentiating literacy instruction to meet the needs of emerging readers will also be addressed.

Observation/fieldwork is required.

Prerequisite: PSY 205 or one course in education, Junior status.

EDU 310: Guiding Behavior in Early Childhood Classrooms (3 credits)

This course explores positive guidance techniques in early childhood classrooms. Looking at positive guidance from a maturationist, behaviorist and constructivist perspective, students will explore techniques to prevent behavior problems and develop strategies to incorporate positive interventions with young children.

Prerequisites: PSY101

EDU 323: Reading and Language Arts for Elementary School (3 credits)

Students examine current research-based theories and instructional practices for developing proficient readers (phonics and word recognition, vocabulary, fluency, comprehension, and the reading-writing connection) in grades 3-6th. Topics include theories, research, and instructional practices for supporting readers with diverse cultural and linguistic backgrounds, strengths, and challenges. Assessment, corresponding interventions, and differentiating literacy instruction to meet the needs of developing readers will also be addressed. Observation/fieldwork is required.

Prerequisite: PSY 205 or one course in education, Junior status.

EDU 330: Fundamentals of Instruction and Classroom Management (3 credits)

This course explores curriculum design and classroom management strategies for teachers using cognitive, social, and emotional guidelines presented in the Massachusetts Curriculum Frameworks. Topics include instructional design and delivery methods, technology as a curriculum resource, formal and informal assessment techniques and their connection to instructional planning, effective communication with children and adults, and strategies for engaged and effective learning. Observations/fieldwork are required.

Prerequisites: Completion of all 100 and 200 level courses in education, Junior status. This course must be taken at Bay Path University.

EDU 348: Reading and Language for English Language Learners (3 credits)

This course focuses on current theories and their applications related to the teaching of English Language Learners (ELLs). This course is designed to promote continuous improvement in educator practice, and to build confidence and familiarity with research – proven practices for working with ELLs. This course is framed around two module areas: A) ELLs: Their World and Second Language Acquisition Process in the SEI Classroom and B) Academic Language and Literacy Development in the SEI Classroom. Students are only endorsed for SEI if they complete an initial licensure program at Bay Path University.

Please note this is a 12-week long course

EDU 350: Curriculum Development (3 credits)

Students plan, implement, and assess curriculum and instruction in mathematics, science and social studies, based on developmentally appropriate best practices and the Common Core Curriculum Frameworks. Emphasis is on methods in mathematics and problem solving, science and the process of inquiry, and social studies with a focus on American civic culture. The

integration of technology in each curriculum area and the alignment of authentic products with assessment criteria are explored. Students are required to complete a fieldwork experience in mathematics.

Prerequisite: EDU330 and Junior status

This course must be taken at Bay Path University

EDU 411: MTEL Communication & Literacy - Reading & Writing (1 credit)

This course focuses on the knowledge and skills needed in the preparation for the Communication & Literacy exam required by the Department of Elementary & Secondary Education for Teacher licensure. Students will become familiar with reading and writing mechanics, grammar, and comprehension skills needed to succeed in the passing of the MTEL exams, particularly the Communication & Literacy exam.

EDU 412: MTEL General Curriculum - Math (1 credit)

This course focuses on the knowledge and skills needed in the preparation for the General Curriculum exam required by the Department of Elementary & Secondary Education for Teacher licensure. Students will become familiar with number and operations, analyzation, geometry, and statistics skills needed to succeed in the passing of the MTEL exams, particularly the General Curriculum Mathematics subtest.

EDU 441P: Early Childhood Pre-Practicum (1 credit)

Supervised pre-practicum with seminar in grades 1 or 2

Pre-Practicum begins the student's Senior year experience and gives the student a consistent, supervised experience in a public school setting. Students integrate and apply what has been learned in earlier education courses, including planning, preparing and teaching through use of the *Massachusetts Curriculum Frameworks*. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Pre-Practicum hours are typically earned in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period. Included is a weekly seminar session with a program supervisor from the University.

This course must be taken at Bay Path University

EDU 441Q: Elementary Education Pre-Practicum (1 credit)

Supervised pre-practicum in grades 1-6

Pre-Practicum begins the student's Senior year experience and gives the student a consistent, supervised experience in a public school setting. Students integrate and apply what has been learned in earlier education courses, including planning, preparing and teaching through use of the *Massachusetts Curriculum Frameworks*. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Pre-Practicum hours are typically earned in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period.

Prerequisites: EDU350, CGPA of 3.0 or better, Senior status, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the MTEL, and the approval of the Academic Program Director

Corequisite: EDU490

This course must be taken at Bay Path University

EDU 460: Child Care Administration (3 credits)

This course focuses on the knowledge needed for the preparation of quality directors in early childhood education. Students will become familiar with Massachusetts standards and regulations as stipulated by the Department of Early Education and Care. The following topics in early childhood administration will be explored: licensure and fiscal management, ethical considerations, physical facility requirements, quality curriculum, supervision and staffing requirements, nutrition, health and safety requirements, and program evaluation.

Prerequisite: PSY205

EDU 461: Supervision in Early Childhood Education (3 credits)

This course is designed to familiarize students with the basics of organizational leadership and the supervisory processes necessary for a successful director of an early childhood center. This course will cover the characteristics of an effective leader, staff supervision, and the director as a professional, change agent, and an advocate. The Massachusetts Department of Early Education and Care regulations as they relate to staff supervision and leadership will be addressed.

Prerequisite: PSY205

EDU 497 Early Childhood Practicum (12 credits)

Early Childhood Practicum Students will complete a full-time, supervised practicum with seminar in a public school, grades K and 1-2, and will assume direct instructional and professional responsibilities as teachers. Students enrolled in EDU 497 must complete two public school placements, one in a kindergarten setting (minimum of 100 hours over a 4-week period) and the second in a grade 1 or 2 setting (minimum of 200 hours over an 8-week period). At least one of these settings must include children with special needs. A minimum of 300 hours are required over 12 weeks. A weekly seminar session, facilitated by a University program supervisor, will be incorporated into the practicum experience. Practicum (student teaching) allows the student to refine pedagogical, methodological, and management skills necessary for exemplary teaching, using the Massachusetts Curriculum Frameworks. Practicum students are supervised jointly by the school supervising practitioner (cooperating teacher) and program supervisor. Students will have a minimum of six observations and participate in conferences at regular intervals during the semester. Students must demonstrate competence on the Candidate Assessment of Performance, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education.

Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Prerequisites: EDU441P, Senior status, CGPA of 3.0 or better, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.

Corequisite: EDU491

This course must be taken at Bay Path University

EDU 498: Seminar (2 credits)

Facilitated by a college program supervisor, students discuss curriculum, pedagogy, and critical issues in support of their success as future teachers. Additional Seminar topics include the Preservice Performance Assessment, creation of a professional teaching portfolio, and licensure.

EDU 499: Elementary Education Practicum (12 credits)

Elementary Education Practicum Students will complete a full-time, supervised practicum with seminar in a public school, grades 1-6, and will assume direct instructional and professional

responsibilities as teachers. Practicum hours are earned over a 12-week period. A minimum of 300 hours are required. Requirements for Practicum are the same for students enrolled in the traditional or TAWC program. A weekly seminar session, facilitated by a University program supervisor, will be incorporated into the practicum experience. Practicum (student teaching) allows the student to refine pedagogical, methodological, and management skills necessary for exemplary teaching, using the Massachusetts Curriculum Frameworks. Practicum students are supervised jointly by the school supervising practitioner (cooperating teacher) and program supervisor. Students will have a minimum of six observations and participate in conferences at regular intervals during the semester. Students must demonstrate competence on the Candidate Assessment of Performance, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education. Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Prerequisites: EDU441Q, Senior status, CGPA of 3.0 or better, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.

Corequisite: EDU491

This course must be taken at Bay Path University.

ENG 114: Critical Reading and Response (3 credits)

This course introduces the integration of communication skills essential for effective reading, writing, speaking, and listening at the college level. In this writing intensive course, students develop composition skills to produce collegiate-level papers modeling rhetorical modes and thematic content. In addition, they sharpen strategies for reading complex texts; research skills for locating and evaluating information and incorporating it into written work; presentation skills for verbal summaries of readings and response writings, and peer review of papers; and basic technological skills for word processing, e-mail, and introductory-level research.

ENG 124: Research and Writing in the Disciplines (3 credits)

In this course, readings from a variety of disciplines will provide students with strategies to communicate in the sciences; business and technology; liberal studies, and the social sciences. Research and documentation skills appropriate to the disciplines are stressed. In addition to leading students through the research process from start to finish, this course will examine the many ramifications of academic honesty.

Prerequisite: ENG114

ENG 134: Literary Genres (3 credits)

Selected readings in fiction, poetry, and drama introduce the student to literary types and techniques. These readings provide a basis for collegiate-level discussion, analysis, and the development of critical judgment. Building on the communications and research skills from earlier courses in the sequence, this course emphasizes continued practice in writing. Students complete a documented research paper using primary and secondary sources as one of the course writing assignments. Discussions and oral presentations based on assigned literature support the overall goal of the sequence: to enhance the advancement of the students, first academically and then professionally.

Prerequisite: ENG114

ENG 210: Children's Literature (3 credits)

This course provides the opportunity to study literary concepts and purposes in writings designed primarily for, but not confined to, young minds. The heritage of children's literature is considered in relation to selected representative works, both traditional and recent. Also

considered are the uses, presentation, and critical evaluation of children's literature from a multi-cultural, nonsexist and international perspective. This course addresses English standards for teachers in early childhood and elementary education: children's and young adult literature, and genres, literary elements, and literary techniques.

Prerequisite: ENG134

ENG 221: American Literature (3 credits)

This course is designed to acquaint students with major American writers and literary movements. The course helps students deepen their understanding of American literary works by relating them to their historical backgrounds. The course offers students practice identifying, analyzing, and applying knowledge of literary elements, structures, and themes in American myths, fiction, literary nonfiction, and poetry.

Prerequisite: ENG134

ENG 311: World Literature (3 credits)

This course introduces students to masterpieces of world literature in translation, with particular attention to the cultural traditions reflected in the literature. The course uses specific works of literature to show the evolution of the human experience from ancient times to the present day. Overall, the course aims to teach students more about what it has meant, and continues to mean, to be a human being in cultures around the world.

Prerequisite: ENG134

EXT 097: Introduction to Online Learning (0 credits)

This experience offers you, entering adult women, the knowledge, skills and abilities to succeed at The American Women's College. Our goal is to support your success with this early introduction to the use of technology tools and support services you may need during your learning experience at Bay Path. This brief course was created with you in mind. It takes only from 2 to 4 hours to complete, and our staff support you during the process. We will introduce you to the technology used in classes so that you are ready for courses on 'day one'. We will introduce you to our Learning Management System, CANVAS, so that you can locate your course syllabus and learn what a great resource a syllabus is for you. As part of this experience, you will practice submitting 'assignments,' participate in 'discussions,' and complete short 'quizzes'. Each part of your course is divided into modules or sections. Each module is introduced and explained in writing and with a narrated video clip. You will be asked to engage in activities that are similar to those you might find in your classes. Our students have told us that this experience is incredible useful in preparing them for their courses.

FSS 100: Introduction to Food Science (3 credits)

Students examine the discipline and profession of food science in the United States in this introduction to the field. They explore concepts such as food production, food composition, food quality and deterioration, food preservation, food defense, and product development.

FSS 120: Foodborne Microorganisms with Laboratory (4 credits)

Students learn basic principles of microbiology applied to food manufacture. Laboratory exercises emphasize safety, quality control, and experimental approaches to food microbiology. Laboratory experiences required throughout the course.

