



# 2020-2021 Traditional Undergraduate 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](http://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 traditional undergraduate population.

### **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 Dean of Students, the Dean of the student's School, or the student's faculty advisor.

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, 21<sup>st</sup> 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, Community Health, 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](#)

## Main Campus Buildings

### Academic Buildings

The major academic buildings on the Longmeadow campus include d'Amour Hall, Carr Hall, Elliott Hall, Catok Learning Commons and Hatch Library. All buildings provide access to computers for Bay Path students including wireless for iPads and AirServer. All buildings contain classrooms and computer labs; Carr Hall holds the science laboratories as well as Mills

Theatre, which seats approximately 300. Faculty offices are located in Carr Hall, Elliott Hall, and the Emerson Houses.

The Philip H. Ryan Health Sciences Center in East Longmeadow, MA houses the graduate programs in education, human and health sciences including occupational therapy, physician assistant studies, education, psychology and genetic counseling. The Center contains classrooms, faculty and administrative offices, and a café.

### **Blake Student Commons**

The hub for campus activity is the Blake Student Commons, a gathering place and welcoming center for students and visitors. The multifunctional Blake Student Commons is the site for numerous events and club meetings throughout the year. It also includes the main campus dining hall with multiple food stations, the Carpe Diem Café, a small theatre, bookstore (see below), fireplace lounge, game room, community bulletin boards for postings, student mailboxes, the Athletics Department and the Sullivan Career and Life Planning Center. Open days and evenings, the Blake Student Commons is wired for computer and network accessibility, provides computer workstations for the Bay Path community, and features an information kiosk with an electronic bulletin board.

### **Fleming Book and Gift Center**

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 Fleming Book and Gift Center serves all campus locations as well as online students via telephone, email, and direct mail services. Students are responsible for purchasing the books needed for each course. The store accepts credit cards and has a buy back policy. In addition, the store offers University apparel and accessories (orderable online as well), supplies, and products and items for the residence hall and technology.

### **Sullivan Career & Life Planning Center**

The Sullivan Career & Life Planning Center is on the lower level of Blake Student Commons. The career center serves all members of the Bay Path Community, including undergraduate and graduate students, alumni and community partners. We provide life-long career development services, virtually and on-ground. The Carpe Diem Career Network, Bay Path's premier network for internships, employment opportunities, events, resources and career coaching, is managed through this office.

### **Bashevkin Center for Academic Excellence (Catok Learning Commons)**

Catok Learning Commons offers a comfortable, quiet, and collaborative space for students to study individually or in groups. The Learning Commons provides free peer tutoring services to Bay Path University students. Tutors are available by appointment through the MyBayPath portal. Peer content tutors can support students in writing, math, and across every traditional undergraduate discipline offered by the University. The Learning Commons also offers support from professional tutors in the areas of math and writing. Other services offered in the Learning Commons include: academic coaching, academic success workshops, and computers for working on papers, online assignments, or to be used in conjunction with adaptive equipment.

### **Hatch Learning Commons & Center for Online and Digital Learning**

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 ebooks 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.

### **International and Multicultural Center**

The International and Multicultural Center serves as a cultural resource for students, faculty, and staff. The Center provides guidance, support and services for current and prospective students. It offers space for students to connect with other students along with faculty and staff, and serves as one of the campus resources available to assist students during their journey at Bay Path. Through creative and innovative programs, the Center enhances cultural knowledge and produces a deeper appreciation for diversity and inclusion throughout the campus community.  
*Campus Location: North Hall, First Floor.*

### **Mills Theatre**

Mills Theatre, a gift of Ada C. Mills, is home to the Bay Path University Performing Arts Department. This state-of-the-art facility features ample seating, an advanced sound system, updated electrical lighting bay, and air conditioning to support its classroom and performing arts functions. Handicap accessible, the floor plan also has specially-designed handicap seating. Mills serves as a theatre-style classroom with retractable tablet desks and presentation equipment.

### **Computer Facilities**

Bay Path University is committed to providing the latest in campus computing, networking, and telecommunications facilities and services. Academic resources include more than 200 PCs available to students in several computer labs, the Catok Learning Commons, residence halls,

Hatch Library, and public clusters. By using any networked computer, students have access to information technologies such as e-mail and the internet through the campus network portal (my.baypath.edu). A variety of online information resources from Hatch Library are also available via the My Bay Path portal. Students may reach the IT Help Desk Service by phone at (413) 565-1487 or x1487 on campus, or electronically via e-mail at its@baypath.edu to submit an automated electronic service ticket. This service provides students with a single point of access for assistance with computing questions. Computer labs are also available when classes are not in session.

### **Bay Path Mobile App**

Launched in 2016, Bay Path University has a free app that's downloadable in either the App Store or Google Play Store for Apple and Android devices. Use the app to stay connected to Bay Path and join campus discussions, gain access to campus information on the go, register for classes and events, organize assignments, and view listings of Bay Path's student services and clubs. The app can be downloaded [here](#).

## **Athletics Facilities**

### **Farmlea Athletic Fields**

The athletic fields, including the Ryan Soccer Field, are located approximately one-half mile south of the main campus off of U.S. Route 5, and are the home of the Bay Path Wildcats outdoor athletics teams. On this site, there are regulation soccer and softball fields, a challenge course, and a walking and jogging track. The Grandchamp Field House has locker rooms and meeting rooms for Bay Path and visiting teams.

### **Breck Fitness Center**

Connected to the Blake Student Commons is the Breck Fitness Center. Open to the entire Bay Path community, the Center has a fitness room equipped with Nautilus and weight equipment, a large exercise/aerobics room, dance studio, and a 30-person conference room for informal wellness, health management, and nutrition classes. A personal trainer maintains weekly office hours and can schedule special appointments upon request. Breck also has offices for the student engagement staff including: the Assistant Dean of Student Success, Dean of Students, Director of Residence Life & Learning, Director of WELL & Community Life, Director of Special Programs, Executive Director of Multicultural Affairs & International Student Life, and the Athletic Director.

# 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.

<b>Summer July/August 2020 (2020 Summer Session II)</b>	
June 26	Last Day to Add/Drop Courses (deadline: 5:00 PM)
June 29	First Day of Classes
<b>July 3</b>	<b>University Closed – Independence Day</b>
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)

<b>Fall 2020</b>	
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)
<b>September 7</b>	<b>University Closed – Labor Day</b>
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)
<b>October 12</b>	<b>University Closed – Indigenous Peoples' Day</b>
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)
<b>November 25-29</b>	<b>Thanksgiving Break</b> 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

<b>Spring 2021</b>	
January 18	<b>No Classes – Martin Luther King Day</b>
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)
<b>February 15</b>	<b>University Closed – Presidents’ Day</b>
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
<b>May 16</b>	<b>Commencement</b>
<b>May 31</b>	<b>University Closed – Memorial Day</b>
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

# ACCREDITATION

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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](mailto: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](http://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](http://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](http://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

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## Overview

The Residential College at 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 Residence College 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 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 two weeks of receipt of their completed application.

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/Civil Rights and Anti-Harassment/Anti-Discrimination Policies. Admission decision are not based upon 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.

In addition to a campus visit and the University literature, information is available electronically at [www.baypath.edu/admissions](http://www.baypath.edu/admissions). The Residential College Admissions Office can be contacted at: Telephone: 413-565-1331; Fax: 413-565-1105; E-mail: [admissions@baypath.edu](mailto:admissions@baypath.edu)

## Points of Entry

### First-Year

Successful candidates for admission to the baccalaureate degree programs usually have completed a minimum of four academic courses each year in a college preparatory high school curriculum. Courses include four years of English, three years of mathematics (algebra I and II and geometry, or equivalent), two or more years of laboratory science, and three or more years of social studies, including U.S. History. Although not required, it is recommended that students complete two years of a foreign language, computer classes, and speech or public speaking classes.

Candidates graduating from public high schools in the Commonwealth of Massachusetts must pass the MCAS exam. Candidates must receive their high school diplomas from accredited high schools or obtain their G.E.D. Candidates seeking admission from non-accredited high schools may apply; however, additional documentation may be required to make a determination regarding the academic strength and validity of the institution and/or curriculum. If students are home-schooled, the academic plan and performance history approved by that students' local

Board of Education or school committee may be substituted for an official transcript. Admission in either of these circumstances can be granted only upon review of the admissions committee.

### **Transfer**

Bay Path University welcomes applicants with over 12 college credits as transfer students, including graduates of two-year colleges. Admission decisions are made and conveyed after all materials have been reviewed. Transfer applicants are admitted on the basis of academic and personal achievement and motivation.

Bay Path University has entered into articulation 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. Students must have a minimum of a 2.0 cumulative grade point average at the time of completion of their Associate's degree. Students wishing to take part in the Joint Admissions Program must indicate their desire to do so prior to completion of their Associate's Degree and sign a Joint Admissions agreement with the counselor at their participating community college. For further information regarding articulation agreements, please reference the [Articulation Agreements](#) page on the Bay Path website.

Current students at The American Women's College who are considering a transfer to the Residential College do not need to apply to the Residential College. Instead, they must submit a Division Change Form with appropriate approvals indicated on the form. A division change will only be processed between semesters or when a student is no longer actively pursuing credits in their current division's semester. Students must be aware that time to degree completion and financial aid may be affected by divisional changes.

### **International**

The Residential College accepts international students (i.e. an individual who needs a student visa issued by the U.S. Government to enter the United States). International students will be defined as first-year or transfer based on the number of previously completed college credits. International students are required to submit additional documentation to be admitted to the Residential College. Please reference [Admission Requirements](#) section for additional information.

## **Test Optional Policy**

The Residential College approaches admissions in a holistic manner and does not require first-year applicants to submit SAT/ACT scores for admission purposes. In that regard, the University is test optional; however, because of the variety of grading standards among high schools, standardized assessments such as the SAT or ACT, together with other qualitative measures of a student's demonstrated strengths and talents, remain tools to understand a student's academic profile. Combining all of this information with a personal interview assists the University to place and advise students appropriately.

## **Application Review Process**

The Residential College requires first-year, transfer, and international candidates to submit all admission requirements defined listed for candidacy type before they will be considered for admission. The Residential College will make an admission decision based on the documentation provided and students will be notified via standard mail within two weeks of completion of all admission requirements.

# Admission Requirements

## First Year

All first year applicants must submit the following requirements:

- A completed application (paper, online, or Common Application)
- Official high school transcript from an accredited school or high school equivalency certificate (G.E.D., HiSET, or TASC)
- Official college transcript from all previously attended institutions where coursework was attempted
- Optional materials to help support your application: a writing sample or essay and/or recommendations from teachers or high school counselors

Additional information may be required prior to enrollment for select majors. All Honors, WiBH, WiSH students wishing to enroll in these programs must supply SAT or ACT scores as part of the application process.

Note: If multiple SAT scores are submitted by the applicant, Bay Path University will consider only the highest Critical Reading, Math and Writing scores. Bay Path will not consider for admissions purposes only part of the SAT/ACT score, for example, just the verbal or math or a subject test. Home schooled applicants are required to submit SAT Critical Reading, Math and Writing scores.

## Transfer

All transfer applicants must submit the following requirements:

- A completed application
- Official high school and college transcripts from all previously attended institutions
- Optional materials to help support your application: a writing sample or essay, an interview either in person or by phone, and/or recommendations from a teacher or an administrator

Additional information may be required prior to enrollment for select majors.

## International

Bay Path University enjoys a rich tradition of international student enrollment. International students interested in enrolling in any of the associate or baccalaureate degree programs are required to submit the following requirements:

- Completed application
- Non-refundable application fee of \$25
- Official high school (secondary school) transcript in English that reflects a "C" or higher overall average
- Official TOEFL internet-based test (iBT), IELTS, or Duolingo score report showing proof of English proficiency (for non-native English speakers)
  - Minimum score requirements are 76 for the TOEFL iBT, 5.5 for IETLS, and 44 for Duolingo
- Certified bank statement providing evidence of appropriate financial support (in English and converted to U.S. dollars)
- Two letters of recommendation (academic)
- Essay (1-2 pages, typed)

- Official transcripts from all colleges and universities previously attended (when applicable)
- \$300 deposit (in U.S. dollars upon acceptance)\*

\*International students must have made their deposit before an I-20 is issued.

## **Accelerated 3-Year Degree Option**

An accelerated 3-year degree option provides traditional undergraduate students, including students who have been dual enrolled in high school and college or those who have advanced placement or CLEP credits, who are time conscious can earn a bachelor's degree via a quicker route for various reasons such as wanting to enter the workforce as soon as possible, starting graduate school sooner than later, or simply wanting to waive a year's worth of tuition.

To complete an accelerated 3-year degree track, qualifying traditional undergraduate students commit to taking courses year-round and working closely with an academic advisor to plan and complete the degree requirements of their major. Not all majors available within the traditional undergraduate population can be offered in this format. For a complete list of available majors, please review the [Accelerated 3-Year Degree Option](#) policy.

For consideration, first-year students must have a minimum 3.0 grade point average upon acceptance to Bay Path University and/or in their first year at the institution, as well as be interviewed, submit a writing sample, and submit two letters of recommendation. Financial aid is available in the fall and spring semesters for accelerated 3-year degree students who qualify.

Acceptance into an accelerated 3-year degree track does not prevent a student from being able to take graduate coursework and/or pursuing an accelerated Bachelor's to Master's degree.

Interested individuals may consult with the respective Department Chair for an accelerated 3-year degree course sequence.

## **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 [admissions@baypath.edu](mailto:admissions@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.

## **Conditional Acceptance**

The Residential College offers a limited number of conditional acceptances to students who demonstrate marginal preparation for college-level work, but who have the potential for success at Bay Path University. Conditionally accepted students must meet the conditions listed within their acceptance letter issued by the Residential College prior to the start of their first semester at the institution. Students who have been admitted conditionally may be required to take a reduced course load in their first semester and/or work with the Director of Student Academic Support Services to develop an electronic learning plan.

## Enrollment

New students are recommended to make their deposit and complete the enrollment process ten days prior to the start of classes; however, new students can still be considered for their accepted semester if they deposit and complete the enrollment process by the end of the first week of classes in that semester. Because this policy is in place to protect the student and allow for proper orientation to the University, there are no exceptions or extensions provided.

After May 1 (fall semester) and December 1 (spring semester), tuition and housing deposits are nonrefundable. The deposit amount is \$200 for commuters and \$300 for resident students and is deducted from the total bill for the semester. Additional financial policies are available in the Financial Information section of this academic catalog.

## Health Insurance

Please reference the Student Accident and Sickness Insurance Program subsection within the [Undergraduate Tuition & Fees](#) section for additional information.

## Health Records

All full-time undergraduate applicants who accept the University's offer of admission must submit a complete medical history, including a certificate of examination by their physician, as well as a Bay Path University Immunization Record required by Commonwealth of Massachusetts law. Part-time applicants in the Occupational Therapy and Education programs must also submit this medical history. Entrance Health Record Forms are mailed to enrolling students and must be uploaded into the student's electronic health record in Mediat by August 1 for the fall term and by December 15 for the spring term. Students failing to submit these records will not be permitted to register or attend classes. Students questions regarding required health documents can be assisted by calling Health Services at 413-565-1544.

## 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 should contact the Registrar's Office at [registrar@baypath.edu](mailto:registrar@baypath.edu) for further information.

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 Testing

Undergraduate students are assessed for competencies in mathematics upon enrollment at Bay Path University. The assessments are designed to help determine which class placements are most appropriate for a student, based on aptitude in University-level mathematics.