Prerequisite: FSS100 or Permission of director

FSS 150: Foodborne Diseases with Laboratory (4 credits)

Students are introduced to the principal microbiological agents responsible for foodborne diseases. Students conduct laboratory experiments to recognize and classify these microbiological agents. Laboratory experiences required throughout the course.

Prerequisite: FSS120 or Permission of director

FSS 220: Food Chemistry I with Laboratory (4 credits)

Students examine the biochemical, physical, and sensory properties of food components including proteins, lipids, carbohydrates, and pigments. Students conduct laboratory exercises that classify the chemical, physical, and biological changes in food during processing and storage. Laboratory experiences required through the course.

Prerequisite: FSS150 or Permission of director

FSS 250: Food Chemistry II with Laboratory (4 credits)

Students explore the impact of other food components such as minerals, vitamins, nutraceuticals, colors, flavors, direct food additives (e.g. preservatives, texture modifiers and stabilizers, colors, flavors), incidental food additives (e.g. processing aids, chemical toxins), intentional adulterants, and allergens. In this course, students design scientific experiments that enhance food quality and safety. Laboratories required.

Prerequisite: FSS220 or Permission of director

FSS 300: Food Processing with Laboratory (4 credits)

Students explore the characteristics of food and are introduced to how it is preserved and processed. Student conduct experiments to reduce or accelerate spoilage and deterioration. Laboratory experiences required throughout the course.

Prerequisite: FSS250 or Permission of director

FSS 320: Food Defense (3 credits)

Students evaluate intentional and unintentional threats to the food system and review current approaches to reducing risk. Students assess the weaknesses and strengths of process flow diagrams in their laboratory experiences.

Prerequisite: FSS300 or Permission of director

FSS 350: Food Science Seminar (3 credits)

Students explore current topics in health and food safety and develop a personal and professional philosophy to guide their careers.

Prerequisite: FSS320 or Permission of director

GEO 102: Introduction to Geography (3 credits)

This course introduces students to basic geographic concepts, familiarizing them with broad, world-scale patterns. The course provides an understanding of geography as a comprehensive discipline that draws knowledge from various other subject areas that focus on patterns of physical distribution (i.e. mountains, forests, deserts, bodies of water, etc.) on the earth's surface and the interrelationships between peoples and their environments. Students are taught to use geography as an investigative set of tools to answer analytical questions of "Where?" and "Why there?" as they look at the intertwining of human and environmental patterns of development and change over time.

GOV 100: American Government (3 credits)

This course provides an understanding of the function of the American national government. The development of the Constitution and the American political system are considered in the light of contemporary economic, social, and technological conditions.

HIS 114: The United States to 1877 (3 credits)

This course is a topical and chronological survey of American history from the time of European settlement through the Civil War and Reconstruction. Emphasis will be placed on historical methodology, interpretive skills, and oral and written expression. Topics to be covered include

the impact of settlement on native peoples, slavery, the development of American identity, the creation of an independent government, and the threat posed by the Civil War.

HIS 115: The United States Since 1877 (3 credits)

This course is a topical and chronological survey of American history from the end of Reconstruction to the present. Heavy emphasis will be placed on the discipline of history, and in developing interpretive, oral, and written skills. Topics to be covered include the emergence of Jim Crow, the expansion of America, the Gilded Age, reform movements, America at War, the Depression and New Deal, the Cold War, the turbulent 1960's, social movements, recent political developments, and the role of the United States in a multinational/multi-ethnic world.

HIS 202: Global History to 1500 (3 credits)

This course surveys the origins, development, and cross-fertilization of major civilizations in Africa, Asia, Europe, and the Americas from pre-history to 1500 A.D. Attention is given to important themes and human achievements in this early time period, including the agricultural revolution, the rise of cities, kingdoms, and empires, the development of writing, the systematization of religious belief systems, and the development of complex forms of government among various societies. The course encourages students to critically analyze developments in human history, such as advances in technology for making war, treatment of women, notions of superior and inferior societies and civilizations, differing political and philosophical systems, and the ways in which societies have historically distributed, used, and abused power.

HIS 203: Global History since 1500 (3 credits)

HIS 203 builds upon knowledge, themes, ideas, and issues introduced in HIS 202 and carries the study of human history forward into the modern world. The course treats the growth and development of nations and of relationships between nations as global regions and worldwide organizations emerge in contemporary times. At the core of the course is a broad treatment of major social, political, economic, religious, and philosophical movements and themes as these have shaped various peoples and groups of people around the world in the past 500 years. Students are constantly asked not only to learn and understand important facts about the past, but to analyze, apply, synthesize, and evaluate what these facts have meant for the different peoples involved and for the world as it has become today.

HIS 255: Native American History (3 credits)

This course covers major themes and issues in the history of red/white contact in the Americas from the arrival of Columbus to present. Students examine the American experience as it has been lived by our red citizens over time. [Note: It is a very different story than the white, mainstream one of "rags to riches" that often makes a unilateral claim as "The" American History. Please come prepared to see a side of both Red and White America that is very different from what you may have seen to this point in your life.] Because it is impossible to recount the individual stories of some 500 different tribal cultures, the course exposes students to speeches, texts, images, and films of representative tribes from coast to coast in the territory that has become the United States. Core themes of war and peace, "savage" and "civilization," religion and spirituality, and "destruction of" vs. "harmony with" nature bring the course to life in ways that are not only relevant but urgently needed for meaningful understanding of the daunting challenges that America faces in the world today.

HIS 315: Contemporary America: The United States Since 1945 (3 credits)

This course will take an in-depth look at political, cultural, and social trends within the United States from the end of World War II to the present. It will begin with America's post-war patterns of consumer economics, Cold War politics and mass culture expressiveness, and trace

transformations to the present. Class meetings will mix lecture, discussion, and multimedia formats.

Prerequisite: Junior status

HIS 320: The History of Women in America (3 credits)

This course is designed to tell women's history from colonial times to the present. It will survey American history from the vantage point of women who shaped it and contributed to it. As such, much of the course will focus on biography. Each student will research several historical figures, including prominent women leaders, and will present her findings in oral and written form.

Prerequisites: Junior status

HIS 321: Women and War: Warriors, Victims and Peacemakers (3 credits)

This discussion-based course seeks to explore the topic of women and war throughout history from three distinct perspectives. The first section of the course focuses on women as warriors. From the ancient myth of the Amazons to television's Xena, the image of the female warrior has captivated the imagination. We will explore the myth and reality of women warriors and wartime leaders, including Joan of Arc and modern wartime heads of state such as Indira Gandhi, Golda Meir and Margaret Thatcher. Second, we will examine women as victims in war, beginning with the sack of Troy in ancient times. We will conclude with an exploration of women's role as peacemakers throughout history. The unique potential of women as peacemakers was first recognized in the satirical Greek play *Lysistrata*, and throughout history, groups like Women's Strike for Peace have often been in the vanguard of movements to rid the world of the scourge of war. We will conclude with a discussion of the age old question: if women had the power traditionally wielded by men, would the world be a more peaceful place?

HIS 330: African American History Since 1865 (3 credits)

This course examines African-American history from the end of the Civil War and the destruction of slavery to the present, focusing on African-American movements for equality and justice and exploring the important contributions of African-Americans to the larger American experience. Major themes include the impact of racism on African-Americans; the various African-American responses to inequality and oppression; the differences in racism in the North and South; and the diversity of America's black communities (taking into account the role of class, region, and rural/urban geography). Course readings and video presentations also highlight the experiences and contributions of African-American women who faced the dual challenges of racism and sexism.

Prerequisites: Junior or senior status

HIS 499: Internship in History (3-6 credits)

(This course is graded Pass/Fail.)

The internship in history is a supervised practical learning experience designed to give Liberal Studies majors with a concentration in history the opportunity to explore career interests, acquire valuable on-the-job experience, and put into practice the knowledge and skills acquired through course work.

Prerequisite: A minimum CGPA of 2.0, Senior status, and approval of Academic Program Director

HSA 300: Health Services Management and Organizational Structure in the 21st Century (3 credits)

This course examines global and U.S. management challenges of delivering cost effective quality healthcare in the 21st century. Students will analyze leadership theories and a range of factors that affect leadership and performance, determining best practices to meet the current demands for improved quality care, access for consumers, and reducing the cost of healthcare. Students will explore the various aspects of healthcare management associated with planning, leading,

motivating, organizing, and controlling to develop creative and innovative approaches to meet the changing demands for healthcare in the 21st century.

Prerequisite: ENG124

HSA 330: Information Technology in Healthcare Administration (3 credits)

This course provides an overview of the integration of technology in the healthcare setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in healthcare will be discussed.

Prerequisite: HSA300

HSA 340: Strategic Human Resource Management for Healthcare Organizations (3 credits)

This course examines the complexity and multiple issues involved in human resource management in healthcare organizations. Students will examine the strategic role of human resource management in response to changes in the healthcare industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to healthcare are emphasized. Students will explore the skills and knowledge needed to be successful in a diverse healthcare environment.

Prerequisite: HSA300

HSA 360: Health Services Quality Management and Outcome Analysis (3 credits)

This course will examine the use of quality monitoring tools, benchmarking processes and quality indicator reports along with applications related to performance improvement activities. Students will analyze data that impacts performance improvement, focusing on clinical processes and improve patient care, risk management to reduce medical, legal, and financial risks to an organization, and utilization management determining the appropriateness and planned use of resources in an effort to reduce healthcare costs. Students will identify the key issues confronting healthcare today, examine the causes, and develop reasonable solutions to the current set of problems.

Prerequisites: HSA300

HSA 380: Policy and Law in Health Services (3 credits)

This course focuses on the complex legal and regulatory issues involving healthcare, ranging from patient rights to corporate responsibilities. Students will learn about the formulation and implementation of healthcare policies and laws as they impact consumer care. Public and private healthcare regulatory agencies are examined, as well as their impact on the operation of healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

Prerequisite: HSA300

HSA 400: Medical Ethics and Social Responsibility (3 credits)

This course focuses on ethical issues facing healthcare in the 21st century. Students will utilize the tools necessary to resolve ethical dilemmas. Emphasis is placed on the interrelated nature of ethics, morality, legal responsibilities, and social issues. By examining ethical issues and scenarios which will relate directly to their work environment, students will have a clearer sense of how their healthcare organization's code of ethics, along with their own ethical values, relate to operational decisions made on a daily basis.

Prerequisites: HSA300

HSA 420: Healthcare Finance (3 credits)

This course provides an understanding of the general principles of accounting applied in the healthcare environment, focusing on the delivery of cost-effective quality care. It includes an overview of third party payers and additional sources of revenue for various healthcare entities. The fundamentals of financial planning, cost concepts, capital budgeting, and management analysis are applied in the healthcare environments. Issues surrounding the development and management of budgets are also examined.

Prerequisites: HSA300

HSA 460: Healthcare Marketing: Trends and Strategies (3 credits)

In this course, students will have the opportunity to consider market research by examining the traits, trends, and needs of today's healthcare consumer. Students will develop a marketing plan, employing marketing principles and strategies in promoting healthcare services and programs to prospective consumers and identify a competitive advantage through value-enhanced services.

Prerequisite: HSA300

HSA 480: Health Services Senior Seminar (3 credits)

The senior seminar provides the student an opportunity to apply all of the knowledge and principles gained from the health services administration program. Utilizing creative thinking and innovation, the student will design a healthcare facility in a third world country. Based upon research of the geographic area, identifying healthcare needs of that population, available resources, and potential funding, students will create a facility utilizing the knowledge learned throughout the entire BSHSA program. This seminar may be accomplished independently or with a team of two women.

Prerequisites: HSA300, HSA330, HSA340, HSA360, HSA400, HSA420, HSA460

HSR 200: Introduction to Human Services and Rehabilitation (3 credits)

This course introduces the major policies and practices that are used to understand human strengths and challenges within the field of human services and rehabilitation. The course explores the skills, values, and knowledge base needed to effectively work as a culturally competent human services professional in multidisciplinary settings.

Prerequisite: PSY101

HSR 400: Psychosocial Aspects of Disability and Aging (3 credits)

This course provides a general introduction to the multidisciplinary fields of gerontology and disability studies. It examines the growth and development of persons from both psychological and sociological perspectives as they deal with the issues arising from onset of disability and progression of aging, as well as their interplay over time. The interaction of the individual with the environment provides a framework for this course with special attention given to societal valuing and devaluing of disability and aging. Social roles, expectations, opportunities, and new perspectives on disability and aging in a broad sociocultural context are discussed.

Prerequisite: PSY101

HSR 401 Developmental and Psychiatric Disabilities (3 credits)

This course develops competencies using evidence-based material, case studies, practice guidelines, interactive activities, and video examples. Participants will develop expertise in understanding, supporting, and advocating for persons with neurodevelopmental disabilities, organic brain disease, and their families. The interactive discussions provided in conjunction with required readings, assignments, and videos address screenings, diagnosis, and treatment of infants, children, adolescents, and adults with developmental disabilities and psychiatric disabilities and their lives in our communities.

Prerequisite: PSY101

HSR 402: Addictions and Interventions (3 credits)

This course is designed to help students develop an understanding of addictions from an eco-systems perspective. The addictive process and recovery will be studied, including the reciprocal interaction between addicted individuals and the various social systems of which they are a part. Students will examine substance abuse and behavioral compulsions, including alcohol and other drugs, smoking, compulsive gambling, eating disorders, and sexual addictions. There will also be a focus on diversity in addicted populations, the business of drugs, and prevention. Attention will be given to biological and genetic factors in the etiology of addiction, family issues, and community responses. The consequences of addictions will be studied at the individual, family, community, and societal levels. This course will draw on current research in the field of addictions, and will emphasize critical thinking and analysis of the current controversies in the field.

Prerequisite: PSY101

HSR 450: Human Services and Rehabilitation Seminar (3 credits)

This course is the capstone seminar in the HSR program, to be taken in the student's final year. Students will develop and present a new Human Services and Rehabilitation Plan Proposal, which synthesizes and integrates content from previous human service courses and practical experiences into a plan that demonstrates competency as an HSR professional.

Prerequisites: HSR200, HSR400, HSR401, HSR402

HSW 200: Nutrition (3 credits)

This course covers the basic principles of nutrition, including the study of dietary nutrients, and the effect of inadequate, excessive, or deficient levels on human health across the lifespan. The use of food analysis tools, including tables and labels will also be examined. Additional topics may include nutrition-related disorders, special diets, ethnicity and impact on food choice, and nutritional requirements during different stages of life.

HSW 207: Seven Dimensions of Wellness (2 credits)

This course explores the Seven Dimensions of Wellness Model (intellectual, physical, social/cultural, environmental, occupational, spiritual, and emotional) and how they interact in a way to achieve a healthy, holistic lifestyle. The concept of wellness will be explored and each of the dimensions of wellness within the model will be studied. The student will be introduced to assessment tools to assess a person's level of wellness and develop a plan of action for achieving an optimal healthy, holistic lifestyle.

HSW 300: Fitness Throughout the Lifespan (3 credits)

This course teaches students how to develop a fitness program that complements a healthy, well lifestyle throughout the lifespan. The students will explore the basic principles of fitness and design an exercise program, articulating how being physically active regardless of age or physical disability relates in a healthier you.

HSW 351: Children's Health and Nutrition (3 credits)

This course focuses on health and wellness, safety, exercise, and nutritional factors for promoting optimal growth and development of children through the teen years utilizing the seven dimensions of health and wellness. Childhood illnesses and health conditions, health assessment tools and measures, safety strategies, personal hygiene, emotional wellness, nutrition, and exercise will be examined.

Prerequisites: HSW 200 and HSW300

HSW 352: Women's Health and Wellness Issues (3 credits)

This course investigates personal health and wellness topics of particular interest to women today. The physical and psychological aspects of illness and wellness are pursued through such topics as nutrition, eating disorders, hormonal changes, sexually transmitted diseases, pregnancy, addictions, malignancies, osteoporosis, and related issues utilizing the seven dimensions of health and wellness.

Prerequisites: HSW200 and HSW300

HSW 353: Men's Health and Wellness Issues (3 credits)

This course examines various aspects of male health, paying particular attention to wellness and disease prevention utilizing the seven dimensions of health and wellness. Health screenings appropriate to males will be discussed. The Centers for Disease Control and Prevention will be the starting point for reviewing statistics of male health issues and for the investigation of identifying strategies and interventions to assist in male health and wellness over the lifespan.

Prerequisites: HSW200 and HSW300

HSW 400: Capstone - A Healthier Community (3 credits)

This course will provide the student the opportunity to demonstrate the knowledge learned in previous courses by applying that knowledge in the development of a comprehensive plan of wellness resulting in a healthier community. This plan will address a holistic approach to general health, prevention, early screening, exercise, nutrition, and emotional well-being across the lifespan utilizing the seven dimensions of health and wellness.

Prerequisites: HSW200, HSW300, HSW351, HSW352, and HSW353

HUM 101: Fine and Performing Arts (3 credits)

This course highlights significant aspects of music, theatre, dance, and art. Specific musical compositions, art works, and theatre pieces will be explored as expressions of historical events and changing values. Off-campus activities, such as a play, a concert, and museum exhibit, extend the classroom experience.

HUM 110: Introduction to Philosophy (3 credits)

This course introduces students to basic knowledge, ideas, and processes in philosophy. It presents an overview of Eastern and Western philosophical systems with attention to significant differences in approaches to making sense of the world that characterize each system. Major thinkers and important philosophical problems from each system are overviewed followed by deeper study of selected representative figures and issues.

HUM 117: Introduction to World Religions (3 credits)

The focus of this course is on major world religions – their history, teachings, role today, and the interrelationships of religion and culture in the modern world. The course takes an approach that emphasizes “personal explorations” of the religious ideas and beliefs of other peoples around the globe. Rather than concentrating upon the memorization of other religious creeds and dogmas from books, the course encourages students to try to understand how and why other peoples find meaning, comfort, and fulfillment on a deeper level of existence through their religious beliefs. The course will combine study of the sacred works of other religions with multimedia presentations/videos and guest speakers who provide the human and historical contexts in which major world religions have developed.

HUM 120: The Art of Film (3 credits)

This course is an examination of those artistic and technical innovations which have shaped the world-wide history of film as an art. Through the study of cinematic effects and technologies,

students will learn to view films critically, seeing them as collaborative works of art that both reflect and influence society. Classes combine lecture, screenings and discussion.

HUM 210: Ethics (3 credits)

Philosophy is a disciplined search for knowledge. It investigates what is real and true. Ethics is a branch of philosophy which asks “What ought we do?” It rigorously challenges us to think critically, assess knowledge, and form criteria for making personal decisions as well as decisions which shape community and national standards of action. Ethics is the *applied* branch of philosophy. It’s not just theory. It affects real decisions, real people, in the real world. In this course we will investigate the field of ethics from a multicultural and international perspective. We’ll start with basic ethical theories and proceed to use these theories to learn about and evaluate some of the major ethical issues in the world on topics such as poverty, justice, war, rights, discrimination, etc.

Prerequisite: ENG124

HUM 317: Scientific Research and Ethics (3 credits)

This course examines trajectories of scientific thought from a humanistic and ethical perspective. Students will question the “myth of objectivity” in science and analyze how scientific developments have centered privileged perspectives as the human default. Additionally, students will focus on the ways in which scientific movements are impacted by the historical moments in which they are embedded, hold a mutually constitutive relationship with sociopolitical and cultural issues, have been used as tools to legitimize systems of oppression, and are built from frameworks that extrapolate privileged experience and modes of inquiry as the “objective norm” of scientific validity. Topics on the exclusionary and biased design of scientific developments will be explored, along with ethical issues of bias in contemporary scientific fields.

Prerequisite: HUM210

IDS 201: Mindful Eating (2 credits)

This course explores the often challenging relationship many people experience between food and eating. The epidemic of obesity coupled with disordered eating syndromes begs the question, “Have we forgotten how to eat?” Through readings, discussion, journaling and experiential learning, students will develop an understanding of behaviors and attitudes towards eating. The principles and practices of mindfulness will guide and inform the exploration of hunger, fullness and taste satisfaction. Emotional components and habitual patterns of eating will be examined. Students will be required to eat particular foods in prescribed amounts as part of the learning activities. Students will undertake a regular, daily practice of mindfulness during the six-week course, which will require up to 20 minutes per day. The effects of stress and the effects that mindfulness can have on stress relief will be explored. Principles of mindfulness exist in all wisdom traditions, and are drawn from Eastern thought/psychology. Clinical trials in MB-EAT, Mindfulness-based eating awareness training, are currently funded by the US Government’s National Institute of Health (NIH). Some course material is drawn from these studies, which were designed by Jean Kristeller, PhD.

LAW 103: Introduction to the American Legal System (3 credits)

This course introduces students to basic legal concepts, the structure of the American state and federal court systems, basic legal theory and practice, and provides an overview of several areas of law. This course is required for all legal studies majors, minors, and certificate students; it is a prerequisite for all other legal courses.

LAW 220: Business Law (3 credits)

This course studies the legal environment of business, including an examination of the format and characteristics of corporations, partnerships, and agency law. The law of contracts is studied in detail.

Prerequisite: LAW103

LAW 232: Principles of Litigation (3 credits)

This course introduces students to the principles and processes of civil litigation from pre-suit investigation through trial. Students will gain insight into the litigation process from lecture and class discussion, reading assignments, examination of actual-case documentation, and the drafting of pleadings and motions and other documents.

Prerequisite: LAW103

LAW 240: Legal Research and Writing (3 credits)

This course surveys published sources and materials of the law. Students are trained in the research and analysis of legal problems and in the practical applications of legal writing. This course includes drafting correspondence, case briefs, and legal memoranda.

Prerequisites: LAW103

LAW 241: Computer Assisted Legal Research (3 credits)

This course provides an opportunity for hands-on experience in legal research and fact investigation. Topics covered include citation and searching methods, types of resources, Web site evaluation, and a comparison of print and electronic research tools. Students will perform tasks similar to those expected of them in a legal setting. Print, electronic, and Web-based resources from information providers such as WESTLAW and LEXIS-NEXIS are included.

Prerequisite: LAW240 or permission of Academic Program Director

LAW 246: Tort Law (3 credits)

This introductory course covers basic tort law, including assault, battery, trespass, conversion, infliction of emotional distress, products liability, and negligence. Classroom work will be reinforced by assignments in which students research and brief a variety of tort cases.

Prerequisites: LAW232 and LAW240

LAW 247: Employment Law (3 credits)

This course introduces students to a variety of laws affecting the employment relationship between employers and employees. Topics include discrimination, sexual harassment, employment contracts/employee-at-will doctrine, Fair Labor Standards Act, OSHA, ADA, privacy issues in the workplace, AIDS, and the Family Medical Leave Act.