## Re-Admission

Students who have been away from the institution for a minimum of 12 months are required to re-apply through the Office of Admissions. Please reference the [Reinstatement, Re-Entry and Re-Admittance Policy](#) for additional information.

## Transfer Credit

The purpose of awarding transfer credit is to recognize advanced high-quality work and to provide increased flexibility for students by preventing the duplication of coursework.

### Types of Transfer Credit

#### Credit Completed at a Regionally-Accredited Institution

Traditionally, credit is accepted towards the equivalent Bay Path University offering when a student earns a transferable grade in a course offered by a regionally-accredited institution. Elective credit may also be considered on a space-available basis when a student earns a transferable grade in a course offered by a regionally-accredited institution that is not offered by Bay Path University.

Credit earned by high school students participating in dual enrollment programs with a regionally-accredited institution may receive credit is transferrable, provided it meets the institution's transfer credit requirements. For consideration, dual enrollment students must submit their official transcript to the Office of Admissions.

#### Standardized Exams

Bay Path University also awards transfer credit for high achievement on Advanced Placement (AP), College-Level Examination Program (CLEP), and International Baccalaureate (IB) exams. For consideration, students who have completed one or more of these exams must have an official score sheet submitted to the Office of Admissions. Please reference the Transfer Credits subsection for additional information about required scores and Bay Path course/requirement equivalents.

### Evaluation

Prior to enrollment, transfer students may receive a tentative credit evaluation provided by the Office of Admissions after submission of all official transcripts. Once deposited, an official evaluation of transfer credit is completed by the Registrar's Office.

Please reference the [Transfer Credit](#) policy for additional information.

## 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->

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## Deposits

A reservation deposit is required of all students. The amount of the deposit will vary depending on the student's status at Bay Path University (see below). Deposits from new, incoming students who choose not to attend the University are fully refundable prior to May 1 for the upcoming academic year, by submitting a written request to the Student Financial Services Office

New full-time resident student	\$300
New full-time commuter student	\$200

## Undergraduate Tuition and Fees

The tuition and fees for the upcoming academic year are:

Full-time tuition (12-18 credits)	\$35,781.00
Part-time tuition (less than 12 credits)	\$550.00/credit
Room & Board (Unlimited Access) *	\$13,440.00
Room & Board (150 Block Plan)*	\$13,119.00
Room & Board (Flex 14 Plan) *	\$12,799.00
Single Room Fee	\$3,500.00
Student Accident and Sickness Insurance Program – Full year	\$3,217.00
Parking Fee	\$300.00
Lost Campus Card Replacement Fee	\$10.00
Lost Key Replacement Fee	\$10.00
Returned Check Fee	\$15.00
Course Lab Fees Starting at	\$50.00**

\*\*Course Lab fees vary by course. See [Course Lab Fee](#) subsection below for comprehensive list.

### Undergraduate Tuition

Tuition for full-time undergraduate traditional students is \$35,781 for the upcoming academic year. Tuition includes a full-time course load of 12 to 18 credit hours per semester. Students electing to enroll in more than 18 credits during a semester will be charged the per credit rate of \$550 for each credit over 18. Exceptions to this policy are rare and made only at the discretion of Academic Affairs and the Controller.

### Course Load Requirements and Restrictions

Full-time status for undergraduate students is 12 to 18 credits per semester. A student wishing to carry more than 18 credits in a Fall or Spring semester may seek permission to do so from their academic advisor via the Credit Hour Overload form available on the MyBayPath portal or in the Registrar's Office. Students are advised that there are financial implications of taking more than 18 credits (see above).

*Full-time students choosing to take more than 18 credits should work closely with their advisors to ensure that they will maintain full-time status for all remaining semesters at Bay Path University. Students taking extra classes in earlier semesters which drop them to less than full-time status in future semesters may lose eligibility for various scholarships or financial aid awards.*

### Room & Board

Room & Board is based on double occupancy. A student may request a single room for an additional charge of \$1,750 per semester. There are also rooms available with triple occupancy for an additional charge of \$125 per semester. The room & board charge includes basic cable services and computer/Internet access.

Each resident student has the option of selecting the Unlimited Access, 150 Block Plan or Flex 14 meal plan. Students are allowed to change their meal plan up to the end of the first week of each semester.

Meal Plan	Description
<b>The Unlimited Access Pass</b>	The Unlimited Access Pass includes unlimited access to the Blake Dining Hall. The Unlimited plan comes with \$200 per semester of "flex money" that may be used at either the Carpe Diem Café or the Blake Dining Room. This plan also comes with 8 guest meals per semester.
<b>The 150 Block Plan</b>	The 150 Block Plan includes 150 Meals in the Blake Dining Hall per semester. The 150 Block plan comes with \$300 of "flex money" that may be used at either the Carpe Diem Café or the Blake Dining Room. This plan also comes with 8 guest meals per semester.
<b>The Flex 14 Plan</b>	The Flex 14 Plan includes 14 meals per week in the Blake Dining Hall. Also, the plan comes with \$100 per semester of "flex money" that may be used at either the Carpe Diem Café or the Blake Dining Room. This plan also comes with 8 guest meals per semester.

Students are allowed to change their meal plan up to the end of the first week of each semester. No refunds are given on unused Campus Card dollars included with the meal plans. Any unused Campus Card dollars from the fall semester will be carried forward to the spring semester. Any unused portion at the end of the spring semester will be forfeited.

### Student Accident and Sickness Insurance Program

The Massachusetts Universal Health Care Act mandates that all students enrolled three-quarter to full-time in a degree-granting program at all colleges and universities in Massachusetts participate in a qualifying student accident and sickness insurance program. In accordance with Massachusetts State Law, Bay Path requires students to participate in the University's Student Accident and Sickness Insurance Program unless proof of comparable coverage is provided. Students must go on-line [www.gallagherstudent.com/baypath](http://www.gallagherstudent.com/baypath) and complete the On-Line Enrollment Form to enroll in the Bay Path University Student Accident and Sickness Insurance Program, or complete the On-Line Waiver Form and provide proof of comparable coverage to waive this plan. The deadline for completing the waiver form and waiving the insurance for the academic year is July 1, 2020.

### 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	Surveys of Biochemistry Lab	\$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

### **Miscellaneous Fees**

A common miscellaneous fee applying to students is a challenge exam fee to purchase credits of \$220. 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.

### **Parking Fees**

To be considered for parking privileges, students must submit an annual parking application to the Campus Public Safety Office. The \$300 annual parking fee must be submitted along with the parking application. The parking fee is not prorated based on the number of days, weeks, or months the automobile is on campus. Parking permits are issued on a first-come, first-serve basis. There is not a parking fee for students that commute.

Campus Public Safety maintains a list of all registered vehicles and violations including those of commuting students. If a student receives a third parking violation, a sticker will be affixed stating that the 4th violation will result in the vehicle being towed at the owner's expense. Parking privileges will be revoked for the remainder of the academic year for any subsequent violation. Fines appear on the student's account and should be paid in the Business Office. Unpaid fines may result in further charges, revocation of parking privileges and withholding of grades, diplomas and transcripts.

### **Other Charges: Books & 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.

### **Other Charges: 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**

Undergraduate students may audit a course on a space available basis. Students who audit a course do not earn credits or a grade and cannot change their audit status to one for credit after the add/drop deadline. The tuition for an audited course is one-third of the regular amount per credit hour.

The University may offer other educational or certificate programs during the year on a non-credit basis. The cost for these courses will be determined by the University and made available to potential students prior to the start of these programs.

## **Payment Options**

Students are accepted for admission to the University for the entire academic year and are billed on a semester basis. The fall semester bill is sent out by June 1 and is due by July 1. The spring semester bill is sent out mid-November and is due by mid-December. All checks and money orders should be made payable to Bay Path University. The University also accepts MasterCard, Visa, Discover, 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 is an interest-free monthly payment program, which allows students to spread out all or part of their educational expenses over each semester. The payment plan is a 5-month plan and a \$55 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.

## **International Students**

International students must reconcile their bill by July 1 for the fall semester and mid-December for the spring semester. Failure to pay their bill in full prior to arriving on campus will prevent them from moving into the residence halls and attending classes. The University will provide wire transfer information to students upon request.

## **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 the semester. To apply for deferment, the student must complete a Bay Path University Application to Defer Tuition Payment located on the My Bay Path 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 semester. 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 institutio

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 submit a completed Enrollment Status Form with appropriate signatures to 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.

### 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 15 weeks

Prior to the add/drop deadline	100% Refunded
After add/drop deadline through end of second week	60% Refunded
Within the third week	40% Refunded
Within the fourth week	20% Refunded
After four weeks	No Refund

#### Sessions containing 8 weeks

Prior to the first scheduled class	100% Refunded
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Within the first week	90% Refunded
Within the second week	30% Refunded
After the second week	No Refund
<b>Sessions containing 4 to 6 weeks</b>	
Prior to the first scheduled class	100% Refunded
Within the first week	90% Refunded
After the first week	No Refund
<b>Sessions containing 3 weeks or less</b>	
Prior to the first scheduled class	100% Refunded
Within the first week of classes	90% Refunded
After the first week of classes	No Refund

To be considered withdrawn from the University, students must submit a completed Enrollment Status Form with appropriate signatures to 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.

## 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](http://wildcat.baypath.edu).

## Military Benefits and Services

Bay Path University is pleased to work with veteran military service members and their families.

### 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](mailto:sfs@baypath.edu).
- Complete the Graduate Program Registration and Payment Form with the Office of Graduate Admissions to get registered for your initial coursework.

### **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.

### **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](http://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 veterans and their families can use the following resources to ask questions or request additional information about their benefits:

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 damage to rooms in residence halls, classrooms, equipment, furnishings, breakage of laboratory equipment, false fire alarms, inappropriate use of technology 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 [www.fafsa.ed.gov](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, maintains full-time status, and meets 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 merit scholarships which range from \$5,000 up to \$20,000 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.

### **1897 Founder's Scholarships**

Students with a high school GPA of 4.0 or higher are eligible for 1897 Founder's Scholarship awards up to \$20,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.0 or better.

### **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.

### **Academic Excellence Scholarships**

Transfer students with a core academic GPA of 3.0 to 3.49 are eligible for Academic Excellence Scholarship awards up to \$15,000 toward tuition, and room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

### **Academic Achievement Scholarships**

Transfer students with a core academic GPA of 2.50 to 2.99 are eligible for Academic Achievement Scholarship awards up to \$12,000 toward tuition, and room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

### **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. Stern 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 Trikakis '79 Memorial Scholarship**

The Barbara Jean Trikakis '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 their 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.

### **Dean's Scholarships**

Students with a high school GPA of 3.0 to 3.59 are eligible for Dean Scholarship awards up to \$18,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

### **Distinguished Scholars Awards**

Transfer students with a core academic GPA between 2.0 and 2.49 are eligible for Distinguished Scholars awards up to \$10,000 toward tuition, room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

### **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.

**Honors Scholarships**

Students who are accepted into the Honors Program are eligible for a scholarship of up to \$1,500.

**Internship Fund**

Donors from the Bay Path Community contribute to an Internship Fund, available on an application basis to undergraduate students completing unpaid internship experiences.

**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 maintains 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.

**Pathways Scholarships**

Students with a high school GPA of 2.49 and below are eligible for Pathways Scholarship awards up to \$12,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

**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.

**Presidential Achievement Scholarship**

Transfer students with a core academic GPA of 3.5 and above are eligible for Presidential Achievement Scholarship awards up to \$17,000 toward tuition, and room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

**Pride Stations & Stores Scholarship**

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

**Provost Scholarships**

Students with a high school GPA of 3.60 to 3.99 are eligible for Provost Scholarship awards up to \$19,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

**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 financial need and is in good academic standing. Preference is that this be awarded annually to one student as they proceed through their 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.

### **Seize the Day Scholarships**

Students with a high school GPA of 2.50 to 2.99 are eligible for Seize the Day Scholarship awards up to \$ 17,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

### **Success Award**

Students with a University grade point average between 2.0 and 2.49 who transfer to Bay Path University are eligible for awards up to \$9,000 toward tuition, room and board, which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

### **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](http://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 30<sup>th</sup> 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](http://www.studentaid.ed.gov) and/or contacting Bay Path University Student Financial Services Office at 413.565.1256 or our website [www.baypath.edu](http://www.baypath.edu).

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## **Academic Advising**

Bay Path University practices a collaborative advising model that includes both professional and faculty advisors. Students are assigned advisors based on major and class year.

First-year students have both a professional advisor and a major advisor. Professional advisors assist students in their transition to University life, as well as with the educational and career planning process. In collaboration with the faculty advisor, the professional advisor assists students with course selection during periods of open enrollment and ensure each student is successfully registered for the following semester. In addition to the professional advisor, first-year students are assigned a faculty advisor in their major. During the first year, the major advisor may provide additional support to the student with course selection during periods of open enrollment, and long-term academic planning. After the first year, the major advisor becomes the student's primary advisor and would assist the student with course selection during periods of open enrollment and ensure each student is successfully registered for the following semester.

Each transfer student is assigned a faculty advisor within their major with whom they can consult about their program, course selections, academic progress and career goals.

The Director of Advising and Retention is the major advisor for Exploratory students and will work closely with students to explore major options and select courses. Each Exploratory student will also engage with their Exploratory Career Coach from the Sullivan Career and Life Planning Center. Together, the Director of Advising and Retention and Exploratory Career Coach will help students develop a greater sense of self-awareness in regard to interests, values, skills and abilities while identifying majors and careers that can relate. Students can find information about their academic advisor(s) within the Advisor Information section of the Students tab on the MyBayPath Portal.

Any general concerns about academic advising can be directed to the Director of Advising and Retention.

### **Pre-Law Advising**

Although law schools do not require particular fields of study for admission, a background in legal courses along with the University's liberal arts core provides an excellent foundation for law school. Any student considering law school should consult with the Pre-Law Advisor, as early as possible, for recommendations on course selection, preparation for the LSAT and the law school application process.

### **Pre-Medical and Pre-Veterinary Advising**

Bay Path has established an articulation agreement with Ross University for students interested in entering the fields of medicine or veterinary medicine. Any student considering these options should consult with the Chair of the Science Department.

### **Pre-Pharmacy Advising**

Bay Path has established an articulation agreement with Western New England University for students interested in entering the fields of pharmacy. Any student considering these options should consult with the Chair of the Science Department.

## **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.

## **Career Development**

### **WELL Program**

Throughout their tenure at Bay Path and beginning in WEL100, undergraduate students are introduced to the many aspects of career and life planning, first for their University years and then for their professional lives. In WEL100, students discover their strengths and set personal, academic and professional goals using self-assessment and career planning tools. Beginning with WEL100 and completed in WEL400, an e-portfolio is developed by each student to gather information about their academic and co-curricular experiences, reflect upon learning and goals during their education, and demonstrate growth in knowledge, skill, and experience over their undergraduate experience.

In sophomore year, baccalaureate degree students are offered an exciting opportunity to learn up-to-date information about the current work world in the one-credit WEL310 course: Strategies for Career and Personal Growth, which is offered in a face-to-face or online format and culminates in an on-campus dining experience. Students explore their ideal roles, discuss how to

their strengths and passions can and should be part of their career plans, hear career stories from successful professionals who discuss the challenges and opportunities of their respective fields and help students prepare for interviews, and learn how to plan and execute a career plan.. In this course the student is guided in the development of résumés and cover letters to prospective employers and conduct a mock interview to sharpen their abilities to articulate their goals and strengths. A clear understanding of what to do before, during, and after job interviewing is reviewed. Additionally, students learn how to use resources available on the Internet in their career planning and job search process.