Prerequisite: LAW220

LAW 248: Principles of Criminal Procedure (3 credits)

This course provides an overview of criminal procedure with special focus on the respective rights and duties of the defense and prosecution. It covers the development and present state of the law as it applies to arrest, search and seizure, statements by the accused and others, the right to counsel, trial proceedings and issues, sentencing, punishment, and appeal. The course is designed to give students an understanding of the history and development of the constitutional dynamics of a criminal case and the current state of the law from the perspective of legal practitioners. Students will use a text supplemented with outside readings that include criminal case law, law-review articles, court pleadings, and fiction. Instructional materials also include videotapes, such as "The Thin Blue Line." Students will be required to brief cases and write short papers.

Prerequisite: LAW103, Sophomore status or permission of the Academic Program Director

LAW 249: Principles of Criminal Law (3 credits)

This course provides an overview of the history and structure of criminal law and focuses on the elements of common crimes, common defenses, the concepts of criminal liability, criminal intent, and conduct punishable by the criminal law. The course is designed to give students an understanding of the development and current state of criminal law and the similarities and differences between criminal and civil law. Students will use a text supplemented with outside readings that include case law, jury instructions, law-review articles, and fiction.

Prerequisite: LAW103, Sophomore status or permission of the Academic Program Director

LAW 250: Wills, Estates, Trust Management (3 credits)

An examination of the law of property and how it is obtained, held, and disposed of during life and at death. The course includes preparation and drafting of various estate planning documents. Instruction includes using computer software in the writing of wills.

Prerequisite: LAW103

LAW 260: Real Estate Law (3 credits)

This course introduces the student to the following areas: ownership interests, methods and problems of co-ownership, contracts for the sale of real estate, deeds, mortgages, title examinations, brokerage contracts, leases, and landlord and tenant rights and liabilities. The course includes preparation of a title examination and various real estate documents, including RESPA forms.

Prerequisite: LAW103

LAW 281: Understanding Law through Literature (3 credits)

The law and fiction both employ the creation of comprehensive, compelling narrative to support persuasive argument and appeal to the intellect and emotion. Both fictional narratives about the law and legal narratives often illuminate how the law defines roles and relationships within society and how the lives of people are shaped or affected by legal institutions and law. Using a variety of sources, including novels, short stories, legal opinions and commentary, film, poetry and criticism, students will examine these themes through class discussion and short written assignments. Students will be expected to participate in class discussion and the course may require attendance at one or more evening film or theatrical event. This course, which is open to all majors, is not a legal specialty course and does not satisfy the requirements for the paralegal certificate.

Prerequisites: ENG134, LAW103, and Sophomore status

LAW 311: Family Law (3 credits)

This course introduces students to aspects of laws affecting traditional and non-traditional families, including such issues as marriage, divorce, custody, support, alimony, adoption, and property rights.

Prerequisites: LAW232 and LAW240

LAW 312: Law and Society (3 credits)

This course is an interdisciplinary examination of the functions of law in society emphasizing the relationship between individuals and institutions. Students will research and evaluate the law and legal and social institutions, addressing primarily the issues of justice, fairness, and equality. This course, which is open to all majors, is not a legal specialty course and does not satisfy the requirements for the paralegal certificate.

Prerequisite: LAW103 and Sophomore status

LAW 314: Bankruptcy and Insolvency (3 credits)

This course introduces students to personal and corporate bankruptcy beginning with an examination of the interplay between bankruptcy and the American economy. Following the historical overview, the class examines the central concepts necessary to understand bankruptcy law, including debtor/creditor relations, Chapter 7, Chapter 13, Chapter 11, the automatic stay, discharge injunction, exemptions, foreclosure in bankruptcy, reaffirmation agreements, and proof of claims. Material will be explored through analysis of cases, statutes, and constitutional provisions. The roles and ethical obligations of legal professionals will also be discussed in the context of bankruptcy.

Prerequisites: LAW103 and LAW220 or permission of the Academic Program Director

LAW 330: Advanced Litigation (3 credits)

Building on the information learned in Principles of Litigation, students will explore topics raised there in greater detail, focusing on the key to the process of civil litigation the gathering of potential evidence and the presentation at trial of admissible evidence. Students will also concentrate on processes likely to be encountered in a litigation practice, such as discovery and dispositive motions.

Prerequisites: LAW232 and three legal specialty electives

LAW 371: Evidence (3 credits)

This course examines the rules of evidence in both civil and criminal proceedings, focusing on the gathering of potential evidence and the presentation to a judicial tribunal of admissible evidence. Topics include relevancy, competency, impeachment, real and demonstrative evidence, best evidence (original writing), judicial notice, expert testimony, character evidence, the hearsay rule and its exceptions, privileged communications, admissions and confessions, and civil rights. Using federal and state rules of evidence, students will analyze and evaluate possible pieces of evidence and argue orally and in writing through dispositive motions, for inclusion or exclusion at trial.

Prerequisite: LAW103, LAW248, and Junior status or permission of the Academic Program Director

LAW 405: Constitutional Law (3 credits)

Students are introduced to Constitutional Law through study of actual Supreme Court cases from *Marbury v. Madison* to the most recent decisions of the court. Through case briefing and class discussion, the cases are put in an historical perspective with emphasis on pertinent court doctrines. Students will prepare memoranda, complaints, and other legal documents appropriate for constitutional claims. Topics covered include judicial review, separation of powers, the Bill of Rights, procedural and substantive due process and privacy. This course is taught in conjunction with Advanced Legal Research and Writing, LAW415, as part of the Senior Experience for Legal Studies Majors. It is expected that student work in this course will reflect an understanding and application of research methodology and practical legal writing skills and that discussions of student work in this course will be informed by discussions in that and other course work.

Corequisite: LAW415

Prerequisites: LAW232, three legal specialty electives, Senior status or permission of the Academic Program Director

LAW 415: Advanced Legal Research and Writing (3 credits)

Building on the skills learned in Legal Research and Writing, students will research and analyze state and federal statutes, cases, common law, regulations, and rules. Based on their research, students will prepare legal memoranda for the office and the court. This course is taught in conjunction with Constitutional Law, LAW405, as part of the Senior Experience for Legal Studies Majors. It is expected that student work in this course will reflect an understanding and application of legal principles from Constitutional Law and that discussions of student work in

this course will be informed by discussions in Constitutional Law. LAW405 must be taken concurrently with LAW415.

Prerequisites: LAW240, three legal specialty electives, Senior status or permission of the Academic Program Director

LAW 490: Legal Ethics (3 credits)

This course offers an in-depth examination of the ethical considerations and dilemmas faced by paralegals in their work environment. Building on the ethics learned in earlier courses, students will explore complex ethical issues using case studies, literature, and films. The students will evaluate ethical issues and research, write, and present a paper.

Prerequisites: LAW232, LAW240, three legal specialty electives, Senior status or permission of the Academic Program Director

LOS 315: Organizational Behavior and Leadership (3 credits)

Leadership requires a balanced understanding of human behavior and applied managerial skill. This course provides you with the opportunity to become an active investigator of organizational life by using conceptual and practical tools to effectively guide organizations through change. You will also examine values related to moral and ethical leadership including issues of social justice, diversity and service to others. Through an experiential learning lab, you will assess leadership styles and think critically as well as creatively about the necessity of vision and trust to gain strategic competitive advantages for action in our global world.

LOS 325: Leadership and Management in a Global World (3 credits)

In this course you examine four critical aspects of leadership: management, organizational behavior and change, ethics and teamwork. In each of these areas you will apply leadership theories and principles to case studies, an experiential learning lab and other group exercises. You will focus on the growing economic interdependence of nations and its impact on organizational decisions that often transcend national boundaries including issues related to trade, foreign investment, transnational management, strategic planning, human resources, marketing, finance and political conflict.

LOS 350: Organizational Budgeting and Personal Finance (3 credits)

Financial literacy is essential in meeting the challenges of the 21st century. You will have the chance to analyze your personal financial decisions by evaluating the costs and benefits of your plans and decisions. You will then compare and contrast these personal lessons with effective budgeting and fiscal methodologies used within organizations to support the mission and goals of the organization. An experiential learning lab will allow you to construct the budgeting process and analyze reports to assess the financial health of an organization.

LOS 400: Ethical Leadership (3 credits)

This course introduces critical aspects of leadership including a focus on power, accountability and ethics. You will examine the legal and moral implications of decisions related to human resources, finances, operations and organizational development. An emphasis is placed on diverse human relationships and ethical dimensions of issues. Through an experiential learning lab, you will think critically about leadership theories and apply lessons learned to develop your own philosophy and practices.

Prerequisite: A grade of C or better in LOS350

LOS 425: Operations Management and Decision Making (3 credits)

You will learn the concepts involved with operations management including an emphasis on the relationship between operations and other leadership functions. This course emphasizes strategic and tactical decision-making, quantitative and qualitative analysis, and the role of technology in

leading and managing organizations. Students will consider services operations, process analysis, and quality management through case studies that will be used to translate conceptual learning to real-world situations.

LOS 430: Leading Organizational Change (3 credits)

Those leading today's business and not-for-profit organizations face unprecedented economic uncertainty, technical advances, speed of communication, and flexibility of human capital. These factors result in the need to manage change in order to prevent organizations from losing their organizational capacity and progress. This course is designed to help students understand frameworks for planning organizational change, as well as the tools and techniques to manage change processes. Using case studies, students are encouraged to consider change from the perspective of organizational systems and missions, human and economic resources, project management practices, and technical structure. The course incorporates organizational informatics and how organizations identify, collect, assess, and deploy data to make decisions to effect change. Students will become proficient in evaluating various types of data and will learn some of the ways qualitative and quantitative data can be used to inform decision-making.

MAT 104: Fundamentals of Mathematics (3 credits)

This course is designed for University students who need a review in preparation for further study of University-level mathematics, and it does not fulfill the B.A./B.S. core requirement in mathematics.

MAT 112: Applied University Mathematics (3 credits)

This course is designed for diverse students to acquire a solid foundation in non-calculus mathematics. It uses practical mathematics to develop problem-solving and analytical skills. Topics include linear equations, linear inequalities, matrix and its application, linear programming, and the simplex method.

Prerequisite: MAT104 or appropriate placement test score

MAT 120: Statistics (3 credits)

This is an introduction to the basic descriptive and inferential statistics for students from all disciplines. It emphasizes the development of statistical literacy and the use of computers for analyzing data. Topics include principles of experimental design; graphical and numerical methods for summarizing, describing, exploring and analyzing data; binomial and normal probability distributions; point and interval estimates for means and proportions; hypothesis testing; and correlation and regression.

Prerequisite: MAT104 or appropriate placement test score

MAT 161: Numbers and Operations (3 credits)

This course is designed for students who plan to teach. It involves a study of numbers and operations with the depth required for successful mathematics instruction. Topics include, but are not limited to, mathematical processes including addition, subtraction, and multiplication; fractions; operations and properties of integers, whole numbers and rational numbers; computation algorithms; and basic number theory.

Prerequisite: MAT104 or appropriate placement test score

MAT 162: Functions and Algebra (3 credits)

This course is designed for students who plan to teach. It involves a study of number and operations and functions and algebra with the depth required for successful mathematics instruction. Topics include, but are not limited to, proportional reasoning; number systems, signed numbers, and the real number line; variables, algebraic expressions and functions; solving equations; exploring graphs of equations, and connecting algebra and geometry.

Prerequisite: MAT161

MAT 163: Geometry and Statistics (3 credits)

This course is designed for students who plan to teach. It involves a study of Geometry & Measurement and Statistics & Probability with the depth required for successful mathematics instruction. Topics include, but are not limited to, basic geometry concepts; measurement and unit conversions; using descriptive statistics and graphs to summarize data; measures of central tendency (mean, median, and mode) and dispersion (range, standard deviation, etc.); permutations, combinations, and their applications in computing probability; sample space, simple /compound events, independent/dependent events, and conditional probability.

Prerequisite: MAT104 or appropriate placement test score

NMP 500: Foundations of the Nonprofit Sector (3 credits)

This course examines the theoretical, philosophical, practical and ethical perspectives related to the effective management and leadership of nonprofit organizations in the twenty-first century. Upon completion of the course, the student will possess an understanding of the historical development of the nonprofit sector; the multiple rationales for the existence of the nonprofit sector; the distinctive characteristics of nonprofit organizations; the structures, processes and complexities of organizational governance shared by volunteer board members and professional staff; the dynamic environment of the contemporary nonprofit organization; and the current issues of importance to nonprofit decision makers.

NMP 521: Foundations of Philanthropy (3 credits)

This course provides an overview of America's tradition of philanthropy and its relevance for today's fundraisers. Attention is given to changing expectations for ethical behavior and accountability along with changes in donor markets, which impact the practice of philanthropy in the 21st century. This course also examines the theoretical basis and goals of fundraising activities, how to apply the theory to develop a comprehensive development program and a personal fundraising philosophy and framework.

PHE 500: Foundations in Public Health Practice (3 credits)

Students are introduced to public health concepts and practice. This course provides a broad overview of the field of public health and a focused look at the core areas of epidemiology and biostatistics, health promotion, environmental health, and health care administration in the public health arena. It is designed to lay the groundwork for all future coursework and introduce students to specialty areas within public health.

PHE 502: Biostatistics and Epidemiology (3 credits)

Students explore epidemiological investigation of diseases with special emphasis on the distribution and dynamic behavior of disease in a population. Topics to be covered include epidemics and the spread of infectious disease, epidemiological aspects of non-infectious disease; rates of morbidity and mortality, sensitivity, specificity, and predictive values' strategies used in epidemiological studies to include measures of disease effect, validity, reliability; sampling methods and computer-based bio statistical analysis.

PHE 510: Cultural Competency in Healthcare (3 credits)

This course will examine both analytical and practical approaches to cultural competency in public health. Concepts, models, frameworks, and communication that occur in cross-cultural health situations will be discussed, but also the application of these concepts in real interventions and programs.

PHE 525: Utilization of Research in Evidence-Based Practice (3 credits)

This course provides an examination of the research process, statistical analysis, and evidence-based practice with applicability to public health practice. Attention is given to critical research methods, analysis, and ethical aspects of scholarly inquiry. Emphasis on how research contributes to the development of public health knowledge, improves population health, and enhances the education and professional accountability of public health professionals is presented.

PHS 100: Introduction to Physical Science (3 credits)

This course is an introduction to the core elements of physics and chemistry and is designed for non-science major students. The goals of this course are to convey an understanding of physical concepts and their applications in students' career fields and society. Topics covered will include the scientific method, mechanics, gravity, different forms of energy, chemical principles, properties of matter, and the structures of atoms and molecules.

PHS 101: University Physics I (3 credits)

This is a non-calculus based introduction to the principles of physics and their applications. The topics covered include kinematics, Newton's laws of motion, work energy, momentum, and rotational motion.

Prerequisite: MAT 104 or higher

PLA 250: Prior Learning Assessment (3 credits)

This course examines adult development and the ways that people learn through a range of experiences. You will have the opportunity to identify, assess and affirm your own learning outcomes through a process that involves validation, documentation and potential credit awards for college-level learning. You will be required to prepare a comprehensive portfolio that includes a blend of subjects, learning activities, strategies and objectives. This course is based on the Council for Adult and Experiential Learning (CAEL) standards and is required for students who want to gain credit for prior learning.

Prerequisites: C- or better in ENG 114, C- or better in ENG 124, and approval of the Program Director for PLA

PSY 101: Introduction to Psychology I (3 credits)

Using an active learning approach, students will explore psychological perspectives and methods as explanations for human behavior and mental processes. Other topics include: neurophysiology, consciousness, learning, personality theories, and psychological disorders.

This course is a prerequisite for all other psychology courses.

PSY 150: Survey of Forensic Psychology (3 credits)

This course introduces students to the field of forensic psychology and explores the relationship between psychology and the legal system. Current events, case studies, and research are used to demonstrate the applications of forensic psychology to critical issues and special topics in the field. Students will gain a broad understanding of the different career opportunities from a multidisciplinary perspective.

Prerequisite: PSY101

PSY 205: Child Development (3 credits)

This course is a study of developmental changes from birth through 12 years old. Prenatal and neonatal issues are also discussed. Physical, emotional, social, and cognitive growth is explored at each age. The dominant theories of development are examined, as well as contemporary issues relating to childhood and parenting.

Prerequisite: PSY101

PSY 206: Adolescent and Adult Development (3 credits)

This course surveys how people develop and change from the onset of adolescence through late adulthood. Different theoretical perspectives and contemporary information relating to the physical, social, emotional, and cognitive realms are examined.

Prerequisite: PSY101

PSY 209: Growth and Development (3 credits)

This course focuses on human growth and development over the lifespan. Theories related to physical, cognitive, social and personality across the lifespan will be explored. Life-changing health conditions and treatments are discussed with regard to the potential psychological and social impact that these conditions and treatments may have on children, adolescents, adults, and health-care givers within the community.

Prerequisite: PSY101

PSY 216: Psychology of Cultural Diversity (3 credits)

This course is designed to assist, encourage, and challenge students to develop more fully their awareness and knowledge of self and others in a culturally pluralistic society. Basic concepts and ideas that are relevant to multicultural human service and development will be introduced. Culture and environment will be discussed as interactive experiences and basic dimensions of diverse groups will be explored.

Prerequisite: PSY101

PSY 240: Abnormal Psychology (3 credits)

This course explores a wide range of personality, behavioral, and cognitive disorders. The symptoms, etiology, and dynamics of various disorders are studied, and a variety of therapeutic theories and techniques are discussed.

Prerequisite: PSY101

PSY 280: Positive Psychology (3 credits)

This course offers students opportunities to deepen their understanding of the essential elements of positive psychology including the history and its place in the field of psychology as an empirical based practice. Students will also learn how to integrate positive psychology in their lives to develop healthy living practices.

Prerequisite: PSY101

PSY 300: Childhood Psychopathology (3 credits)

This course presents the etiology of childhood disorders (emotional, social, and cognitive), as well as intervention techniques.

Prerequisite: PSY205

PSY 310: Human Sexuality (3 credits)

The biological, social, and psychological aspects of human sexual behavior are studied in the context of contemporary American society. Emphasis is placed on research methods and findings relative to human sexual behavior. Topics discussed will typically include: the development of sexuality, the formation of attachments, the varieties of sexual expression, sexual problems and their treatment, and legal aspects of human sexual behavior.

Prerequisites: PSY101 and Junior status

PSY 321: Theories of Personality (3 credits)

This course investigates the major personality theorists from Freud to more recent and contemporary theorists like May and Rogers. Emphasis is placed on the critical evaluation and practical application of each theory reviewed.

Prerequisite: PSY101 and Junior or Senior status

PSY 323: Behavioral Research Methods (3 credits)

This course introduces the student interested in human behavior to experimental design procedures emphasizing methodology, data collection techniques, and critical evaluation of research practices.

Prerequisites: ENG124, MAT120, and PSY101

PSY 330: Psychology of Women (3 credits)

This course surveys the issues pertinent to women's diverse roles in contemporary society along with the historical significance of the women's movement. Gender differences in social, personality, and cognitive development are addressed.

Prerequisites: PSY101 and Junior or Senior status

PSY 332: Cognitive Psychology and Neuroscience (3 credits)

This course provides students with a foundation in Cognitive Neuroscience, which deals with the study of the relationship between brain and behavior, specifically the neurological systems that underlay complex mental processes such as attention, perception, learning, memory, language and emotion. The course will introduce students to methods used to study cognitive functioning and healthy persons, as well as those in neurological patients.

Prerequisite: PSY101

PSY 335: Psychology of Criminal Behavior (3 credits)

Criminal behavior is studied in the context of societal and genetic influences on personality formation. Juvenile delinquency and the early expression of anti-social behaviors are discussed. The psychological aspects of violence, addiction, and how mental illness contributes to criminal behavior are addressed. Gender issues related to crime are presented. An external community experience is incorporated to provide an opportunity to apply course content and learning to real world issues.

Prerequisites: PSY240 and Junior status

PSY 336: Psychology of the Female Offender (3 credits)

This course focuses on the psychological aspects of female offenders with an emphasis on gender and criminological theorizing, female juvenile delinquency, females as offenders, mental illness in corrections, and females in prisons. Issues such as sexism, racism, social class inequality, cultural factors, addiction, relationships, and victimization are explored in the context of understanding what psychological issues contribute to female involvement in crime, society's perception of women offenders, and special considerations related to females within the criminal justice system. A service learning component will take place off campus.

Prerequisites: PSY150, PSY240, and Junior status

PSY 340: Physiological Psychology (3 credits)

This course provides the student with knowledge of the biological components of behavior. Basic neuroanatomy and neurochemistry are discussed with respect to a variety of topics such as emotions, sensation, aggression, sleep, memory, reproductive behaviors, eating disorders, and certain forms of psychopathology.

Prerequisites: PSY101 and Junior status

PSY 341: Drugs and Behavior (3 credits)

This class examines drug and alcohol abuse and dependency. Analysis of current trends in drug use, types of illicit drugs, behavioral and biological effects, the common pathway for the addictive process, and the etiology of addiction as a brain disorder including the relative roles of genetic and environmental influences are explored. Psychological impact of addiction, as well as various forms of treatment, including cognitive behavioral therapy, 12-step recovery, and

medication assisted treatment, are also addressed. Students will understand the consequences of use, for both the individual and for society, and some of the failed responses of the government and legal system to this disease.

Prerequisites: PSY101

PSY 342: Crisis Intervention for Community and Mental Health Settings (3 credits)

This course will provide students with a basic understanding of mental health crisis intervention and de-escalation strategies, milieu management, and how to work and communicate effectively with individuals who may be presenting with impaired judgement or impulsive tendencies.

Elements of self-awareness and self-care are embedded throughout this course, as well as components related to ethical considerations and trauma informed care. Students will also gain an understanding of larger systems issues and how to determine appropriate dispositions.

Prerequisites: PSY101 and PSY240

PSY 346: Health Psychology (3 credits)

This course explores the behavioral, cognitive, emotional, and social factors that affect physical health. Prevention, intervention, and treatment techniques will be discussed with an emphasis on approaches to changing unhealthy practices and maintaining health.

Prerequisites: PSY101 and Junior status

PSY 347: Early Intervention with Infants and Toddlers (3 credits)

This course, especially offered to those interested in careers in Child Psychology, surveys current and classic research in infant and toddler development. Typical and atypical development issues of children from birth to three years are studied with a focus on early intervention theories, programs, services, and techniques currently in use.

Prerequisites: PSY205

PSY 370: Social Psychology (3 credits)

Social behavior is studied from a psychological perspective. Topics addressed typically include: small group behavior, personal perception, attitude acquisition and change, leadership, conformity, and prejudice.

Prerequisites: PSY101 and Junior status

PSY 405: Counseling Diverse Populations (3 credits)

This course provides students with an understanding of the sociocultural context that influences personal biases and the explanations of psychological processes. Students will be invited to consider the roles of power and privilege in the development of psychological theories and methods.

Prerequisite: PSY101

PSY 406: Counseling Ethics and Professional Development (3 credits)

This course provides students with the foundation in counseling ethics. This course will cover basic ethical principles such as informed consent and confidentiality; during this course, students will demonstrate an understanding of ethics by comparing codes across the mental health professions. This course will also cover professional issues such as self-awareness and the business of psychopathology.