### **Sullivan Career and Life Planning Center (SCLP)**

The Sullivan Career Life and Planning Center (SCLP) team realizes that a successful college experience involves blending personal development, academic learning, work experience and effective career planning. We are all unique. As a result, career and life planning at Bay Path is customized and personal. Integration is key – a **personal career coach** works closely with faculty advisors and mentors to ensure that you receive coaching and guidance to create a strong academic and experiential learning experience. We help students acquire the self-knowledge and competencies that today’s world needs, such as strong leadership skills, creative and critical thinking, excellent communication skills, the ability to work independently and as part of a team, and the drive to make a positive difference. The Sullivan Career and Life Planning Center is a resource to empower students to cultivate their passion, purpose and potential.

### **Strategies for Personal and Career Success**

Students should take WEL310 in the spring of sophomore year or the fall of junior year, focusing on career reflection, exploration, and planning. Students 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. The course culminates with an opportunity to attend a Women’s Leadership Dining Experience with professionals from our community. Curriculum is designed to serve as a pre-internship experience.

### **Career & Networking**

Networking is essential! Each year, students are invited to attend a Career & Networking event in their major field of study. Panels comprised of professionals working in various career paths within the major present on a range of topics, followed by your chance to engage in dialogue with panelists in small groups.

### **Career Coaching: Leveraging Your Best**

The SCLP career coaches are experts in helping students discover creative ways to engage their passions, articulate their purpose and help them begin to develop their true potential. Students are assigned a personal career coach when they join our community as a first year student. This career coach stays with a student throughout their program, guiding them to have next steps firmly in place at graduation. We give students the resources to build a well-grounded perspective that empowers them to proactively create their future.

### **Internships: Hands-on, Real-World Experience**

The vast majority of students complete at least 240 hours of an internship, practicum, or field work before graduation. Employers value experience in related fields, and these experiences increase a student’s employability and graduate school admission, as well as enhance their resume, provide career exploration, and build professional networks. The career coach and faculty advisor strategically help match a student with an internship experience to give them what they need for future success – a next step in creating a powerful career story.

### **Carpe Diem Career Network**

Bay Path's Carpe Diem Career Network is proud to partner with Handshake, a cutting-edge career network and recruiting platform for college students and young alumni, including the over 20,000 current students and alumni from Bay Path University.

### **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.

Students should consult the CCGS Form for each member's eligibility criteria and/or to begin the registration process. The form is available for students on the MyBayPath portal.

### **Counseling Services**

Students who require mental health 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**

Directed Study courses, in undergraduate and graduate programs, serve two important functions at Bay Path University. A directed study course may fulfill a requirement in a student's program of study, or a directed study may provide a student the opportunity to work with a faculty member on an elective course in an area not included in a specific course in a given program.

If a student wishes to apply for a directed study in an elective course, the directed study application must be filled out and submitted to the Dean who oversees the program/department in which the course is offered. The directed study elective course option provides qualified

students (minimum grade point average of 3.0 overall required) with the opportunity to work with a faculty member on an area of mutual interest that is not normally a part of courses listed in the University Catalog. In this way, students may gain knowledge about a subject in which they have an interest and that complements their degree program. This directed study option requires that a student with the faculty member design a proposal that includes student learning outcomes, required readings and activities, assignments, and projects that will be reviewed by the appropriate dean. The Dean approves or denies the proposed elective directed study. This approval process must be completed in the semester before the semester in which the directed study will be implemented. When approved, the faculty member and the student will agree on the number and frequency of the meetings for the directed study needed to fulfill the course requirements.

If a student wishes to apply for a directed study in a required course, the student, after consulting with their advisor, must meet with the Registrar, who will certify that the class will not be offered in time for the student to fulfill the degree requirement and that there is no appropriate substitution. The directed study application must be completed and then submitted to the Dean of the respective School for review, however, the application form must be submitted no later than the first week of class in the semester during which the student intends to do the directed study. Final approval will be granted by the Vice President of Academic Affairs. If the directed study is approved, the instructor will provide the student with the same syllabus normally used in the course and, with the student, prepare a list of meeting times. After each meeting, the instructor should make notes as to the student's progress and upon completion of the course, submit a grade to the Registrar's Office. The instructor should keep the notes, papers, exams, and any other evaluative devices on file until such time as the student's right to challenge the final grade has expired.

## **Division of Research and Academic Resources**

The Division of Research and Academic Resources includes the Center for Student Scholarship, Research, and Creative Works, the Center for Teaching and Learning, Hatch Library, the T. Marc Futter Program for Ethics in Leadership and Integrity in Action, the Institutional Review Board (IRB), the Center for Online and Digital Learning, the Office of AccessAbility Services, the Bashevkin Center for Academic Excellence, the Research Committee, the Richard B. Briotta Talks, Academic Achievement Day, the Marcia Conrad Honors Ceremony, and Convocation.

### **Center for Student Scholarship, Research, and Creative Works**

The Division encourages and supports undergraduate and graduate students in all majors and programs to undertake special research projects, scholarly activities, or creative works under the guidance of a faculty mentor. Students may apply for individual grants to support their research. This may include supplies, materials, journals and publications and travel. Students who receive these grants are required to present their findings at the University's annual Academic Achievement Day.

### **Center for Teaching and Learning**

The Bay Path University Center for Teaching and Learning (CTL) provides resources and confidential services to all Bay Path instructors to support educational excellence in on-ground, hybrid and online courses at the undergraduate and graduate levels. Through web resources, events and consultations, we strive to offer faculty development opportunities that are relevant, easy to access, time efficient, and high quality.

### **Hatch Library**

The newly renovated Hatch Library offers an inviting atmosphere, not only for individual study, but also for collaborative learning in our group study rooms. We have an up-to-date collection of

over 450,000 items, mostly online resources accessible 24/7 from any location, 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.

#### **T. Marc Futter Program for Ethics in Leadership and Integrity in Action**

Funded by the generosity of benefactor T. Marc Futter, the Program for Ethics in Leadership and Integrity in Action is a University-wide initiative, incorporated throughout the undergraduate curriculum. Based on the belief that ethics is reflected in both words and actions, the Program includes an intense ethics discussion for all incoming students at New Student Orientation, followed by signing of the Honor Pledge displayed at fall convocation and in Hatch Library, and an ethics speaker in the spring. Ethical concepts are infused throughout the curriculum in all majors and examine the basic notions of “right” and “wrong” in contemporary society. Students develop and define their individual standards of ethical behavior relevant to their personal and professional lives.

#### **Institutional Review Board (IRB)**

The Bay Path Institutional Review Board works with students and faculty to ensure their research complies with federal regulations for the protection of human subjects.

#### **Center for Online and Digital Learning (CODL)**

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 ePortfolio and digital badging programs.

#### **Office of 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 Coordinator of AccessAbility Services, located in the Blake 107. 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 of the disability.

#### **Bashevkin Center for Academic Excellence**

The Bashevkin Center for Academic Excellence provides free, academic support services to all students enrolled at Bay Path University. Students have the option of peer tutoring, academic writing support, professional academic coaching and online tutoring services. Students can meet individually or in small group sessions with staff to receive assistance in understanding course content, writing papers and developing study skills such as test preparation, note taking, organization, time management and much more.

Online tutoring services are offered to students on-demand through individual sessions by qualified online tutors 24 hours a day. Students can access a variety of support services including content based tutoring, writing support and academic skill development. Students can access online tutoring through the Bay Path Portal. Students can schedule an appointment to meet with an on ground tutor or access online tutoring services through the Bay Path Portal.

## Domestic Study

### Washington Semester Program

The Washington Semester Program at American University is the oldest academic field experience program in Washington, D.C. and provides the student with an unrivaled experience including a seminar, an internship, and a supervised research project or an elective from the AU course offerings. The program is staffed by American University's full-time faculty to assure academic rigor. Students are guaranteed housing in the University's residence halls with university supervision and have access to all university facilities. Tuition is paid at the regular Bay Path University rate. Bay Path University seniors, juniors, and second-semester sophomores are eligible to apply for the program, and candidates are selected on the basis of their scholastic achievement and readiness and ability to do independent work. Application should be sent to the Administrative Assistant to the Dean of Undergraduate Studies. Enrollment in the program is limited.

### Chaminade University Semester Program

Chaminade University of Honolulu, Hawaii, is a Roman Catholic, coeducational, private, four-year institution offering such programs as business, criminal justice, education, forensic science, interior design, and theology, as well as intensive programs on Polynesian language, culture, art, design, history, and geography. Students are responsible to pay the Chaminade University room and board rate for campus housing, as well as air fare and other expenses. Students intending to study at Chaminade University should apply to the Study Abroad Coordinator. Enrollment in the program is limited.

## Entrepreneurial Program

The mission of Bay Path's Entrepreneurial Program is to help students in all disciplines and majors to develop their own potential by fostering an entrepreneurial mindset. Students are encouraged to act innovatively and find creative solutions to problems in their chosen fields.

In addition, events and special opportunities for students to learn about the business end of entrepreneurship (be it social entrepreneurship, for-profit or non-profit entrepreneurship) abound at Bay Path. They include: the Entrepreneurial Spirit Awards (cash awards for students starting their own businesses); the Bay Path Elevator Pitch Competition and subsequent Regional Competition opportunities; the Bay Path Innovative Thinking and Entrepreneurship Lecture Series; opportunities to attend local and national collegiate entrepreneurship conferences; opportunities for "shadowing" and mentoring with prominent local entrepreneurs from a variety of fields; and academic offerings that include entrepreneurship-related topics, such as the BUS305 "Entrepreneurship" course and the BUS325 "Small Business Consulting" course.

## ePortfolio and Digital Badging

Prior to graduation, Bay Path students are expected to be able to articulate how experiences both in and out of the classroom have contributed to their overall learning and development. The Bay Path ePortfolio enables students to reflect upon their accomplishments and collect evidence (papers, presentations, videos, etc.) of these experiences so that, upon graduation, students can articulate their specific knowledge, competencies, and skills. Additionally, the University will examine selected ePortfolios to assess how well the students are meeting the institution's learning outcomes. All students are required to complete a comprehensive ePortfolio as a graduation requirement.

Digital badges are "micro-credentials" designed to make visible and validate learning in both formal and informal settings, and hold the potential to help transform where and how learning is

valued. They are housed online and can be displayed in a student's ePortfolio, LinkedIn profile, and other areas. At Bay Path University, digital badges are awarded to students as a direct result of curricular, extracurricular and/or competency-based learning gains. Each badge reflects the rigorous and multi-faceted student experience that aligns with the institutional mission and learning outcomes.

Support for digital badging is provided Hatch Learning Commons and can be reached at [badging@baypath.edu](mailto:badging@baypath.edu) or (413) 565-6880. Support for ePortfolio learning is provided via the Advising and ePortfolio Office. Students have access to an ePortfolio Coordinator, located in the Advising & ePortfolio Center in D'Amour Hall. The Coordinator introduces students to ePortfolios via the WELL program, delivers workshops and other events related to ePortfolio development, tracks student progress, and assists students with developing and completing ePortfolios while at Bay Path. The ePortfolio Coordinator can be reached at (413) 565-1549 or by email at [ePortfolio@baypath.edu](mailto:ePortfolio@baypath.edu).

## **English as a Second Language (ESL) Programs**

Non-native English speaking international students, particularly those who nearly met the minimum score requirements on their submitted TOEFL iBT, IELTS, or Duolingo score report, should consider enrolling in an intensive ESL program because it would provide practice in listening, speaking, reading, and writing and information about American culture. ESL courses are offered through the CCGS consortium and/or in the Springfield community. Students who would like to explore these opportunities should contact the Dean of Undergraduate Studies.

## **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.

## **Health and Wellness Opportunities**

Bay Path University encourages students to attend to mind, body, and spirit. Students taking courses on campus have access to the Breck Fitness Center and course work that helps students learn more about effective ways to maintain and cultivate health and wellness. Several options for physical fitness and wellness courses are offered each semester (see PHY courses). These opportunities range from boxing to yoga to meditation.

## **Honors Programs**

### **Honors Mission Statement**

The Bay Path Honors Program provides the academically talented and exceptionally motivated undergraduate student with uniquely challenging and intellectually stimulating educational opportunities beyond the traditional curriculum. Under the guidance of faculty known for their excellence in teaching and scholarship, students investigate special topics in interdisciplinary honors seminars. The Honors Program culminates in a major independent creative or research project, or other departmental requirement.

### **Honors Program Overview**

- **Academics:** In their first two years, Bay Path Honors Program students take a special one-credit seminar each semester. These seminars are team-taught, interdisciplinary

courses, which examine exciting topics from different perspectives. Courses will include guest speakers and group discussion led by some of Bay Path's finest faculty. The purpose of these one-credit seminars is to expose students to faculty, other students, and topics outside their major and help the student develop a broad perspective on topics of universal importance. In the last two years, the Honors Program shifts to individual departments, where faculty in the student's major develop requirements designed to deepen the student's knowledge, creativity, and proficiency in their own major. Whereas the first two years seek to broaden the student's vision, the final two years aim to sharpen the student's focus in their chosen area of specialization. These departmental honors requirements may include new courses, extra work in regular courses, a thesis, or creative project.

- **Maintaining Good Standing:** Honors Program students must maintain a cumulative grade point average of 3.5 at the end of each academic year, complete required courses, and take part in required community service.
- **Harvard Model United Nations:** Many Honors Program students participate in the Harvard Model United Nations in their junior year or senior year (some sophomores may also apply for admission when there are openings). In the fall semester students in the program learn which nation Bay Path students will represent and spend the semester learning about their assigned country and studying various international issues. In February, students go to Boston representing their country at the Harvard Model UN, meeting delegations from many other schools from around the United States and the world.
- **Honors Program Student Council:** Each year, students in the Honors Program elect officers to an Honors Program Student Council. The officers include president, vice president and representatives of each class. The Council works on a number of projects, including planning the induction for first year Honors Program students, a yearly trip and other social activities, community service events, and a dinner for graduating Honors Program Seniors.
- **Community Service:** The Honors Program seeks to promote Bay Path University's commitment to serving the greater community. In that spirit, the Honors Program Student Council coordinates various service activities. Honors Program students take part in two community service efforts each year, at least one of which must be an event organized by the Honors Program Student Council.

### **Honors Program Admissions Policy and Application Procedure**

The Honors Program faculty seeks to admit approximately 20-30 promising students to the Honors Program each year. Their invitation to join the Honors Program will be based upon the following criteria:

- SAT combined score of 1500 or above (or equivalent ACT combined score);
- High school grade point average of 3.5 or above;
- Demonstrated evidence of past academic achievement, and a commitment to extra-curricular activities and community service.

### **Transfer Students and Late Applicants**

Transfer students and late applicants may also apply for the program. Admission will be based on an interview with two Honors Program faculty members, a 3.5 University grade point average, and a commitment to extra-curricular activities. Students will be required to make up

the one-credit courses they missed, unless they participated in an honors program at their previous school. In the latter case, the student would submit to the Bay Path Honors Program faculty evidence of their honors work at their previous institution. Upon approval, the missed requirements will be waived for students transferring from another honors program.