Prerequisite: PSY101

PSY 407: Interviewing and Counseling (3 credits)

This course provides students with knowledge of introductory skills. This course will cover basic skills common across the helping professions. Students will demonstrate competence with basic skills in an educational setting through role plays.

Prerequisite: PSY101

PSY 421: Counseling Psychology (3 credits)

This course enables the more advanced student in psychology to gain an understanding of theories and techniques that facilitate individual and group well-being through the counseling process.

Prerequisite: PSY101, PSY240, and PSY321

PSY 425: Parenting (3 credits)

This course will focus on the role of the parent as it relates to the child's healthy development at each stage. The importance of providing a proper role model, communication, discipline, attachment, and sibling relationships are discussed with consideration of varying cultural and family configurations. Issues such as the role of the father, as well as situations involving abuse, neglect, and stress will be included.

Prerequisites: PSY205 and Junior status

PSY 430: Clinical Psychology (3 credits)

This course explores some of the key areas within the field of clinical psychology, with particular emphasis on assessment (cognitive, personality, and diagnostic) and treatment (crisis intervention and psychotherapy). Various forms of psychotherapy, including psychodynamic, cognitive, and humanistic/experiential therapy will also be examined.

Prerequisites: PSY101, PSY240, and Junior status

PSY 436: Internal Family Dynamics (3 credits)

This course will provide students with an understanding of family strengths and weaknesses and how family members relate to each other. This course will introduce students to research on healthy and unhealthy family characteristics, including responses to stress, communication processes, and theories of family conflict and social functioning.

Prerequisite: PSY101

PSY 441: Seminar in Advanced Forensic Psychology (3 credits)

This capstone seminar course is designed to provide an opportunity for the student to synthesize, reflect upon, and analyze the complexities of the intersection of criminal law and psychology. An external community experience is incorporated to provide an opportunity to apply course content and learning to real world issues. This course will highlight the major historical and current issues and controversies related to juvenile, adult, and international forensics, and students will conduct case analyses from a multidisciplinary perspective.

Prerequisites: PSY150, two upper-level (300+) courses in psychology, and Junior status

PSY 485: Psychology in the Field (3 credits)

This course requires students to use the totality of their learning within the psychology program as they interact with experts in the field. Students will explore local and national professional affiliations, interview and shadow experts, and attend professional networking opportunities in the field. Major concepts in psychology will be synthesized. Through assignments and reflective writing, students will examine their individual strengths, uncover potential biases, and continue professional growth and development. Requires 5-10 hours of fieldwork and observation.

Prerequisite: PSY101 and Senior status

PSY 498: Psychology Internship (3 credits)

Students receive supervised training from practicing professionals, typically during the final semester of the fourth year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that relate to their individual and

educational career objectives. Sites may include public educational facilities, human services agencies, mental health clinics, and law enforcement and criminal justice agencies.

Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of Academic Program Director

Open only to psychology majors

This course is graded Pass/Fail

PSY 499: Psychology Internship (6 credits)

Students receive supervised training from practicing professionals, typically during the final semester of the fourth year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that relate to their individual and educational career objectives. Sites may include public educational facilities, human services agencies, mental health clinics, and law enforcement and criminal justice agencies.

Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of Academic Program Director

Open only to psychology majors

This course is graded Pass/Fail

PSY 535: Ethics and Professional Conduct in Psychology (3 credits)

This course is designed to provide students with a practical awareness of ethical standards and codes of conduct in the field of psychology. Students will review and critically analyze case studies which incorporate such topics as ethical decision making, informed consent, confidentiality, boundary and relationship issues, professional competence, supervision, and multicultural and diversity issues.

Recommended Prerequisite: PSY405

PSY 540: Individual and Family Treatment of Substance Abuse Disorders (3 credits)

This course will focus on the principles of substance use counseling. Substance use counseling theories, orientations, and treatment models will be evaluated for effectiveness. Students will learn, discuss, and practice different facilitation styles and approaches to individual, family, and special population substance use counseling. Role playing will be utilized to demonstrate appropriate skill development as it relates to substance use counseling.

Recommended Prerequisites: PSY240, PSY340, PSY341

SOC 100: Principles of Sociology (3 credits)

This course introduces students to the major concepts and methods of sociology. Emphasis will be on the components of culture, the structure and institutions of society, the elements of social organization and differentiation, and sociological approaches to the analysis of groups.

SOC 200: Social Problems (3 credits)

This course involves the study of social problems and possible solutions to these problems in contemporary American society. A variety of topics are explored including inequality and oppression, poverty, family conflict, food insecurity, and education.

Prerequisite: PSY101 or SOC100

SOC 210: Marital and Family Systems (3 credits)

This course investigates the structure and function of the family as a social system. Emphasis is placed on the interrelationship between the family and other social institutions utilizing cross-cultural and historical perspectives. Discussions of marriage, family structure, family functioning, and family disorganization are included.

Prerequisite: PSY101 or SOC100

SOC 305: Domestic Violence (3 credits)

This course explores various forms of domestic violence and abuse including neglect and physical, sexual, and emotional abuse among intimate partners and children. Issues pertaining to

culture, sexual orientation, family dynamics, abuse of elders and the disabled, and the cycle of abuse are reviewed. Key issues related to treatment and community resources are addressed. Students will also investigate the etiology of abuse.

Prerequisites: PSY101 or SOC100, and Junior status

SPE 511: Applied Behavior Analysis (3 credits)

This course introduces the philosophical assumptions and dimensions of the science of applied behavior analysis, including determinism, empiricism, parsimony, selectionism, pragmatism, and lawfulness of behavior. Students define key terms related to applied behavior analysis, the scientific principles of behavior, and behavioral technologies. Students differentiate between environmental and mentalistic explanations of behavior, and between conceptual, experimental, and applied analyses of behavior.

For students taking this course as part of a special education program, or as an elective:

This course provides students with a basic understanding of the application of behavior analysis to a wide variety of human conditions and severely disabling conditions. Students will learn the history of ABA and be introduced to the use of behavioral principles to increase and decrease behavior. The science of ABA can provide a framework for assessing a variety of children and adolescents, for designing, implementing, and evaluating IEPs, for maintaining children in general education settings, and for assuring generalization and maintenance. Examples of educational strategies relying on behavioral principles for effective implementation will be discussed, including reinforcement procedures, token economy procedures, stimulus control procedures such as modeling and other forms of prompting, self-management procedures, and augmentative and assistive technologies.

SPE 525: Multisensory Language and Literacy Strategies (3 credits)

Students explore content and teaching strategies used to develop competent readers and writers, based upon guidelines in the Massachusetts Curriculum Frameworks and techniques for developing skills to facilitate placement in the least restrictive environment. Topics include the teaching of reading; expanding literacy across the content areas, language arts instruction, diagnosis and assessment of reading skills using a variety of assessment techniques, educational terminology; theories of language development; design and modification of curriculum and intervention programs for success in reading for all levels. Focus on identifying and developing appropriate multisensory structured language strategies including knowledge of theories, programs and practices, phonemic awareness, phonics, and vocabulary development, use of formal and informal assessments; and ways to prepare and maintain students in general education. At least 10 hours of instruction covering the teaching of reading are delivered in this course.

SPE 543: Teaching of Writing (3 credits)

Designed to provide educators with the information necessary to teach all students, this course focuses on the current research on evidence-based writing strategies and programs. Participants will identify and engage in instructional methods for supporting struggling writers. Exposure to assistive technology, assessment, and the arts will be explored as ways to increase and support writing outcomes for all students.

SPE 546: Teaching Children with Autism Spectrum Disorders (3 credits)

This course focuses on students with autism and examines the variety of exceptionalities and special needs of these children. Each criteria listed in the DSM-V will be examined in addition to neurobiological, psychological, educational, social, and emotional factors. Students will be exposed to a range of specialized and individualized instructional strategies and supports for

students with Autism, including development of social and emotional skills and strategies for successful inclusion.

SPE 547: Structure of Language Part 1 Phonology, Orthography, Morphology (3 credits)

This course is designed to give participants a working knowledge of phonetics, phonology, orthography, and morphology - the building blocks for effective teaching of word recognition, vocabulary, and spelling - and insight into the difficulties of children with decoding and encoding problems.

SPE 548: Reading and Language Arts for English Language Learners (3 credits)

The course focuses on current theories and their applications related to the teaching of ELLs. This course is designed to promote continuous improvement in educator practice, and to build teachers' confidence and familiarity with research-proven practices for working with ELLs. This course is made up of two modules: A) ELLs: Their World and Second Language Acquisition Process in the SEI Classroom and B) Academic Language and Literacy Development in the SEI Classroom. Students are only endorsed for SEI if they complete an initial licensure program at Bay Path University.

SPE 552: Advocacy, Collaboration and Problem Solving for Students with Autism (3 credits)

This course will explore the importance of communication and collaborative practices between all members of the education team as a means of problem-solving and advocating for students with Autism. Students will be exposed to research-based teaching practices, programming, social emotional development and supports, and cooperative practices in order to promote success for the student with Autism. Students will acquire tools to participate effectively in cross-disciplinary teams and to collaborate with families of students with autism and have the opportunity to reflect about collaborating with families when developing and implementing educational programs.

SPE 556: Supporting Communication and Social Development for Students with Autism (3 credits)

This course will explore various research-based strategies for developing and increasing communicative outputs and socialization for students with Autism. Students will become familiar with the theoretical foundations of socialization and communication. Students will engage in techniques for developing social communication for students with Autism, including the use of augmentative communication, as well as assistive technology options, and social skills curriculums.

WEL 220: Women Empowered as Learners and Leaders (3 credits)

This required interdisciplinary course is designed to give all students entering The American Women's College a common experience and foundation for their education. Students examine leadership within the larger context of our interdependent world and their own strengths, values and aspirations. Students also examine learning styles, academic requirements, communication skills and technology to create a personalized action plan for success in the undergraduate experience and beyond.

WEL 330: Strategies for Personal and Career Growth (3 credits)

This required interdisciplinary course builds on the foundation created in WEL 220 to deepen students' knowledge, skills and attitudes related to career, leadership and financial development. Through a focus on well-being students will strategically delve into ways to manage their own growth and development while understanding the opportunities to build on their purpose, passion and potential.

WEL 331: Strategies for Personal and Career Growth for Nurses (3 credits)

This required course for RN to BSN students builds on the foundation created in WEL 220 to deepen students' knowledge, skills and attitudes related to career, leadership and financial development. Students' transition from the associate's degree graduate to the new paradigm of the professional baccalaureate prepared nurse in this course. They explore the program outcomes as their next phase in a career-long process of professional development. Students examine the key factors in society that promote a nurse's return to school, and determine the level of professionalism, effective communication, holistic healthcare, ethics, and informatics and technology required of nursing professionals in the 21st century. Students review healthcare legal foundations, nursing theory, health promotion, patient education, and determine the level of evidence-based practice required to provide standard-based nursing care. Students assess the challenges and opportunities related to professional nursing practice and evaluate the meaning and implications of the Massachusetts professional competency standards which include the Quality and Safe Education for Nurses (QSEN) national standards generated by the Institute of Medicine recommendations for safe patient care. Through this course, students explore growth and development as nurses while understanding the opportunities to build on their purpose, passion and potential.

Prerequisites: COM111 and ENG124

WEL 440: Leadership in Practice (3 credits)

This capstone course is an interdisciplinary course designed to give senior-level students an opportunity to create a learning experience that allows them to apply knowledge, skills and personal development to a project that also contributes to a family, organization and/or community. This course combines academic study with practical application of leadership, communications and technology skills as a springboard for the student to move forward into the future as an empowered woman. Students may choose to complete research, community-based projects and/or service learning projects. As a culminating experience, this course also provides the platform for assessing students' progress and proficiency.

WEL 441: Leadership in Practice for Nurses (3 credits)

This course combines academic study with practical application of leadership, communications and technology skills in nursing practice as a springboard for the nursing student to move forward into the future as an empowered woman. Students develop and expand their leadership abilities as they relate to their professional practice. Students examine various leadership and management theories in nursing. They analyze and evaluate nursing responsibilities related to communication, politics, conflict management, cost containment, organizational structure, staffing, evaluations, and delegation, including continuous quality improvement in healthcare systems. Students participate in simulations and scenarios to develop effective decision making strategies and to enhance teamwork, interdisciplinary collaborations, and accountability. As a culminating experience, this course also provides the platform for assessing students' progress and proficiency.

Prerequisites: WEL220 and WEL331

DIRECTORY

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The Board of Trustees

Date following each name indicates year of initial election to the Board.

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Executive in Residence
General Catalyst
Cambridge, Massachusetts

Tania M. Barber G'09 (2017)

President and CEO
Caring Health Center
Springfield, Massachusetts

Delcie D. Bean IV (2015)

Founder and CEO
Paragus Strategic IT
Hadley, Massachusetts

Jonathan F. Besse (2010)

Chair of the Board
Managing Director
Slalom Consulting
Hartford, Connecticut

Carrie Burr '86 (2014)

Vice Chair of the Board
Newton, Massachusetts

Mary A. Bushnell '74 (2016)

Jackson, Wyoming

Martin M. Caine, CPA (2016)

Member of the Firm
Wolf & Company, P.C.
Springfield, Massachusetts

Lamont Clemons (2018)

Executive Vice President
S-Cel-O Painting
Senior Vice President of Commercial Energy Sales
Proton Energy Group
Agawam, Massachusetts

Andrew M. Davis (2016)

President
Chestnut Realty Management, LLC
Springfield, Massachusetts

Laura Grondin (2018)

President and CEO
Virginia Industries
Rocky Hill, CT

Ann B. Hammer '62, G'13 (2009)

Singer Island, Florida

Andrea Hill-Cataldo (2018)

President

Johnson & Hill Staffing Services, Inc.

West Springfield, Massachusetts

Pia Sareen Kumar (2019)

Co-Owner and Chief Strategy Officer

Universal Plastics Group

Holyoke, Massachusetts

Andrew Lam, M.D. (2018)

Author and Retinal Surgeon

Partner

New England Retinal Consultants, P.C.

Springfield, Massachusetts

Grace Makari-Judson, M.D. (2013)

Professor of Medicine, University of Massachusetts

Medical School-Baystate

Co-Director, The Rays of Hope Center for Breast Cancer Research

Chair, Baystate Health Breast Network

Baystate Regional Cancer Program

Springfield, Massachusetts

Stefano Martini (2018)

Chief Technology Officer

Barnum Financial Group

Shelton, Connecticut

Angie B. McGinnis: Bayparent '94 (2007)

Retired Director

Pamplin Society of Fellows and

Coordinator, Inventing America Program

Lewis and Clark College

Portland, Oregon

Rodger K. Metzger, CFA (2019)

President, Chief Investment Officer

Hooker & Holcombe

Bloomfield, Connecticut

Robyn A. Newhouse, Ph.D. (2009)

Vice President/Community Service

The Republican

Springfield, Massachusetts

Stephanie O'Leary 2005, G '16, G '17 (2020)

Senior Associate, Technology Assurance

KPMG

Hartford, Connecticut

Lori S. Roop '79 (2014)
Director, Special Events
United States Holocaust Memorial Museum
Washington, D.C.

Mary Ann Spencer, CFA (2010)
Former Managing Director
Boston Capital Management, Inc.
Springfield, Massachusetts

Brian P. Tuohey (2013)
President
Collins Pipe & Supply Co., Inc.
East Windsor, Connecticut

Wayne Webster (2018)
Vice President/Commercial Loan Officer
Westfield Bank
Springfield, Massachusetts

Jeanette W. Weldon (2019)
Executive Director
Connecticut Health and Educational Facilities Authority
Hartford, Connecticut

Hamline C. Wilson (2015)
Retired Senior Vice President
MassMutual
Springfield, Massachusetts

Michelle Wirth (2018)
Owner
Mercedes-Benz of Springfield
Chicopee, Massachusetts

Ex Officio

Sandra J. Doran, J.D. (2020)
President
Bay Path University
Longmeadow, Massachusetts

Trustees Emeriti

S. Prestley Blake (1960)

Retired Founder/Former Chairman
Friendly's Ice Cream Corporation
Somers, Connecticut

Roberta B. Bolduc (2003)

Former Chairman, USGA Women's Committee
Longmeadow, Massachusetts

Edward J. Carroll, Jr. (1981)

Retired President
Carroll Consulting
Tucson, Arizona

Robyn B. Davis (1994)

Trustee and Director, Irene E. and George A. Davis
Foundation
Longmeadow, Massachusetts

Rev. Dr. Enzo V. DiGiacomo (1997)

Retired Surgeon and Emergency Room Consultant
Mercy Hospital
Springfield, Massachusetts

George C. Keady III (2003)

Managing Director
Senior Portfolio Manager
UBS Wealth Management
Springfield, Massachusetts

Leon E. Maglathlin Jr. (1980)

Retired Vice President/Regional Administrator
Northeast Utilities
Longmeadow, Massachusetts

Charlene H.D. Mazer '67; Bayparent '97 (1995)

Retired Vice President
STANPAK Systems, Inc.
Longmeadow, Massachusetts

Patricia J. Pierce, CFA

Former Senior Vice President for Domestic Equities
Wright Investors' Service
Vero Beach, Florida

Faculty

Date following each name indicates year of initial appointment to the faculty.

Brenda Hardin Abbott (1999)

Writing Program Coordinator

Associate Professor of English

B.A., M.A., Eastern Kentucky University, Ph.D., University of Massachusetts, Amherst

Susan A. Ainsleigh (2011)

Director, ABA Program

Associate Professor of Education

B.S. Villanova University, M.S. Simmons College, Ed.D., Johnson & Wales University

Maria Luisa Arroyo (2017)

Assistant Professor of Writing and First Year Studies

B.A., Colby College; MA., Tufts University; M.F.A., Pine Manor College, ABD, Harvard University

Christine A. B. Bacon (2004)

Chair, Science Department

Professor of Biology & Education

B.S., Simmons College; M.S., American International College; D.H.Ed., A.T. Still University

Heather Bairos (2019)

ABA Supervisor & Clinical Instructor

B.S., Northeastern University, M.S., Simmons College

Kevin Barlowski (2014)

Director, Performance Studies

Instructor

B.A., Emerson College; Circle in the Square Theatre School, Professional Workshop Certificate;

M.A., University of Birmingham

Kristine E. Barnett (2009)

Vice Provost for Academic Affairs

B.A., Russell Sage College; M.A., Central Connecticut State University; Ed.D. Johnson & Wales University

Elizabeth Belliveau (2017)

Assistant Clinical Coordinator and Advisor for Concord & Sturbridge

Instructor

B.A., College of the Holy Cross; M.S.W., Boston College

Mark Benander (2012)

Director, M.S. in Developmental Psychology and M.S. in Clinical Mental Health Counseling

Associate Professor of Psychology

B.S., University of Massachusetts; M.Ed., University of Massachusetts; M.S. Massachusetts School for Professional Psychology; Ph.D., University of Massachusetts; Amherst; LMHC

Beverly Benson (2019)

Director, Information Technology and Security – TAWC

B.S., Albertus Magnus College, M.S. Bay Path University, M.S. Central Connecticut State University

Janice Berliner (2018)

Program Director for Graduate Program in Genetic Counseling
Assistant Professor of Genetic Counseling
B.S., Rutgers-The State University of New Jersey (Cook College); M.S., University of Michigan

Marjorie Robinson-Bessette (2016)

Director, Health and Nursing – TAWC
A.D.N., Holyoke Community College; B.S.N., Elms College; M.S.N., Drexel University

Lynda Bishop (2013)

Director, Clinical Education for Occupational Therapy
Assistant Professor of Occupational Therapy
A.A., Indian River Community College; B.S., University of Florida; M.H.A., Russell Sage College;
OTR/L

Leanna James Blackwell (2013)

Director, MFA in Creative Nonfiction Writing
Assistant Professor of Creative Writing
B.A., University of California Irvine; M.F.A., Mills College

Kristen Bonanno-Sotiropoulos (2017)

Coordinator of Programs in Special Education
Assistant Professor of Special Education
B.A., M.S., Bay Path University, Ed.D., American International College

Laurie Bonavita (2017)

ABA Supervisor and Clinical Instructor
M.S., Elms College; Ph.D., The Chicago School of Professional Psychology

Cheryl Boucakis (2010)

Coordinator of OTA/PTA to MOT Bridge Program
Associate Professor of Occupational Therapy
B.S., Bay Path University; M.S., Bay Path University; O.T.D. OTR/L, Thomas Jefferson University

Alexandra Burns (1977)

Coordinator of Interior Design Program
Professor of Art and Interior Design
A.B., Manhattanville College; M.A., Mount Holyoke College

Susan Capasso (2017)

Associate Program Director of Genetic Counseling
Professor of Genetic Counseling
B.A., University of Vermont; M.S., Georgetown University; Ed.D., University of Hartford

Genevieve Condon (2018)

Senior Lead Faculty, Psychology – TAWC
B.A., Western New England College, M.S., Walden University, Ph.D. candidate, Walden University

Jeanne Corcoran (2020)

Interim Occupational Therapy Program Director
Professor of Occupational Therapy
B.S., M.S., University of New Hampshire; CAGS, Salem State University; OTD, Tufts University

Sylvia de Haas-Phillips (2016)

Director, Non-Profit Management & Strategic Fundraising
Assistant Professor
B.A., Rutgers University; M.S., Southern Connecticut State University; M.S.W., University of Connecticut, ABD, Brandeis University

Theresa DeVito (2017)

Director of Graduate New Initiatives and Coordinator of Graduate Programs in Healthcare
Associate Professor of Healthcare Management
B.S., Charter Oak State College; M.A., Cambridge College; Ed.D., University of Connecticut

Maura Devlin (2006)

Associate Vice President and Dean, Undergraduate Studies
A.B., Colgate University; M.P.P.A., University of Massachusetts, Amherst; Ph.D., University of Massachusetts, Amherst

Patricia A. Drewniak (2003)

Director of the Science Laboratory
Assistant Professor of Biology
B.A., M.Ed., American International College

Jennifer Duffy (2017)

Director of Faculty Research and Scholarly Activities
Associate Professor
B.A, Amherst College; M.A., Ph.D., Boston College

Mela Dutka (2019)

Coordinator of Higher Educational Leadership and Organizational Studies
Assistant Professor
B.A., University of Massachusetts-Dartmouth, M.Ed., University of Vermont, Ph.D., Boston College

Elizabeth C. Fleming (2007)

Associate Provost and Dean, School of Education, Human and Health Sciences
B.S., Fitchburg State University; M.Ed.\Ed.S., Vanderbilt University – George Peabody College;
D.A., Graduate School of Library and Information Science, Simmons College

Sheila J. Foley (2002)

Associate Professor of Criminal Justice
B.S., M.S., Westfield State University; Ph.D., Northcentral University

Janine Fondon (2016)

Chair of Communications Department
Assistant Professor
B.A., Colgate University; M.A., New York University

Melissa Green (2013)

Assistant Professor of Occupational Therapy
M.O.T., Bay Path University; OTR/L, OTD, Thomas Jefferson University