## **International Study**

Study abroad options include and short travel/study seminars as well as the more traditional full-semester program of study and may include internships. The advantages of study abroad are open to students of most majors, typically in their junior year. To qualify for this program, students must be in good academic standing and must have no outstanding incompletes. Students wishing to study abroad should contact the Administrative Assistant to the Dean of Undergraduate Studies for information and application packets. Completed applications must be submitted to the Study Abroad Coordinator no later than the Friday before Spring Break of the year preceding the proposed study abroad.

Applicants who are approved for study abroad must submit a Transfer Credit Pre-Approval Form that is supported by the student's academic advisor and respective Department Chair to be enrolled in Bay Path's study abroad course, INN 100. The credit total associated with the student's enrollment in INN 100 will be based on the number of credits listed on the Transfer Credit Pre-Approval Form. Grades of C- or above must be earned to receive credit. All earned credit will reflect a P (passing) grade and will not be calculated as part of the student's cumulative grade point average.

Students who wish to obtain financial aid must be enrolled in a full-time program of study approved for transfer credit by the University. In most cases, eligible students may use federal and state grants and loans toward the cost of study abroad, but may be limited to a single semester. Students are also encouraged to apply for scholarship funds which are available exclusively to students for international study. The University reserves the right to limit the number of students studying abroad during any given semester.

### **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. International travel fellowships are available to students.

## **Internships**

Internships or internship-like experiences such as practica and fieldwork, are required or offered in all degree programs, and are graded pass/fail in most of the programs. Internships are offered on the premise that academic knowledge combined with practical experience develops the student's confidence in their career path and better prepares them to succeed professionally. A successful association with an internship sites lays the groundwork for an offer of employment to the intern upon graduation or earlier, or facilitates the successful transition to graduate studies. Internships supervised by the Sullivan Career and Life Planning Center include all majors except Education and Pre-Occupational Therapy Studies. Completion of WEL310 is recommended prior to beginning an Internship. Typically, a minimum CGPA of 2.0 or higher is required to begin an internship.

### **Internships Supervised by the Sullivan Career and Life Planning Center (SCLP)**

Bay Path students are accountable for initiating the planning of their internships, between the second semester of their sophomore year and first semester of junior year. A student must

schedule their planning session at least four months in advance of when they plan to begin their internship to facilitate the matching of an appropriate site. A Career Coach assists the student in locating an appropriate internship site. The Career Coach, in conjunction with the site supervisor, ensures that learning goals are established with the student, monitors the internship, facilitates the evaluation of student performance, and assists with reflection and application of learning. Internships are normally completed in the second half of a degree program while the student is enrolled; however, students may start internships in sophomore year with the approval of their faculty advisor. Six-credit internships require 240 hours of approved supervised work; three-credit internships require 120 hours.

Students pursuing a double major should consult with their advisors in each major department to determine the most effective approach in fulfilling the internship requirement. A student may complete two three-credit internships instead of one six-credit internship as appropriate. As a guideline, a student should have at least 30 to 36 credits in each major demonstrating competence beyond the core requirements. Students can complete more than 6 credits of internship experience with specific approval from their faculty advisor.

Students are strongly encouraged to begin their planning process by February 1st for summer internships, April 1st for fall internships and October 1st for spring internships.

At least four months before the student plans to start the internships, they:

1. Initiate a meeting with their faculty advisor to determine the timing of the internship and placement of credit on degree audit. This information can be recorded on the Internship Profile and shared with the career coach.
2. Register for and attends a planning session to join the internship course, working with their career coach to secure an appropriate site and to obtain documentation required to complete their internship.
3. Complete the Learning Contract with their site supervisor, considering program learning goals for their major in conjunction with their career goals. This Learning Contract is signed by the student, site supervisor, career coach and faculty advisor prior to the start of the internship.

During the internship experience, the student:

4. Meets regularly with the site supervisor, recording progress on learning goals and hours worked on their time log. The student must upload time logs signed by the site supervisor at least monthly during the internship.
5. Is accountable for informing the career coach in a timely manner of any changes or challenges during the experience and for seeking assistance as needed to resolve any issues that may arise.

After the internship, the student:

6. Uploads their site evaluation and their site supervisor's evaluation to the internship course within one week of completing their required hours.
7. Prepares and uploads the Internship Summary to the internship course within 30 days of their last day, or by the date that credit bearing course assignments are due, whichever occurs first.
8. Prepares a Internship Reflection presentation and registers to present at an Internship Reflection Session, inviting their site supervisor and faculty advisor to attend; presents and uploads their presentation to the internship course, along with their updated career

portfolio. The student receives five hours toward their total internship hours (120 or 240) for preparing the Internship Summary, Reflection Presentation and career portfolio update.

Once all required documentation is received, a final grade of Pass/Fail is submitted by the career coach. The student is required to upload all required documentation within the established time frames in order to ensure that credit will be issued for their internship experience.

### **Cooperative Education**

The University's Cooperative Education Experience (UEE), is an alternative to internships, in some programs, and represents a more intense, professional level experience. Cooperative education is a structured educational strategy that integrates classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. Co-op students work in a professional setting off-campus in *paid* jobs that are entry level or career-track in their field. During their co-op semester, students engage in work experiences that are carefully selected to be both appropriate learning environments and productive, relevant work. Students working in co-op positions simultaneously take a co-op course through their department, during which they work with a faculty mentor who helps them to make critical connections between their academic classes and the work in the field, effectively linking theory with practice. Students wishing to participate in the co-op program will work with their advisor as early as their first year, to begin planning and preparing for the experience.

### **Research, Scholarly Activities and Creative Works**

The Division of Research and Academic Resources encourages and supports undergraduate students in all majors and programs to undertake special research projects, scholarly activities, or creative works under the guidance of a faculty mentor. Students may submit proposals for individual grants to support their research. Grant money may be used to purchase items necessary to conduct the research including supplies, materials, journals and publications, approved travel, museum admission, conference attendance, et cetera. The typical maximum amount awarded per project is \$500. Projects for undergraduate students may carry academic credit from one to three credits at both the lower and upper levels. Grant recipients are required to present their findings at Bay Path University's Academic Achievement Day in the spring.

The Summer Scholars Program at Bay Path University provides undergraduate first-year, sophomore or junior students the opportunity to conduct research, scholarly activity or other creative work in collaboration with a faculty mentor. The program supports a student, with direct oversight from a faculty supervisor, as the student develops and implements a plan for an activity, conducts the activity, analyzes the data, and creates written and oral presentations of the results to share with their peers at the University's annual Academic Achievement Day. The student will meet regularly with their mentor to discuss progress. The student will receive three credits for the work (a minimum of 135 hours) in a designated research course, which will be reflected as a letter grade on their fall schedule as part of that semester's load. Students selected for this honor will receive a stipend of \$1000, in addition to the funds provided for materials and supplies.

More information can be found at the Division of Research and Academic Resources page on the MyBayPath Portal.

## **Reserve Officer Training Corps (ROTC)**

Students may participate in the Army or Air Force Reserve Officer Training Corps (ROTC) through mutual arrangement with Western New England University. A fee is assessed for ROTC credit. Additional details are available through the Registrar's Office.

## **Women in Business Honors (WiBH) Program**

### **WiBH Mission Statement**

WiBH program mission statement is to expose students to real-world business challenges, strategies, and models that are utilized in the daily decision-making process. Students will become intellectual thinkers and further develop emotional intelligence to the highest degree. They will be connected with experts in their chosen field to become developed problem solvers in their area of interest.

### **WiBH Honors Program Overview**

In their first two years, Bay Path WiBH Program students take a special one-credit seminar for the first three semesters and then a special three-credit seminar thesis for the fourth semester. In addition, students engage in a number of scholarly activities. Each student has a customized career path format that connects them to the "doers" inside and outside the classroom to learn about their best practices and processes. Having a customized career path allows students to directly apply new connections learned in each seminar series to become lifelong learners. Professors and mentors will ask questions, facilitate knowledge-seeking, and motivate students to expand their critical thinking. This dynamic learning approach helps prepare students to identify obstacles where they can be unforeseen and challenges that are unexpected. The program gives students the chance to take on real workforce problems.

In addition, WiBH students will have the unique opportunity to self-map their connections to success to enhance their educational journey by focusing and working on real projects based on their career choice. It begins broad and then narrows as the student delves into the material to customize their experience(s) and to make meaningful networking, lifelong business connections.

This student-centered curriculum is a connection for success that concentrates on:

- Problem Based Learning
- Project-Based Thinking
- Design Thinking

Problem-based learning is about critical thinking, using purposeful thinking, reasoning, goal-directing, evaluating information, formulating inferences, calculating likelihoods, and making decisions. Project-based thinking is about inquiry-based thinking, asking open-ended questions, on-going solution-seeking ideas, driving through challenges, engaging in the process, coming up with ideas to solve the problem, and reflecting on lessons learned to contextualize real-world application(s). Design based thinking is about innovative problem-solving. This gives students the ability to identify user challenges, apply empathy-based

solutions, brainstorm, use qualitative and quantitative data, create prototype concepts, and role-play end-user testing for ultimate goal-achievement.

The Women in Business Honors society presents connections that will build confidence, develop curiosity, and use go-to skills to think critically, connect information, and communicate ideas to achieve desired outcomes.

*Maintaining Good Standing:* In order to maintain good standing, WiBH Program students must maintain full-time status, a cumulative grade point average of 3.5 at the end of each academic year, complete required courses with a grade of 90 or higher, and take part in required community service and other required projects such as participating in guest lecture initiatives.

### **WiBH Honors Program Admissions Policy and Application Procedure**

The WiBH Program faculty seeks to admit 5 promising students to the WiBH Honors Program each year. Their invitation to join the WiBH Honors Program will be based upon the following criteria: Entering First Year Students – a minimum high school GPA of 3.5 and a combined SAT score of at least 1200 (minimum of 600 Math/minimum 600 Verbal) or an ACT Composite of 24 with corresponding minimum ACT English of 24. Submit either SAT or ACT scores. Transfer Students – students accepted for admission may also apply for admission to the WiBH program if they have maintained a 3.75 GPA during their first year in college.

## **Women in STEM Honors (WiSH) Program**

### **WiSH Mission Statement**

Focusing on crucial global societal challenges including unique challenges faced by women in STEM, the Women in STEM Honors Program offers special academic challenges and opportunities for Bay Path University's academically talented science and cybersecurity students to explore how the new synthetic approach with STEM fields has the potential to contribute practical solutions to many of the major challenges confronting the United States and the world. The program offers a vital community of faculty, visiting scholars, mentors, and authors known for their excellence in teaching, research and scholarship in which its members can develop key skills and research training for future success in the STEM. Students investigate cutting edge topics in honors STEM seminars which focus on a synthetic, multidisciplinary approach to solving pressing global problems. The Program is committed to exemplary engagement in leadership, service, and volunteer activities that seek to produce productive and sustainable partnerships with the local community being served.

### **WiSH Honors Program Overview**

*Academics:* In their first two years, Bay Path WiSH Program students take a special one-credit seminar each semester. These seminars are team-taught, interdisciplinary courses which examine important topics from different perspectives and seek to help students develop a broad perspective on topics of universal importance and to prepare them on their journey toward crafting a unique hands-on research investigation aimed at contributing to the canon of knowledge involving solving pressing global problems. Courses include guest speakers, and group discussion led by faculty and STEM professionals from a variety of disciplines. In the last two years, focus is entirely on completing the research project designed and initiated during the first two years of course work culminating in a thesis. In addition, students engage in a number of scholarly activities involving visiting scientists and cybersecurity professionals from the United States and other countries.

*Maintaining Good Standing:* In order to maintain good standing, WiSH Program students must maintain a cumulative grade point average of 3.5 at the end of each academic year, complete required courses, and take part in required community service and other required projects such as participating in guest lecture initiatives.

*WiSH Program Student Leadership:* Each year, students in the WiSH Honors Program elect officers to serve as Dynamic Governance Working Circle Leaders. Circle leaders work on a number of projects, including planning the induction for first year WiSH Program students, a yearly trip

and other social activities, community service events, and a dinner for graduating WiSH Program Seniors.

*Community Service:* The WiSH Program seeks to promote Bay Path University's commitment to serving the greater community. Consequently, an integral part of the WiSH Program involves providing community STEM education and other integral activities such as local ecosystem restoration, sustainable agriculture activities, and biological censusing for possible endangered species among others.

### **WiSH Honors Program Admissions Policy and Application Procedure**

The WiSH Program faculty seeks to admit approximately 5-10 promising students to the WiSH Honors Program each year. Their invitation to join the WiSH Honors Program will be based upon the following criteria:

- **First-year students** – a minimum high school GPA of 3.5 and a combined SAT score of at least 1100 (minimum of 550 Math/minimum 550 Verbal) or an ACT Composite of 24 with corresponding minimum ACT English of 24.
- **Transfer students** – students accepted for admission may also apply for admission to the WiSH Honors Program if they have maintained a 3.75 GPA during their first year in college. Transfer students will be required to make up the one-credit courses they missed unless they participated in a STEM honors program at their previous college or university. In the latter case, the student would submit to the Bay Path WiSH Honors Program Director evidence of their honor's work at their previous institution. Upon approval, the missed requirements will be waived for students transferring from another STEM honors program.

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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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](http://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 MyBayPath 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 within the Students tab of the MyBayPath portal.
- 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).

## Accelerated 3-Year Degree Option

An accelerated 3-year degree option provides traditional undergraduate students, including students who have been dual enrolled in high school and college or those who have advanced placement or CLEP credits, who are time conscious can earn a bachelor's degree via a quicker route for various reasons such as wanting to enter the workforce as soon as possible, starting graduate school sooner than later, or simply wanting to waive a year's worth of tuition.

To complete an accelerated 3-year degree track, qualifying traditional undergraduate students commit to taking courses year-round and working closely with an academic advisor to plan and complete the degree requirements of their major. Not all majors available within the traditional undergraduate population can be offered in this format. The following majors are currently available with an accelerated 3-year degree option:

- Accounting (B.S. Business)
- Biochemistry (B.S. Biology)
- Biology (B.S. Biology)
- Biology/Secondary Education (B.S. Biology)
- Biotechnology (B.S. Biology)
- Business Administration (B.S. Business)
- Child Psychology (B.A. Psychology)
- Early Childhood Education Licensure (B.A. Liberal Studies)

- Early Childhood Education Non-Licensure (B.A. Liberal Studies)
- Education Studies (B.A. Liberal Studies)
- Elementary Education Licensure (B.A. Liberal Studies)
- Elementary Education Non-Licensure (B.A. Liberal Studies)
- Forensic Psychology (B.A. Psychology)
- Hospitality Management (B.S. Business)
- Interior Design: Residential & Commercial (B.S. Business)
- Marketing (B.S. Business)
- Medical Science: Pre-Dental (B.S. Medical Science)
- Medical Science: Pre-Medical (B.S. Medical Science)
- Medical Science: Pre-Physician Assistant (B.S. Medical Science)
- Medical Science: Pre-Veterinary (B.S. Medical Science)
- Neuropsychology (B.A. Psychology)
- Nonprofit Management (B.S. Business)
- Psychology (B.A. Psychology)
- Small Business Development (B.S. Business)

For consideration, first-year students must have a minimum 3.0 grade point average upon acceptance to Bay Path University and/or in their first year at the institution, as well as be interviewed, submit a writing sample, and submit two letters of recommendation. Financial aid is available in the fall and spring semesters for accelerated 3-year degree students who qualify.

Acceptance into an accelerated 3-year degree track does not prevent a student from being able to take graduate coursework and/or pursuing an accelerated Bachelor's to Master's degree.

Interested individuals may consult with the respective Department Chair for an accelerated 3-year degree course sequence.

## Acceptable Use of Technology Policy

### 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 identity, 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 them, 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 their 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 work place 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 their 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.

### **Nepotism Policy**

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 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 in 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

### **Assessment Activities**

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?" The central goal of assessment is 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 conclude learning and that learning is not confined to the classroom. Similarly, the responsibility for assessment does not end with the tracking of students through courses. 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). Bay Path encourages students provide input through the following sample of surveys administered at Bay Path:

**Advising Questionnaire** - Bay Path administers this survey to all incoming traditional undergraduate students on an annual basis. Responses are used by a team of advisors to assist students in achieving their educational, personal, and career goals. A follow up survey is distributed to first year students in week four of the fall semester.

**Alumni Outcomes Survey** - Approximately 9 months following May commencement, Bay Path contacts alumni by email and/or phone to identify their first destination employment and/or graduate program pursuits. Through a brief series of questions, Bay Path collects information regarding their employer, position, graduate school, and program of study.

**Cooperative Institutional Research Program (CIRP)** - The CIRP Freshman Survey is designed for administration to incoming first-year students. Survey items address student values, peer interactions, and academic preparedness among other considerations.

**Diverse Learning Environments Survey (DLE)** - The Diverse Learning Environments Survey captures student perceptions regarding the institutional climate, campus practices as experienced with faculty, staff, and peers, and student learning outcomes.

**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.

**National Survey of Student Engagement (NSSE)** - The NSSE assesses the extent to which students engage in educational practices associated with high levels of learning and development. Information is gathered about institutional requirements and the challenging nature of coursework, perceptions of the college environment, and estimates of educational and personal growth since starting college.

**Women Empowered as Learners & Leaders (WELL) Survey** - Bay Path administers this survey to all traditional undergraduate students during their participation in WELL 100, the first of a brief series of courses designed to cultivate leadership and position students for career success.

### **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

Students are expected to attend all scheduled classes as outlined in the course syllabi. Absences and lack of participation significantly affect a student's learning and, therefore, their final grade. Specific absence policies are determined by each course instructor, announced at the beginning of each course and presented in the course syllabus. The syllabus includes course learning outcomes, assignments, grading information, and policies for attendance, make-up work, late work and related issues. Faculty will take attendance and will notify the Registrar's Office in writing of the last date of attendance of any student who stops attending classes.

## Auditing Courses

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

A student who wishes to challenge a final course grade must submit an email request to the faculty member, the Department Chair and the Dean of the applicable school/division within 14 days of the deadline to submit final grades. Petitions submitted beyond the two-week period may be accepted at the discretion of the faculty member who issued the final grade. The faculty member should respond by e-mail reply to the student within three weeks with copies to the Department Chair, the University Registrar, and the Dean of the applicable school/division. The student or the faculty member may refer the matter to the Department Chair, or the Dean of the applicable school/division if the Department Chair is the faculty member who issued the grade. The Dean is the final appeal. Grades may not be challenged after a degree is conferred. In matters of academic integrity, grade challenges may be referred to the Standing Committee on Academic Integrity and Classroom Behavior (see policy on Academic Integrity).

## Class Cancellation Policy

While classes may be canceled unexpectedly, it is the University's policy **not** to cancel classes in which an announced examination, presentation, or other graded exercise is scheduled. Students should **not** assume that notices on classroom doors are official. Students should refer to the "Campus News Board" on the MyBayPath portal for information on course cancellation. It is the students' responsibility to verify class cancellations if they choose not to wait in the classroom for the instructor to arrive. Each instructor has the discretion to manage consequences of absences based on false information about class cancellations.

## Class Status

A student's class status is updated at the conclusion of each semester based on the number of credits earned. Class status is used for many things including defining a student's registration period, prerequisites for taking upper-level courses, etc. The number of credits earned for each class level are as follows:

First-Year status	26 credits or fewer earned at completion of previous semester
Sophomore status	Between 27 and 56 credits earned at completion of previous semester
Junior status	Between 57 and 86 credits earned at completion of previous semester
Senior status	87 or more credits earned at completion of previous semester

Students can review the number of credits they have earned on their degree audit available in the MyBayPath portal.

## 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 official written requests that identify the record(s) they wish to inspect to the Registrar's Office. 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 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 their 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 their 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 called CourseEval. Students must complete an online course evaluation at or near the conclusion of each course. Students will be notified via their Bay Path email account 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**

Requirements may not be waived except under special circumstances. All undergraduate students must fulfill each of the Core Curriculum requirements (ex. Arts and Aesthetics, Citizenship, Global/Cultural/Community Engagement, etc.) using Bay Path University courses approved the Core Curriculum Committee and/or transfer credit considered equivalent to one of the approved courses. No substitutions to Core Curriculum requirements will be accepted without the approval of the Chair of the Core Curriculum Committee. Individual major requirements can only be substituted with the written approval of the student's respective Department Chair.

## **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.

## **Declaring a Major**

While students can declare their major during their respective admissions process, the institution recognizes that some students may not meet the minimum requirements of their desired major and/or would like to elect to use their first year of college as an opportunity to pursue a variety of avenues to help choose a career path/major. In these cases, the institution offers direction and guidance through an Exploratory major that is advised by the Director of Advising and Retention and a Science Exploratory major that is advised by the Chair of the Science Department. Students in these majors are offered highly individualized attention to aid them in identifying their potential and purpose and connecting this purpose to a pathway for life.

Exploratory and Science Exploratory majors are encouraged to declare during their second year and are expected to have declared prior to earning 60 credits. Students declare their major by submitting a completed Declaration of Program Change Form to the Registrar's Office that has been approved by the appropriate personnel.

### **Change of Major**

Students who have previously declared a major can switch their intended major by submitting a completed Declaration of Program Change Form to the Registrar's Office that has been approved by the appropriate personnel.

Changing a major, particularly after earning a high number of credits in their initial major, can invariably require additional coursework beyond 120 credits and students may need to enroll in extra terms as an undergraduate student to complete the additional coursework needed to earn their degree. In the event of a major change, the University cannot guarantee the offering of courses for students to earn their degree in a timely manner.

## **Declaring a Minor**

A minor implies some special competence or knowledge beyond the core requirements for a baccalaureate degree and knowledge and/or competence beyond the student's declared major. While the institution offers several prescribed minors, students may also develop minors in other disciplines/areas in consultation with the respective Department Chair, provided the minor meets the minimum requirements. The Department Chair and University Registrar share approval over the name of the minor. Students may elect to earn a minor by submitting a completed Declaration of Minor or Certificate Form to the Registrar's Office that has been approved by the appropriate personnel.

A declared minor consists of a minimum of 15 credits in a discipline or set of interrelated courses with a minimum of one course being designated as an upper-level course (300 or 400-level course number) while at least two courses may not be used to meet a Core Curriculum or major requirement. Students can transfer up to six credits of coursework towards their minor; however, a minimum of nine credits of their minor coursework, including an upper-level course (300 or 400-level course number), must be completed at Bay Path.

Declaring a minor can invariably require additional coursework beyond that of a single degree program, students may need to enroll in extra terms as an undergraduate student to complete the additional coursework needed to earn both their major and minor. The program of study for the major and minor must be carefully developed by the student in consultation with the appropriate

personnel from both departments to ensure that the student can complete all the requirements in a timely fashion. The University cannot guarantee the offering of courses for students to earn a minor in a timely manner.

Students must earn a 2.75 cumulative GPA in their minor coursework with no grades below C-. Students who successfully complete a minor do not receive a diploma or certificate; however, the minor is formally recognized on their academic record/transcript.

## **Declaring a Certificate**

A certificate implies special competence or knowledge beyond the core requirements for a baccalaureate degree and knowledge and/or competence beyond the student's declared major. Students may elect to earn a certificate by submitting a completed Declaration of Minor or Certificate Form to the Registrar's Office that has been approved by the appropriate personnel.

Declaring a certificate can invariably require additional coursework beyond that of a single degree program, students may need to enroll in extra terms as an undergraduate student to complete the additional coursework needed to earn both their major and certificate. The program of study for the major and certificate must be carefully developed by the student in consultation with the appropriate personnel from both departments to ensure that the student can complete all the requirements in a timely fashion. The University cannot guarantee the offering of courses for students to earn a certificate in a timely manner.

Students must earn a 2.75 cumulative GPA in their certificate coursework with no grades below C-. Students who successfully complete a certificate do not receive a diploma or certificate from the institution; however, the School overseeing the certificate may choose to offer one to respective completers. The certificate is formally recognized on their academic record/transcript.

Note: Students who elect to add a graduate certificate must be juniors or seniors that are carrying a minimum of a 3.25 cumulative grade point average. See [Undergraduate Enrollment in Graduate Courses](#) policy for additional information.

## **Declaring Double Majors**

Students may elect to double major within the same degree discipline by submitting a completed Declaration of Program Change Form to the Registrar's Office that has been approved by their advisor and Department Chair. If a student was interested in pursuing majors in different degree disciplines, they would be declaring dual degrees (see Declaring Dual Degrees section below).

While overlapping coursework is counted towards meeting the requirements of both majors, double majoring invariably requires additional coursework beyond that of the initial major and students may need to enroll in extra terms as an undergraduate student to complete the additional coursework needed to complete both majors. The program of study for double majors must be carefully developed by the student in consultation with the appropriate personnel from the department to ensure that the student can complete all the requirements for both majors in a timely manner. The University cannot guarantee the offering of courses for students to double major in a timely manner.

Students who successfully double major will be awarded one diploma; however, both majors will be formally recognized on their academic record/transcript.

## Declaring Dual Degrees

### Multiple Bachelor Degrees

Students may elect to earn two Bachelor's degrees in a single, simultaneous, integrated program of study by submitting a completed Declaration of Program Change Form to the Registrar's Office that has been approved by their academic advisor and the respective Department Chair of the second degree program.

Students cannot earn dual degrees in the same degree discipline (i.e. two Bachelor of Science in Business degrees) To earn dual degrees, students must earn a minimum of 30 credits of unduplicated coursework beyond their initial degree program while also meeting all requirements of both degrees.

While overlapping coursework is counted towards meeting the requirements of both degrees, attempting to earn dual degrees invariably requires substantial additional coursework beyond that of a single degree, students may need to enroll in extra terms as an undergraduate student to complete the additional coursework needed to earn both degrees. The program of study for the dual degree must be carefully developed by the student in consultation with either their advisor or the Department Chair from both degree programs to ensure that the student can complete all the requirement for both degrees in a timely manner. The University cannot guarantee the offering of courses for students to earn dual degrees in a timely manner.

Students who successfully complete a dual degree program receive two diplomas (one for each degree earned) and both degrees are formally recognized on their academic record/transcript.

### Bachelor to Master Degrees

Bay Path offers the following built-in dual degree combinations in which traditional undergraduate students take specified graduate coursework in their senior year and have it applied towards both their Bachelor and Master degree without needing to formally declare the dual degree:

- Bachelor of Arts in Pre-Occupational Therapy Studies to Master of Occupational Therapy
- Bachelor of Science in Medical Science (Pre-Pharmacy major) to Doctor of Pharmacy\*

\*The Doctor of Pharmacy and all associated coursework is offered through Western New England University. Coursework completed externally must be completed with a transferable grade to be transferred towards completion of the Bachelor of Science in Medical Science degree requirements.

These dual degree combinations do not require any formal declaration.

## 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](#).

## Email Policy

Upon enrollment, students are provided with a Bay Path University e-mail account, which is the primary vehicle for communication from Bay Path. The University expects that students will access their Bay Path University email on a frequent and consistent basis. A student's failure to receive and read University communications in a timely manner does not absolve that student from knowing and complying with the content of such communications.

## 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 more 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 advisor 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 normally only when illness or some emergency keeps a student from completing the final projects or examinations in a course in which they have been doing passing work. It is the student's responsibility to make sure that the Application for an Incomplete Form is completed and approved by the professor and is filed with the Registrar's Office. An Incomplete must be resolved by the end of the first four weeks of the subsequent semester or by the date indicated on the application. Otherwise, the incomplete grade will be changed automatically to an 'F.' Only under special circumstances of health or other emergencies may the student petition the Office of Academic Affairs for an extension beyond this date.

## **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. The Federal Policy for the Protection of Human Subjects or the "Common Rule" was published in 1991 and revised in 2018, with a general compliance date of January 21, 2019. 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. Additionally, at least one member who is not otherwise affiliated with Bay Path University will also serve on the committee. 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.

## **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.
- The Enrollment Status Form must be completed in full, including the period of time for the leave of absence, the specific date of return, the reason for the leave and the student's signature.
- The total duration of all leaves may not exceed a total of 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 within 24 hours of the end of the approved leave of absence.
- Students are required to submit appropriate documentation for the reason requesting the approved leave of absence with their Enrollment Status Form. Enrollment Status Form 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.
- Contemporaneously with the leave request, students must discuss their leave of absence with their academic advisor and the appropriate divisional representative (the Director of Advising and Retention for traditional and graduate students and the Deputy Chief Learning Officer for the American Women's College). Exceptions must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the University.
- Contemporaneously with the leave request, 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. Exceptions must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the University.

- Students on an approved leave of absence will have a maximum of 48 hours to vacate the residence hall and campus. Exceptions must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the University.
- 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 Director of Advising and Retention, in consultation with the Vice Provost for Academic Affairs.

International students are eligible to take a 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 semester 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 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 faculty member 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. Students who do not resolve the incomplete within the by conclusion of the 90-day period will receive an 'F' grade in the course and the student will not be refunded any tuition or fees. If as a direct result of military duty, the student becomes physically or psychologically (as determined by a physician) incapable of completing the coursework, a full refund will be made, and the student will be given a withdrawal from the course (grade of 'W').
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](http://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**

At least six weeks prior to the start of the semester, the student must contact by email the Registrar’s Office stating their intention to re-enroll at the end of the approved leave of absence. Students intending to reside on campus must also contact the Assistant Dean of Students. Students returning from a medical leave must provide Health Services with appropriate documentation from their health care provider indicating their readiness to return to the University with or without accommodations.

Contemporaneously with the request to re-enroll, students must contact Student Financial Services to discuss financial aid and payment options. Failure to follow these procedures within the designated time period may result in the denial of re-enrollment.

### **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 obtain and fully complete the Enrollment Status Form, available from the Registrar’s Office. 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 signature.
- Contemporaneously with the stop out request, students must discuss their proposed enrollment interruption with their academic advisor and the appropriate divisional representative (the Director of Advising and Retention for traditional and graduate students and the Deputy Chief Learning Officer for the American Women's College). Exceptions must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the University.
- Contemporaneously with the stop out request, students receiving financial aid must discuss the proposed enrollment interruption with a representative from the Student Financial Services Office to determine the impact on student aid. Exceptions must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the University.

### **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](http://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 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 Department Chair and/or Dean of Undergraduate Studies 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.

## 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 ([admiss@baypath.edu](mailto:admiss@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 placed 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 written request to the University Registrar at least 30 days prior to the begin date of their anticipated returning semester that details:

1. The program in which the student seeks reinstatement;
2. The semester/session the student would to return to coursework;
3. The factor(s) and situation leading to the student exiting in poor academic standing;
4. The reason(s) for seeking reinstatement;
5. The support systems and strategies the student has put into place and intends to use to address each of these issues; and
6. The student's email and mailing address for follow-up.