Victoria Gruneiro (2014)

Assistant Professor of Math

B.A., College of Our Lady of the Elms; M.S., Central Connecticut State University; CAGS, University of Massachusetts, Amherst; Ed.D., American International College

Sandra Haddad (1999)

Associate Professor of Forensics and Biology

B.S., University of Utah; Ph.D., Tulane University

Diane M. Hall (2005)

Professor of Psychology

A.S., Springfield Technical Community College; B.A., Our Lady of the Elms College; M.S., Springfield College; Ed.D., American International College, LMHC

Kristina Hallett (2015)

Director of Clinical Training

Associate Professor of Psychology

B.A., Wellesley College; M.S., Ph.D., University of Massachusetts, Amherst

Joshua Hamilton (2020)

Chief Nurse Administrator and Program Director, Doctor of Nursing Practice (DNP)-Family Nurse Practitioner (FNP)

Professor of Nursing

A.S.(Biology), Casper College; B.S. (Natural Science), University of Wyoming; A.S. (Nursing), Casper College; M.S. (Nursing), University of Wyoming; D.N.P., Rush University

Teresa Hayden (2020)

Practicum Coordinator, Doctor of Nursing Practice (DNP)-Family Nurse Practitioner (FNP)

Assistant Professor of Nursing

A.S.N., North Idaho College; B.S.N., Lewis-Clark State College; M.S.N., University of Phoenix; D.N.P., American Sentinel University

Gretchen Heaton (2017)

Senior Director, Career and Leadership Development - TAWC

A.B., Smith College, M.A., University of Texas, Austin, Ph.D. Coursework, Rutgers University

Kimberly A. Henrichon (2010)

Associate Professor of Occupational Therapy

B.S., University of New Hampshire; M.Ed., American International College, OTD, Thomas Jefferson University

Andrea Hickson-Martin (2014)

Coordinator, Early Childhood and Elementary Education Graduate Program Assistant Professor of Education

B.A., M.A., Our Lady of the Elms College; Ed.D., American International College

Melissa Hunsinger-Harris

Assistant Director, ABA

Assistant Professor of SPED-ABA

B.A., University of Maine; M.S., Simmons College, Ph.D., Chicago School of Professional Psychology

Deborah James (2017)

Assistant Professor in Occupational Therapy

B.S., Boston University; M.B.A., Western New England University; OTD, Bay Path University

John Jarvis (1999)

Professor of English and Communications

B.A., Brigham Young University; M.A., Ph.D., Washington State University

Gwen Jordan (2019)

Chair, Justice Programs

Associate Professor

B.A., University of Illinois Urbana-Champaign; M.A., Ph.D, University of Illinois Chicago; J.D., University of Denver College of Law

Timothy Kenny (2019)

Senior Lead Faculty, Business – TAWC

B.A., University of Southern Maine, M.B.A., Western New England College, M.S., Regis University, D.B.A. (candidate), Heriot-Watt University

Heather Kulp (2017)

Professor of Practice, Leadership and Negotiation

B.A., Saint Olaf College, J.D., Northwestern University School of Law

Hsiang-Ching Kung (2004)

Director of the Chemistry Program

Associate Professor of Chemistry

B.S., Tamkang University (Republic of China); Graduate Study, Bonn University; Ph.D., State University of New York at Buffalo

Wendy Lachtara (2012)

Assistant Professor of Occupational Therapy

B.S., Northeastern University; M.A., Ph.D., Massachusetts General Institute of Health Professions

Xiaoxia Liu (2019)

Program Director, Applied Data Science

Assistant Professor of Applied Data Science

B.A., Renmin University of China, Beijing; M.A., State University of New York; M.S., Georgia State University

Thomas Loper (2011)

Associate Provost and Dean, School of Science and Management

B.S. State University of New York; Ed.D, University of Massachusetts, Amherst

Susan McDiarmid (2017)

Director of Clinical Education, Physician Assistant Studies

Assistant Professor of Physician Studies

B.A., M.S., Springfield College

Michelle McGrath (2017)

Senior Director, Psychology – TAWC

B.A., Keene State College, M.A. Lesley University

Marie Meckel (2017)

Assistant Professor of Physician Assistant Program
B.A., B.S., University of Massachusetts, Amherst; M.S., Lock Haven University, M.P.H., University of Massachusetts, Amherst

Kathleen Menard (2018)

Director, Didactic Education, Physician Assistant Program
Assistant Professor of Physician Assistant Program
B.S., M.S., Springfield College

Thomas A. Mennella (2012)

Director, M.S. in Applied Laboratory Science and Operations
Associate Professor of Biology
B.S., Ph.D., University at Albany – SUNY

Sara Milillo (2016)

Assistant Dean, Curriculum Development and Instruction
B.S., Pennsylvania State University; Ph.D., Cornell University

Shirley Montovani (2014)

Associate Director, Education and Justice Studies – TAWC
B.A., Westfield State University; M.Ed., Cambridge College

Gabrielle Morgan (2019)

Assistant Professor in the Applied Behavior Analysis Program
B.S., Lewis & Clark College; M.S., Portland State University; Ph.D., Endicott College

Colleen Muse (2019)

Assistant Professor of Occupational Therapy
B.S., Bay Path College; OTD, Chatham University

Kenneth O’Konis (2016)

Assistant Professor of Chemistry
B.A., St. Anselm College; M.Ed., Harvard University

Whitney Osborn (2018)

Assistant Professor, OT, MOT Graduate Program
B.S., DPT, Simmons College

Gillian Palmer (2018)

Assistant Professor, Management
B.S., American International College; M.B.A., Bay Path University; doctoral coursework, University of Rhode Island

Courtney Patrick-Weber (2014)

Assistant Professor, Composition and Rhetoric
B.S., M.A., Northern Michigan University; Ph.D., Texas Woman’s University

Vernon Percy (2017)

Assistant Professor, Psychology
B.A., Westfield State University; M.Ed., Springfield College; Ph.D., University of Connecticut

Megan Piccus (2018)

Senior Director, Business – TAWC
B.S., University of Massachusetts; M.S., Rensselaer Polytechnic Institute

Theresa J. Riethle (2011)

Director, Physician Assistant Studies Program
Associate Professor of Physician Assistant Studies
B.S., Springfield College; M.S., The Chicago Medical School/Finch University of Health Sciences;
P.A.-C

Susan Rivelli (2018)

Assistant Professor of OT
B.S., Westfield State College; B.S., Worcester State College; M.B.A., Anna Maria College, OTD,
Chatham University

Yadilette Rivera-Colon (2016)

Coordinator, Undergraduate Science Research
Assistant Professor of Biology
B.S., University of Puerto Rico; Ph.D., University of Massachusetts, Amherst

Decorti R. Rodgers-Tonge

Assistant Professor of Accounting
Chair, Undergraduate Accounting Department
B.A., University of Massachusetts, Amherst; M.S., University of Hartford; M.B.A., Western New
England University; Ph.D. candidate, Temple University

Laurie Rosner (2016)

Chair, Undergraduate Programs in Business
Assistant Professor of Business
B.S., Bay Path College; M.S., Bay Path University; DPS, Pace University

Lisa M. Ruch (2000)

Assistant Dean of Liberal Studies
Professor of English and Communications
B.A., Pennsylvania State University; M.A., Indiana University; Ph.D., Pennsylvania State
University

Ellen Rustico (2004)

Chair of Education Programs, Director of Licensure Programs
Associate Professor of Education
B.S., Saint Joseph University; M.Ed., Westfield State University; Ed.D., American International
College

Mohammed Sattar (2008)

Director, M.B.A. in Entrepreneurial Thinking and Innovative Practices
Associate Professor of Business
B.S., University of Connecticut; M.S., Rensselaer Polytechnic/Hartford Graduate Institute, DPS,
Pace University

Robin B. Saunders (2016)

Director, of Graduate Programs in Communications and Information Management
Associate Professor

A.S., River Valley Community College; R.N., Mary Hitchcock School of Nursing; B.S. University of New Hampshire; M.S., St. Josephs University, ABD, Temple University

James Scripture (2016)

Assistant Professor of Cybersecurity

B.S., University of Maine; B.S., Westfield State College; M.S., Westfield State College

Gina M. Semprebon (1988)

Founding Director of the Center for Excellence for Women in Science

Professor of Biology

B.A., M.Ed., American International College; M.T. Certification, American Society of Clinical Pathologists; M.S., Ph.D., University of Massachusetts, Amherst

Kristen Serwecki (2016)

ABA Supervisor and Clinical Instructor

B.S., Westfield State College; M.S., Bay Path University

Matt Smith (2018)

Director, Cybersecurity and Computer Science Programs

Assistant Professor

B.S., University of Maryland; M.A., San Diego State University, M.B.A., Norwich University

Rae Ann Smith (2020)

Professor of Practice, Occupational Therapy

A.A., Allegany Community College; B.S., Frostburg State University; B.S., Towson University; M.Ed., Frostburg State University; OTD, University of St. Augustine for Health Sciences

Kara Stevens (2012)

Director, Finance and Accounting Programs

Assistant Professor of Accounting

B.S., M.B.A., University of Massachusetts, Amherst

Jennifer Stratton (2018)

Coordinator of Undergraduate Education

Associate Professor of Education

B.A., University of Massachusetts, Amherst; M.S., Wheelock College; M.S.Ed., Ed.D., American International College

Robert Surbrug (1998)

Director, Honors Program

Associate Professor of History

A.A., Ocean County College; B.A., Rutgers University; M.A., Ph.D., University of Massachusetts, Amherst

Emily Thompson (2016)

Director, Liberal Studies and Communications – TAWC

B.S., Old Dominion University; M.A., George Mason University; Ph.D. candidate, University of Massachusetts

Robert Tomasulo (2015)

Director of Musical Activities
B.M., B.S.E., University of Hartford

M. David Wallace (2004)

Professor of Psychology
B.A., University of Alberta, Edmonton, Alberta; M.A., Ph.D., University of Windsor, Windsor, Ontario

Julie Watson (2017)

Director, Post Professional Occupational Therapy Doctorate Program; Director, Doctorate in Health Science Program; Director, Master of Public Health
Associate Professor of Occupational Therapy
B.S., University of Maryland; M.O.T., University of St. Augustine; M.S., Ph.D., University of Florida

Lauren J. Way (2006)

Director, M.S. in Higher Education Administration Program
Associate Professor of Business
B.A., Smith College; M.Ed., Ed.D., University of Massachusetts, Amherst

Joshua N. Weiss (2014)

Director, M.S. in Leadership and Negotiation Program
Assistant Professor of Leadership and Negotiation
B.A., Syracuse University; M.A., The American University (Washington D.C.); Ph.D., George Mason University

Karen Weisz (2016)

ABA Supervisor and Clinical Instructor
B.A., Boston University; M.A., Northeastern University

Jane E. Weyant (2000)

Chair of Mathematics Department
Assistant Professor of Mathematics
B.S.E.E., M.S.E.E., Western New England University

Katie Wiens (2019)

Coordinator, Neuroscience Program
Associate Professor
B.S., Kansas State University; Ph.D., University of Minnesota

Kathryn T. Wiezbicki-Stevens (1994)

Chair, Undergraduate Psychology Department and Interim Director of Health and Human Studies
Professor of Psychology
B.A., Smith College; M.S., Springfield College; Ed.D., University of Massachusetts, Amherst

James M. Wilson III (2004)

Professor of Business
B.A., Clark University; M.B.A., M.S., Ph.D., University of Massachusetts, Amherst; SSBB

Susan Wyckoff (2017)

Professor of Practice, Master of Science in Higher Education Administration
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ADDENDUM