Students seeking reinstatement are also required to submit official transcripts of any academic work attempted or completed since leaving the University. In some cases, students may be asked to supply additional documentation before their reinstatement request can be reviewed.

Reinstatement is not automatic. In some cases, reinstatement is not a possibility based on the accreditation requirements of individual degree programs. Once appropriate documentation is received, the University Registrar will facilitate a review of the request and student's academic record with the Department Chair and Dean. Students seeking reinstatement will be notified of the decision via email and standard mail to the addresses provided in the student's reinstatement request.

All reinstated students will return on an academic and financial aid probation and a condition of reinstatement requires each student to meet with the appropriate office/individual to complete an Academic Success Plan before they will be eligible to enroll in new coursework.

Reinstated students that have been away from the University for more than 12 months also need to complete a new application with the Office of Admissions to start a re-admission process.

## **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 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 67% of cumulative credits attempted in their degree program. 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:** Traditional undergraduate students who meets 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:** Traditional undergraduate 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 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 warning is noted on the academic transcript.

A student on academic warning is required to schedule an appointment with an Academic Coach in the Office of Student Academic Support Services to complete an Academic Success Plan no later than the date indicated in the letter. A hold preventing registration of future coursework is placed on the student's record until this condition is met.

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

**Financial Aid Warning:** Traditional undergraduate 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:** Traditional undergraduate 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 not be removed from courses unless all appeals are exhausted or no

**Financial Aid Suspension:** Traditional undergraduate 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:** Traditional undergraduate students whose academic dismissal appeal is granted are placed on academic and financial aid probation (see definition below) for one semester. A student on academic probation is required to schedule an appointment with an Academic Coach in the Office of Student Academic Support Services to complete an Academic Success Plan no later than the date indicated in the letter. A hold preventing registration of future coursework is placed on the student's record until this condition is met. The Academic Success Plan may require adjustments to registrations for upcoming semesters. Students who fail to complete an Academic Success Plan with the Office of Student Academic Support Services by the deadline may not be able to continue in classes and/or may be dismissed from the University without the opportunity to return.

The academic standing for students on academic probation will be reviewed at conclusion of every semester. Students who meet the terms of the Academic Success Plan 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 of the Academic Success Plan 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 of the Academic Success Plan and/or the term grade point average standard will be academic dismissed and appeals of the dismissal will not be considered.

**Financial Aid Probation:** Traditional undergraduate 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 the Academic Dismissal Appeal Form and any supplemental documentation to the University Registrar by email within 14 days of the date they were emailed notice of their academic dismissal. The student must answer the following question in their appeal documentation: "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 University Registrar will verify receipt of the appeal by email and is responsible for providing all submitted documentation to the Academic Success Committee. Failure to submit both the Academic Dismissal Appeal Form and a response to the question prompt by the stated deadline will be

considered incomplete. Incomplete appeals will not be reviewed and the academic dismissal will be final.

The Academic Standards Committee, co-chaired by the University Registrar and the Director of Student Academic Support Services, will convene and render a decision based on the student's written appeal within three business days of the posted deadline placed on the student to submit their appeal documentation. Additional members of the Committee include representatives from the faculty, Student Financial Services, Student Life, and the Advising and Retention Office.

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 above) 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 Dean of their respective School by emailing the Academic Dismissal Final Appeal Form to the University Registrar within seven days of receipt of the committee's decision. No new supplemental documentation will be considered. The Dean will render a decision within seven days. The decision of the Dean is final.

A student whose appeal was approved by either the Academic Standards Committee or the Dean 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](mailto: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 department chair/program director or with a faculty advisor. If such a meeting occurs prior to the student meeting with the faculty member, the department chair 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 department chair/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 their complaint in writing and deliver a copy to the faculty member and the department chair/program director, respectively. In these cases the department chair/program director will make a judgment about the student complaint and inform the faculty member, student, and the Dean of the appropriate school. If the complaint is judged to be valid, the department chair/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 Dean. The decision of the Dean is final and may not be appealed further.

## Student Identification Number Release Policy

Bay Path University uses a nine-digit student identification (ID) number that is 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 their password or allow others to use their 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 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 and Pre-Occupational Therapy Studies 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 these subsections in the Academic Programs section of this academic catalog 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, or IB. Bay Path students who wish to register for a course at another institution after matriculation must submit an approved Transfer Credit Pre-Approval Form or CCGS Form before registering for the course at the outside institution. If the minimum grade requirement is earned for the course taken at the other institution and it repeats a course taken and failed at Bay Path then the earlier F will be removed from the calculation of the cumulative grade point average.

- Courses must be at the 100-level or greater and students must earn a letter grade of 'C-' or above to receive credit for approved courses through CCGS cross registration, with an exception for 'D' grades as long as a minimum grade requirement is not required as a Core Curriculum or major requirement. Credit earned through CCGS cross registration will reflect the letter grade earned and will be calculated in the student's cumulative grade point average. Passing grades that do not reflect a traditional letter grade do not qualify for receiving transfer credit.
- Courses must be at the 100-level or greater and students must earn a letter grade of 'C-' or above to receive credit for approved courses taken at a regionally-accredited institution that are not a part of CCGS cross registration. These credits will reflect a TR grade and will not be calculated as part of the student's cumulative grade point average. Passing grades that do not reflect a traditional letter grade do not qualify for receiving transfer credit.

Students in Education and Pre-Occupational Therapy Studies 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 these subsections in the Academic Programs section of this academic catalog for additional information.

Candidates seeking to transfer credits into the University's Legal Studies programs must meet specific departmental requirements for general education and legal specialty credits that are set out in the Legal Studies Department's program description.

### **Transfer Credit Appeals**

Students wishing to appeal a transfer credit decision must complete a Petition form for review by the Department Chair, Dean, and University Registrar.

### **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 Office of Admissions at Bay Path University.

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	Maximum Credits Awarded*	Bay Path Course Equivalent(s)
Art History	3	6	ART100 & General Elective
Biology	3	8	BIO110/111, BIO110L/111L, BIO112 & BIO112L
Calculus AB	3	3	MAT221
Calculus BC	3	6	MAT221 & MAT222
Chemistry	3	8	CHE120, CHE120L, CHE121 & CHE121L
Chinese Language and Culture	3	8	General Elective
	4	12	General Elective
	5	16	General Elective
Comparative Government & Politics	3	3	GOV100
Computer Science A	3	3	Science Elective
English Language and Composition	3	6	ENG114 & ENG124
English Literature and Composition	3	6	ENG114 & ENG134
Environmental Science	3	4	BIO240 & BIO240L
European History	3	6	HIS202 & HIS203
French Language and Culture	3	6	FRN113 & FRN114
	4	9	FRN113, FRN114 & FRN 213
	5	12	FRN113, FRN114, FRN213 & FRN214
German Language and Culture	3	6	General Elective
	4	9	General Elective
	5	12	General Elective

Human Geography	3	3	GEO102
Italian Language and Culture	3	8	General Elective
	4	12	General Elective
	5	16	General Elective
Japanese Language and Culture	3	8	General Elective
	4	12	General Elective
	5	16	General Elective
Latin	3	8	General Elective
	4	12	General Elective
	5	16	General Elective
Macroeconomics	3	3	ECO211
Microeconomics	3	3	ECO212
Music Theory	3	5	MUS230 & General Elective
Physics 1	3	4	PHS201 & PHS201L
Physics 2	3	4	PHS202 & PHS202L
Physics B	3	6	PHS201, PHS201L & 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

Spanish Language and Culture (continued...)	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	General Elective
Studio Art: 2-D Design Portfolio	3	6	General Elective
Studio Art: 3-D Design Portfolio	3	6	General Elective
United States Government & Politics	3	3	GOV100
United States History	3	6	HIS114 & HIS1155
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 Office of Admissions at Bay Path University. 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)
<b><i>Business</i></b>			
Financial Accounting	50	3	ACC100

Information Systems	50	3	COM130
Introductory Business Law	50	3	LAW220
Principles of Management	50	3	BUS235
Principles of Marketing	50	3	BUS226
<b><i>Composition &amp; Literature</i></b>			
American Literature	50	3	ENG134 or 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
<b><i>History &amp; Social Sciences</i></b>			
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
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	History Elective

Western Civilization I	50	3	HIS202
Western Civilization II	50	3	HIS203
<b><i>Science &amp; Mathematics</i></b>			
Biology	50	6	BIO110/111, BIO110L/BIO111L & Science Elective
Calculus	50	4	MAT221
Chemistry	50	6	CHE120 & CHE121
College Algebra	50	3	MAT112
College Mathematics	50	6	MAT104 & MAT120
Natural Sciences	50	6	BIO110/BIO111, BIO110L/BIO111L, & Science Elective
Precalculus	50	3	MAT130
<b><i>World Languages</i></b>			
French Language	50	6	FRN113 & FRN114
	59	9	FRN113, FRN114 & FRN213
German Language	50	6	General Elective
	60	9	General 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 Office of Admissions at Bay Path University.

IBDP Exam Subject	Minimum Required Score	Max Credits Awarded*	Bay Path Course Equivalent(s)
Biology	5	4	BIO110/111, BIO110L/BIO111L
Biology	7	8	BIO110/111, BIO110L/BIO111L, BIO112 & BIO112L
Chemistry	5	3	CHE120
Chemistry	7	6	CHE120, CHE120L & Science Elective
Economics	5	6	ECO211 & ECO212
History/Europe History/Americas	5	3	History Elective
Language A: Literature	5	3	ENG134
Mathematics	5	3	MAT104
Physics	5	4	PHS201 & PHS201L
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 traditional undergraduate 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.

#### **Declared Major Requires Graduate Coursework**

Junior and seniors in a major that requires graduate coursework (ex. Pre-Occupational Therapy Studies major) are exempt from being limited to taking only two graduate courses at the undergraduate level.

#### **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

#### Biology/Forensic Science

- BS/MSALSO – MS in Applied Laboratory Science and Operations
- BS/MBA – MSA in Entrepreneurial Thinking and Innovative Practice
- BS/MSCSM – MS in Cybersecurity Management
- BS/MSCIM – MS in Communications and Information Management

### Psychology Major

- 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

### 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

# Withdrawal from the University

## Student Withdrawal

An undergraduate student wishing to withdraw voluntarily from the University must first confer with their advisor and a representative from Student Financial Services. The student must inform the University in writing of this decision via the Enrollment Status Form. After submission of the Enrollment Status Form, the student will receive confirmation that the form was received and the withdrawal was processed to the respective student's Bay Path email.

Only after the withdrawal is processed will refunds for course drops or withdrawal be made in accordance with the applicable refund policy. A student must complete all appropriate paperwork to be entitled to any refund. Please review the [Refund Policy](#) for additional information.

Withdrawn students wishing to return to Bay Path can review appropriate first steps in the [Reinstatement, Re-Entry, Readmission Policy](#).

## Administrative Withdrawal

The University reserves the right to administratively withdraw a student from the institution if they have neither registered or formally requested a leave of absence or stop out prior to the add/drop deadline of the semester. Students considering a leave of absence or stop out are recommended to review the [Leave of Absence and Stop Out Policy](#) for additional information. The Registrar's Office will notify any administratively withdrawn student of their change in status via their Bay Path email address.

Administratively withdrawn students wishing to return to Bay Path can review appropriate first steps in the [Reinstatement, Re-Entry, Readmission Policy](#).

# REGISTRATION & COURSE INFORMATION

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## Overview

### Planning a Schedule

Tools including the degree audit, an overview of registration dates and instructions, and a list of courses are available within the Students tab of the MyBayPath portal. Prior to registration, students are required to meet with their faculty advisors to discuss options for fulfilling their degree requirements and meeting their professional goals. Faculty advisors typically schedule advising appointments during the three weeks before portal registration opens. Students should check with advisors for their schedule.

### Registering for Courses

Students will be able to self-register for up to 18 credits of coursework in a semester. Students can register for coursework offered within the traditional undergraduate population through the MyBayPath portal during the portal registration period. Student can submit a completed Add/Drop/Withdrawal Form that has been approved by their faculty advisor to the Registrar's Office between the end of portal registration and the add/drop deadline for the semester. The Add/Drop/Withdrawal Form is available on the Student tab of the MyBayPath portal.

### Registering for Graduate Coursework

Eligible students may register for graduate coursework by submitting a completed Undergraduate Enrollment in Graduate Courses Form to the Registrar's Office that is approved by their faculty advisor and the corresponding Graduate Program Director. The Undergraduate Enrollment in Graduate Courses Form is available on the Students tab of the MyBayPath portal. See [Undergraduate Enrollment in Graduate Courses section](#) for full policy language.

### 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

### Midterm Grades

An academic warning letter and email notification is issued to each student for any courses in which achievement is below 'C-' at the midterm grading deadline. Students receiving an academic warning letter should consult their advisor to discuss strategies for improvement and/or other options, including withdrawing from the course.

### Final Grades

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 reference the [Satisfactory Academic Progress Policy](#) for additional information.

## Adding or Dropping a Course

Students may make changes to their schedule without penalty during the first week of each semester by completing an Add/Drop Form available on the Students tab in the MyBayPath

portal. All schedule changes outside the portal registration period must be approved by an advisor.

Courses dropped prior to the add/drop deadline do not appear on the student's permanent record or transcript. Only under special circumstances and with the permission of the appropriate Dean may a student add a course during the second week.

A student who wishes to drop a course after the add/drop deadline must follow the course withdrawal procedures (see Course Withdrawal Policy below.)

## **Course Availability**

Bay Path University reserves the right to change the time a course is offered, change the 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-ground 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 academic advisor acts as a resource for 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 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 or be enrolled in 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. Students will be administratively removed from the subsequent course in the event that a prerequisite that was in-progress at the time of registration was not satisfactorily completed. Fulfillment of prerequisites may be discussed with the student's advisor and is also monitored by the Registrar's Office.

## **Course Withdrawal**

An undergraduate student may withdraw from a course prior to 75% of the course being completed. Withdrawal deadlines for traditional undergraduate courses that run the full length of the semester are posted to the academic calendar. A student who wishes to withdraw from a course must complete and submit the Add/Drop/Withdrawal Form available on the Students tab of the MyBayPath portal prior to the withdrawal deadline. All withdrawals must be approved by an advisor.

A withdrawal will be recorded as a 'W' grade on the student's transcript and may affect a student's full-time status, Satisfactory Academic Progress determination, academic standing, financial aid, eligibility for honors, health insurance, residential status, etc.

Students may petition the Registrar's Office for a withdrawal after the deadline when documented medical or other extraordinary circumstances prevent the student from being able to complete the remaining course requirements. In all other cases, students will receive the grade earned in the course.

## Credit Overloads

Students are able to self-register for up to 18 credits through the MyBayPath portal. Students who elect to take a semester overload (19+ credits) must submit a completed Credit Overload Form that has been approved by their advisor to the Registrar's Office. The Registrar's Office will review the request and respond to the student via email regarding the status of their enrollment.

Please reference the [Course Credit and Course Load](#) and the [Undergraduate Tuition & Fees](#) subsections for additional information.

## Final Examinations

The final exam schedule is established by the Registrar's Office to closely match the schedule of courses during the semester. There may be instances where an exam cannot be offered on a day the course met and/or there may be instances where a student is required to take a number of exams in the same day (due to their individual schedule of courses during the semester). For these reasons, the institution provides several open sessions during the final exam week should an exam need to be administered outside of the regularly scheduled exam time. Because the nature and type of final examination or final experience must be determined, administered, and graded by the course instructor, the course instructor must approve a student's ability to take a final exam outside of the regularly scheduled exam time. No exams can be administered outside of the final exam week.

Any deviations from this policy will be considered only under extraordinary circumstances and must be approved by the appropriate Department Chair.

## 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. Traditional undergraduate students are generally required to receive a grade based on the defined credit type for the course; however, students can request to have up to 12 elective credits that would typically provide a letter grade taken on a pass/fail basis. Additional information is provided in the Option to Have a Course Grade Pass/Fail heading below.

### *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.

*Option to Have a Course Graded Pass/Fail*

The University encourages every student after their first year (30 credits) to try one or more courses outside their major, minor, or the Core Curriculum without fear of affecting their grade point average. A student transferring to Bay Path University may take advantage of this option after they have been in residency one semester, or have completed 15 credits at Bay Path University. A student may choose to register for up to four elective courses (12 credits) on a pass/fail basis provided the following conditions are met:

- The student must have a minimum CGPA of 3.00;
- The course must be outside the Bay Path Core Curriculum;
- The course must be outside the major;
- The course may not count towards a minor; and
- Only one course per semester may be taken on a P/F basis.

The instructor's roster will indicate whether the student has registered for the P/F option and the instructor will grade the student the same as any other student receiving a letter grade throughout the course. The instructor will then enter the appropriate pass/fail grade during grade submission.

*Satisfactory/Unsatisfactory*

A limited number of zero credit pre-practicum and orientation courses (ex. EXT 099) 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

**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\*

D	1.00	60-66
F	0.00	below 60

\* 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.

## **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 obligation 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.

# GRADUATION POLICIES & PROCEDURES

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## **Degree Requirements**

Students are responsible for knowing and meeting the University's graduation requirements in a specific degree program. To qualify for any degree, the candidate must:

- Complete all requirements (Bay Path Core Curriculum, major, and elective) for the degree program;
- Meet the residency requirement of successfully earning a minimum of 30 credits with Bay Path;
- Achieve Bay Path's minimum cumulative grade point average;
- Complete an ePortfolio showing evidence of curricular and extracurricular learning; and
- 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 Dean of Undergraduate Studies, 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 respective Dean, 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 completed 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 and 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 their 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 their 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.

### **Alpha Phi Sigma Honor Society**

Alpha Phi Sigma is a National Criminal Justice Honor Society, founded nationally in 1942, and started at Bay Path University in 2015, for the purposes of recognizing scholarly achievement in the field of Criminal Justice. Candidates must meet four requirements: (1) be within the top 35% of their class; (2) have earned a minimum grade point average of 3.5 in all classes; (3) completed 60 hours of university credit including no fewer than 18 credits in the Criminal Justice field and if a transfer student completed two semesters of residency; (4) and, be a declared Criminal Justice major or minor. Initiation takes place annually.

### **Delta Delta Epsilon Honor Society**

Delta Delta Epsilon is a National Forensic Science Honor Society, founded nationally in 2010, and at Bay Path University in 2017, for the purposes of stimulating academic achievement, promoting community understanding, and advancing the fields of forensic science. Undergraduate candidates must meet four requirements: (1) be a declared Forensic Science major; (2) completed 60 hours of university credit, of which 18 credit hours are in the Forensic Science major; (3) completed at least two semesters in residency at Bay Path University; (4) and, have earned a minimum grade point average of 3.5 in all classes. Initiation takes place biannually at the beginning of the fall and spring semesters.

### **Kappa Delta Pi Honor Society**

The International Honor Society in Education was founded in 1911 for the purpose of sustaining an honored community of diverse educators by promoting excellence and advanced scholarship, leadership, and service. Membership is open to undergraduate women, and graduate men and women, who meet at least the following requirements. Undergraduate students must have a minimum GPA of 3.5 and be at least a second semester sophomore. They must have completed 60 hours of college credit of which at least 18 credit hours are in the education major. Undergraduate students must have at least two semesters in residency at Bay Path University.

### **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 eligible for induction 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.

# 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

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# Core Curriculum Overview

## Purpose Statement

Consistent with the mission of the University, the Bay Path 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 21<sup>st</sup> Century workplace. Through their active participation in this curriculum, Bay Path University students 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.

## Core Curriculum Student Learning Outcomes

Bay Path University’s Core Curriculum consists of a variety of courses through which students may satisfy the Bay Path University Core requirements. The following comprise 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.

### **Ethics & Values**

A Bay Path education provides opportunities to foster ethical and values-driven approaches to personal and professional endeavors. Students learn about and apply knowledge and skills related to ethics and values throughout their time at Bay Path, including through:

- First-year honors pledge & policy
- Department-specific course content on ethics (e.g. each department will document where ethics and values in the profession are addressed)
- Component embedded in WEL100

### **Bay Path University General Education Core**

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

### **Citizenship: Contributing to Contemporary Society**

To enable Bay Path students to understand the world and their responsibilities and roles in their communities, two courses pertaining to contemporary society which may include historical, political, legal or societal perspectives while exploring the complexities of human and social behavior.

To fulfill this theme, students must complete two courses (6 credits) from the following list:

- BUS 120: Business in Society
- CRJ 120: Introduction to Criminal Justice
- CSC 101: Applied Computing
- ECO 211: Macroeconomics
- ECO 212: Microeconomics
- 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
- LAW 103: Introduction to the American Legal System
- PSY 101: Introduction to Psychology
- SOC 100: Principles of Sociology

### **Communication and Information Literacy**

To develop student writers who can read, think, and write critically, and who are able to present their ideas in multiple modalities, three courses that introduce and build academic reading, writing and research skills are required. Students continue to build their skills in discipline specific courses required by their majors.

To fulfill this theme, students must complete the following three courses (9 credits):

- ENG 114: Critical Reading and Response (recommended first semester)
- ENG 124: Research and Writing in the Disciplines\* (recommended second semester)
- ENG 134: Literary Genres (recommended third semester)

In addition, most individual majors also require an advanced research and writing course (3 credits) that is determined by the respective department. The courses required to complete this requirement are listed on each individual major's course requirement list in this academic catalog.

*Note: LAW 240: Legal Research and Writing is required in place of the ENG 124 requirement in the AS in Paralegal Studies and BA in Legal Studies degree programs.*

## **Cultivating Perception & Self Expression: Arts & Aesthetics**

As part of the university's value on fostering holistic student development, one required course in Arts & Aesthetics will enable students to develop perception and understand and appreciate and respond to beauty in its many forms.

To fulfill this theme, students must complete one course (3 credits) from the following list:

- ART 100: Art History
- ART 230: Art in America
- ART 240: Modern European Painting & Sculpture
- ART 250: Women in Art
- ENG 203: Creative Writing: Non-fiction
- ENG 204: Creative Writing
- HUM 101: Fine & Performing Arts
- HUM 120: The Art of Film: History and Technique
- WEL 200: Present Yourself

## **Fostering Inquiry: Natural Science and Quantitative Analysis**

Twenty-first century skills require expertise in applying empirical methods of inquiry that include honing abilities in observation and experimenting to verify results as well as quantitative analysis proficiency. One course in the natural sciences is required in addition to demonstration of quantitative analysis as determined by each academic major.

To fulfill the natural science requirement of this theme, students must complete one laboratory science course (4 credits) from the following list:

- BIO 110: Biology I for Science Majors
- BIO 111: Biology 1 for Non-Science Majors
- BIO 240: Plants Rock
- CHE 120: Chemistry I
- FSC 105: Criminalistics
- NEU 100: Introduction to Neuroscience I
- PHS 201: Physics I for Science Majors

To fulfill the quantitative analysis requirement of this theme, students must complete one math course (3 credits) as determined by department from the following list:

- MAT 112: Applied University Mathematics
- MAT 120: Statistics
- MAT 130: Pre-Calculus
- MAT 161: Numbers and Operations
- MAT 162: Functions & Algebra
- MAT 163: Geometry & Statistics
- MAT 221: Calculus I
- MAT 450: Methods of Applied Statistics

*Note: While MAT 104 does not satisfy the quantitative analysis requirement of this theme, it is required of those students who may benefit from additional instruction as indicated by the Accuplacer Quantitative Skills Test.*

## **Global, Cultural, Community Engagement**

Bay Path students are encouraged to be culturally competent and engaged contributors to society. To cultivate respect for diversity and understanding of social and cultural issues, two courses in the humanities are required to foster the study of the human condition and development of analytical, speculative, and critical inquiry skills.

To fulfill this requirement, students must complete two courses (6 credits) from the following list:

- CIT 210: Intercultural Communication
- CMS 100: Intro to Mass Communication and Pop Culture
- EDU 110: Intro to Early Childhood Education
- EDU 250: Introduction to Special Education
- FRN 113: French Language and Culture I
- FRN 114: French Language and Culture II
- HIS 202: Global History to 1500
- HIS 203: Global History Since 1500
- HUM 210: Ethics
- HUM 220: Puerto Rican Migration: CT River Valley Region
- LAW 281: Understanding Law Through Literature
- PSY 216: Psychology of Cultural Diversity
- SOC 200: Social Problems
- SPA 113: Spanish Language and Culture I
- SPA 114: Spanish Language and Culture II

## **Healthy Living and Perspectives**

Holistic development includes understanding one's self and others as well as gaining important life skills such as physical and financial fitness. To increase awareness about the importance of each component, one course is required in each of these life skill areas.

To fulfill the physical fitness requirement of this theme, students must complete one course (1 credit) from the following list:

- PHY 101: Fitness
- PHY 102: Yoga 1
- PHY 103: Ab-Core Fusion 1
- PHY 104: Hatha Yoga 1
- PHY 120: Meditation
- PHY 130: Boxing

- DAN 110: Dance Techniques
- DAN 121: Jazz I
- DAN 131: Tap I
- DAN 190: Bay Path Dancers

To fulfill the financial fitness requirement of this theme, students must complete the following course (1 credit):

- BUS 204: Financial Literacy

## Women Empowered as Learners and Leaders

The purpose of the Women Empowered as Learners and Leaders (WELL) 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. Specific program components include:

- **The WELL Curriculum.** Four courses frame the academic component of the WELL program. WEL100, WEL310 and WEL400 are core courses that are taken by all undergraduates; WEL200 is offered as an elective most commonly taken during the sophomore year. 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.
- **Peer Mentoring.** Each WEL100 section is assigned an upper-class student who provides informal advising on issues such as life-school balance, on-campus resources, making personal connections and participating in social events.
- **E-Portfolio.** Beginning with WEL100 and completed in WEL 400, the e-portfolio will enable each student to gather information about their academic and co-curricular experiences, reflect upon learning and goals during their education, and demonstrate growth in knowledge, skill, and experience over their undergraduate experience.
- **Leadership Experiences.** Components of our current Leadership Program, including an introduction to leadership in WEL100, and community service and travel opportunities integrated within WELL, and new leadership experiences are introduced to broaden opportunities for upper-level students to develop as leaders.
- **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.

### **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.

### **WELL Program Requirements**

To fulfill this requirement, students must complete the following three courses (7 credits):

- WEL 100 (3 credits; required only of first-year students; first semester, first-year)
- WEL 310 (1 credit; second semester, sophomore year)
- WEL 400 (3 credits; first semester, senior year)

# BACCALAUREATE DEGREE PROGRAMS

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## **Bachelor of Arts in Communications**

In today's digital world, the field of Communications has become more important than ever to every industry and company. Bay Path University Communication majors will be prepared to get the jobs of today and tomorrow -- by telling the stories (interactive/social media, public relations, journalism), leading as CEOs (organizational communication) or being the innovators in the creative space of digital media, arts and film. Through a three-dimensional learning experience that includes practicing professionals, communication scholars and business leaders, students will be exposed to all areas of communication in preparation for the rapidly changing world of new demands and industry competition. The Bachelor of Arts in Communications degree program offers the following majors:

- Communications
- Digital Media Arts and Film
- Professional Writing

These majors will help students explore their talents, skills and interests -- all to focus on how people use messages to generate meaning within and across all kinds of contexts, cultures, channels, and media. Overall, the Communication degree at Bay Path University follows the liberal arts tradition and emphasizes critical thinking, research, analysis, writing and speaking skills, and experiential learning. The degree builds transferable skills that creates strong foundations 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 while customizing their learning and incorporating other disciplines.

Communications offers real-world professional experiences through internships, experiential learning tours (nationally and internationally) and hands-on project and concept design. 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 navigate cultural differences and ethics as a best practice in media. This approach involves understanding the 'human experience' - how people behave in creating, exchanging, and interpreting messages.

### **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.

## **B.A. Communications Offerings**

### **Major in Communications**

Students who pursue the major in Communication (merging elements from all Communication majors) will research and analyze mass media as a system of interrelated forces, including historical foundations, technological advances, economic dynamics, regulatory constraints, and ethical concerns. Students will be immersed in real-world, deadline-driven experiences that highlight innovative practices in mass communications. They will prepare for professional careers by developing skills in visual storytelling, writing, audience engagement, research, public relations concepts, collaborative thinking and oral presentations. To do this, students will participate in a student-run PR agency and digital newsroom.

### **Major in Digital Media Arts and Film**

Students who pursue the major in Digital Media Arts and Film will develop the digital media, creative arts and technical skills to be needed on and off the air. Through the Media Learning Lab, students will collaborate with broadcasters who have experience in web journalism, interactive media; and broadcast management. The lab becomes the place where stories, videos, short films, commercials, interactive graphics and more are created, in concert with classroom experiences. Students will learn to use audio, camera and editing equipment, and also develop skills in concept creation, research and the creative arts.

### **Major in Professional Writing**

Students who pursue the major in Professional Writing prepare themselves for a career in writing by developing critical thinking skills, creativity and technical expertise. Leveraging their passion about the written word, students will learn to translate their skills in voice, editing, creativity and research into a finely-crafted piece that fits the audience of the medium. Students will have the opportunity to write and share their work via University media and student publications through a content based newsroom – a virtual content network to drive digital communication.

## **Possible Career Options for B.A. Communications Graduates**

Art Director	Commercial & Industrial Designer
Film Editor	Graphic Designer
Interior Designer	Interpreter or Translator
Multimedia Artist & Animator	Producer/Director
Public Relations Specialist	Technical Writers
Graduate Study	

## Bachelor of Arts in Communications Major in Communications

### BAY PATH UNIVERSITY CORE –43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	CMS 305: Communicating in Liberal Studies	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	Elective Options	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### COMMUNICATIONS MAJOR REQUIREMENTS –42 CREDITS

<u>Course</u>	<u>Credits</u>
BUS 226: Principles of Marketing	3
BUS 245: Social Media for Business	3
CIT 210: Intercultural Communication	3
CMS 100: Introduction to Mass Communication & Pop Culture	3
CMS 110: Human Communication in a Digital World	3
CMS 130: Media Lab: Communication Technology	3
CMS 200: Principles of Public Relations & Advertising	3
CMS 213: Writing for the Media	3
CMS 303: Gender & Communications	3
CMS 320: Multimedia Journalism & Professional Writing	3
CMS 499: Communication Internship	6
LAR 400: Liberal Arts Capstone	3
WEL 200: Present Yourself	3

### LIBERAL ARTS ELECTIVES - 18 CREDITS

### GENERAL ELECTIVES –17 CREDITS

**Bachelor of Arts in Communications  
Major in Digital Media Arts and Film**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	HUM 120: The Art of Film: History and Technique	3
Citizenship	Elective Options	6
Comm & Info Lit	CMS 305: Communicating in Liberal Studies	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	Elective Options	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**DIGITAL MEDIA ARTS AND FILM MAJOR REQUIREMENTS – 39 CREDITS**

<u>Course</u>	<u>Credits</u>
CMS 100: Introduction to Mass Communication & Pop Culture	3
CMS 110: Human Communication in a Digital World	3
CMS 130: Media Lab: Communication Technology	3
CMS 203: Video Production	3
CMS 205: Principles of Photography: Digital	3
CMS 213: Writing for the Media	3
CMS 302: Broadcast Journalism	3
CMS 303: Gender & Communications	3
CMS 320: Multimedia Journalism & Professional Writing	3
CMS 499: Communication Internship	6
LAR 400: Liberal Studies Capstone	3
SOC 425: Digital Technology and Social Media	3

**LIBERAL ARTS ELECTIVES - 18 CREDITS**

**GENERAL ELECTIVES – 20 CREDITS**

## Bachelor of Arts in Communications Major in Professional Writing

### BAY PATH UNIVERSITY CORE –43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	CMS 305: Communicating in Liberal Studies	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	Elective Options	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### PROFESSIONAL WRITING MAJOR REQUIREMENTS –42 CREDITS

<u>Course</u>	<u>Credits</u>
CIT 210 : Intercultural Communication	3
CMS 100: Introduction to Mass Communication & Pop Culture	3
CMS 110: Human Communication in a Digital World	3
CMS 130: Media Lab: Communication Technology	3
CMS 200: Principles of Public Relations & Advertising	3
CMS 213: Writing for the Media	3
CMS 303: Gender & Communications	3
CMS 320: Multimedia Journalism & Professional Writing	3
CMS 499: Communication Internship	6
ENG 203: Creative Writing: Non-fiction	3
ENG 320: Technical and Grant Writing	3
LAR 400: Liberal Studies Capstone	3
NMP 531: Grant Writing for Corporations and Foundations	3

### LIBERAL ARTS ELECTIVES - 18 CREDITS

### GENERAL ELECTIVES –17 CREDITS

## **Bachelor of Arts in Health and Human Services**

Health and Human Services is a fast-growing industry, and adaptability and flexibility with roles and settings is a hallmark of this profession. As a unique interdisciplinary major that embeds experiential learning, students have opportunities and options to prepare for a variety of careers in healthcare, social services, rehabilitation, policy, and program administration. Graduates in Health and Human Services may find employment with individuals across all age groups in a variety of organizational settings. For example, they may work in programs for at-risk youth or homeless families, health education, community outreach, job-training programs for people with disabilities, or health-focused agencies, such as the American Heart Association. The HHS majors also provide an appropriate foundation for graduate study in allied health and related professions.

As part of the program requirements, students choose a path that provides specific career preparation in the form of a certificate and/or gateway into selected graduate programs at Bay Path. The Bachelor of Arts in Health and Human Services degree program offers the following majors:

- HHS: Autism Spectrum Studies
- HHS: Counseling Studies
- HHS: Early Intervention
- HHS: Healthcare Management
- HHS: Health Science
- HHS: Integrative Health
- HHS: Public Health
- HHS: Special Education
- HHS: Youth Development

Students will complete a shared Health and Human Studies core of courses as well as specific coursework to their major that totals 15 credits, with the exception of the Health Science which totals 18 credits. Graduates of the Health Science major may be admitted to the MOT program pending grade point average and prerequisite requirements.

### **Student Learning Outcomes**

Graduates of the Health and Human Services degree program are expected to:

- Articulate concepts and theoretical frameworks related to health and human services
- Use appropriate medical terminology to address health issues
- Identify and describe programs and services that meet consumer health needs
- Demonstrate an understanding of the role of culture and a respect for diversity in the delivery and receipt of health care and human services
- Apply ethical practices and problem solving solutions to ethical dilemmas within health care and human services
- Evaluate legislative practices and social policy impacting health care and human services
- Demonstrate comprehension and skill with research methods and scientific inquiry, including use of APA format
- Practice professional communication and work productively, both independently and as part of a team.
- Effectively communicate using verbal, nonverbal and written skills
- Develop a career plan based on personal and professional strengths.
- Demonstrate career readiness skills, such as the ability to apply classroom learning to real world scenarios.

## **B.A. Health and Human Studies Offerings**

### **Major in HHS: Autism Spectrum Studies**

This offering also fulfills the requirements for the Autism Spectrum Disorders Certificate. Courses focus on the education and treatment of children diagnosed on the autism spectrum, and develop the student's skill set in preparation for working with individuals in schools, other educational facilities, and family support programs. A student needs a minimum of a 3.0 cumulative GPA to take the 500-level courses in the major.

### **Major in HHS: Counseling Studies**

This offering provides a gateway for students planning on pursuing graduate study in Bay Path's Clinical Mental Health Counseling Master's Program. Students take selected 500-level PSY courses in addition to a 300-level course in Interviewing and Counseling to build knowledge and skills for helping people with psycho-social issues in a variety of contexts. A student needs a minimum of a 3.0 cumulative GPA to take the 500-level courses in this major.

### **Major in HHS: Early Intervention**

This offering also fulfills the requirements for the Early Intervention Specialist Certificate. 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 DPH-accredited program includes 300 total of practicum experience at a DPH-accredited Early Intervention site. A student needs a minimum of a 3.0 cumulative GPA to take the 500-level courses in this major.

### **Major in HHS: Healthcare Management**

This offering provides a gateway for students planning on pursuing graduate study in Bay Path's Healthcare Management Master's Program. Healthcare management focuses on improving the efficiency and quality of patient care. In addition, health care managers' responsibilities can include overseeing personnel, facility operations, finances, information technology and community health programming for healthcare organizations. A student needs a minimum of a 3.0 cumulative GPA to take the 500-level courses in this major.

### **Major in HHS: Health Science**

This offering is available to those students who choose to continue into the Master of Occupational Therapy (MOT) program at Bay Path or elsewhere, but not as an accelerated Pre-Occupational Therapy Studies major. Students with this major are admitted to the MOT program if they meet GPA and prerequisite requirements. It is also a suitable option for students seeking other types of careers in health care settings or those pursuing graduate study in allied health fields other than OT. This offering includes 18 credits of major-specific coursework outside of the Health and Human Studies core.

### **Major in HHS: Integrative Health**

This offering also fulfills the requirements for the Integrative Health Certificate. According to the National Center for Complementary and Integrative Health, a division of the U.S. Department of Health and Human Services, many Americans – more than 30 percent of adults and about 12 percent of children – use health care approaches developed outside of mainstream Western, or conventional, medicine. The use of integrative approaches to health and wellness has rapidly grown within care settings across the United States. Researchers are currently exploring the potential benefits of integrative health in a variety of situations, including programs to promote healthy behaviors. Students' knowledge and skills that are developed within this concentration

are suitable for careers in health education and wellness programming as well as healthcare with a comprehensive approach.

Integrative Health serves as a major in the Human and Health Services degree program, as well as a stand-alone certificate for any major. Students in this major also earn the Integrative Health certificate.

**Major in HHS: Public Health**

This offering provides a gateway for students planning on pursuing graduate study in Bay Path's Public Health Master's Program. Public health focuses on protecting the safety and improving the health of communities through education, policy making and research for disease and injury prevention. Students are prepared for careers in government agencies, state and local health departments, non-profit organizations, and healthcare organizations, such as hospital systems or long-term care facilities. A student needs a minimum of a 3.0 cumulative GPA to take the 500-level courses in the major.

**Major in HHS: Special Education**

This offering provides a gateway for students planning on pursuing graduate study in Bay Path's Special Education Master's Program. Students are prepared to work in programs to provide the proper support, services, and least restrictive environment to meet the educational needs of children with special needs, such as visual or hearing impairment, intellectual or learning disability, speech disorders, neurological conditions, or behavioral and emotional disorders. A student needs a minimum of a 3.0 cumulative GPA to take the 500-level courses in this major.

**Major in HHS: Youth Development**

This offering also fulfills the requirements for the Youth Development Certificate. Youth Development is an intentional, prosocial approach in programming that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive. Students learn how to develop positive outcomes and resiliency for young people by providing opportunities, fostering positive relationships, recognizing strengths and furnishing the support needed to build leadership skills. Coursework includes service learning projects to build skills and confidence to work with youth successfully.

**Bachelor of Arts in Health and Human Services  
Major in HHS: Autism Spectrum Studies**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**HHS: AUTISM SPECTRUM STUDIES MAJOR REQUIREMENT - 54 CREDITS**

<u>Course</u>	<u>Credits</u>
EDU 250: Introduction to Special Education	3
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
SCI 204: Introduction to Human Disease	3
SPE 511: Applied Behavior Analysis	3
SPE 546: Teaching Children with Autism Spectrum Disorders	3
SPE 552: Advocacy, Collaboration and Problem Solving for Students with Autism	3
SPE 556: Supporting Communication and Social Development for Students with Autism	3

**GENERAL ELECTIVES – 23 CREDITS**

**Bachelor of Arts in Health and Human Services  
Major in HHS: Counseling Studies**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**HHS: COUNSELING STUDIES MAJOR REQUIREMENT - 54 CREDITS**

<u>Course</u>	<u>Credits</u>
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
PSY 380: Interviewing and Counseling	3
PSY 515: Child and Adolescent Development	3
PSY 535: Ethics and Professional Conduct in Counseling	3
PSY 540: Individual and Family Substance Treatment	3
PSY 552: Bullying and Coercive Behavior	3
SCI 204: Introduction to Human Disease	3

**GENERAL ELECTIVES – 23 CREDITS**

**Bachelor of Arts in Health and Human Services  
Major in HHS: Early Intervention**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**HHS: EARLY INTERVENTION MAJOR REQUIREMENT - 54 CREDITS**

<u>Course</u>	<u>Credits</u>
CEI 579: Orientation to Practice in Early Intervention	0
CEI 580: Infant and Toddler Development	3
CEI 581: Family Systems	3
CEI 582: Assessment and Intervention	3
CEI 583: Planning/Evaluating Early Intervention Services	3
CEI 584: Practicum 1	3
CEI 585: Practicum 2	3
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
PSY 347: Early Intervention with Infants and Toddlers	3
SCI 204: Introduction to Human Disease	3

**GENERAL ELECTIVES – 23 CREDITS**

**Bachelor of Arts in Health and Human Services  
Major in HHS: Healthcare Management**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**HHS: HEALTHCARE MANAGEMENT MAJOR REQUIREMENT - 54 CREDITS**

<u>Course</u>	<u>Credits</u>
HCM 502: Managing Healthcare Delivery Systems	3
HCM 503: Strategic Planning in Healthcare	3
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 425: Foundations in Healthcare Management	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
MBA 520: Organizational Behavior and Leadership	3
MLN 500: Intro to the Theory and Practice of Negotiation	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
SCI 204: Introduction to Human Disease	3

**GENERAL ELECTIVES – 23 CREDITS**

**Bachelor of Arts in Health and Human Services  
Major in HHS: Health Science**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	BIO 110: Biology for Science Majors with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**HHS: HEALTH SCIENCE MAJOR REQUIREMENT - 57 CREDITS**

<u>Course</u>	<u>Credits</u>
BIO 150: Anatomy and Physiology I with Lab	4
BIO 151: Anatomy and Physiology II with Lab	4
BIO 316: Musculoskeletal Anatomy with Lab	4
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
MAT 450: Methods of Applied Statistics	3
PHS 101: University Physics I	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
SCI 204: Introduction to Human Disease	3

**GENERAL ELECTIVES – 20 CREDITS**

**Bachelor of Arts in Health and Human Services  
Major in HHS: Integrative Health**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**HHS: INTEGRATIVE HEALTH MAJOR REQUIREMENT - 54 CREDITS**

<u>Course</u>	<u>Credits</u>
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 420: Integrative Health Seminar	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 200: Nutrition	3
HSW 300: Fitness Through the Lifespan	3
HSW 352: Women’s Health and Wellness Issues	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 280: Positive Psychology	3
PSY 346: Health Psychology	3
SCI 204: Introduction to Human Disease	3

**GENERAL ELECTIVES – 23 CREDITS**

**Bachelor of Arts in Health and Human Services  
Major in HHS: Public Health**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**HHS: PUBLIC HEALTH MAJOR REQUIREMENT - 54 CREDITS**

<u>Course</u>	<u>Credits</u>
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
PHE 500: Foundations in Public Health Practice	3
PHE 502: Biostatistics and Epidemiology	3
PHE 510: Cultural Competency in Healthcare	3
PHE 525: Utilization of Research in Evidence Based Practice	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 341: Drugs and Behavior	3
PSY 346: Health Psychology	3
SCI 204: Introduction to Human Disease	3

**GENERAL ELECTIVES – 23 CREDITS**

**Bachelor of Arts in Health and Human Services  
Major in HHS: Special Education**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**HHS: SPECIAL EDUCATION MAJOR REQUIREMENT - 54 CREDITS**

<u>Course</u>	<u>Credits</u>
EDU 250: Introduction to Special Education	3
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
SCI 204: Introduction to Human Disease	3
SPE 505: Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum	3
SPE 515: Foundations for Inclusive Schools	3
SPE 520: Learners with Special Needs	3
SPE 546: Education Learners with Autism Spectrum Disorders	3

**GENERAL ELECTIVES – 23 CREDITS**

**Bachelor of Arts in Health and Human Services  
Major in HHS: Youth Development**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**HHS: YOUTH DEVELOPMENT MAJOR REQUIREMENT - 54 CREDITS**

<u>Course</u>	<u>Credits</u>
CRJ 342: Juvenile Justice System	3
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 210: Sport Based Youth Development	3
PSY 224: Effective Youth Development and Mentoring	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
PSY 438: Community Youth Development	3
SCI 204: Introduction to Human Disease	3
SOC 315: Youth and Society	3

**GENERAL ELECTIVES – 23 CREDITS**

## **Bachelor of Arts in Justice Studies**

The Bachelor of Arts in Justice Studies degree provides graduates with a marketable alternative to the traditional Bachelor of Science in Criminal Justice degree (i.e., law enforcement, corrections and probation). Generational and demographic shifts, technological breakthroughs, employment and income inequality, environmental concerns, resource limitations, and international and domestic terrorism are major factors impacting communities and institutions in this country and throughout the world. Law enforcement agencies and other public safety programs need graduates with broad interdisciplinary perspectives on our rapidly changing world, with exceptional problem-solving, leadership and communications skills, and the ability to build strong coalitions of people of diverse backgrounds and common interests. The Bachelor of Arts in Justice Studies offers students the preparation they need to understand and address the challenges faced by public safety, law enforcement, and other public service professionals in their communities, their home states, and throughout the nation and the world. The Bachelor of Arts in Justice Studies degree program offers the following majors:

- Justice and Forensic Studies
- Public Safety and Justice
- Rehabilitation, Advocacy and Justice

### **Student Learning Outcomes**

Upon completion of the Justice Studies program, graduates will be able to:

- Critically examine and explain the concepts of justice and injustice and their potential for impact on the individual, the community, institutions, the nation and the world we live in.
- Respond critically and effectively to social, legal, economic, political and ethical challenges to justice in their communities.
- Develop a working knowledge of social behavior with a focus on open communications, conflict resolution and fairness.
- Function effectively in cross-cultural environments.
- Be self-reflective, observant, competent, fair and just professionals in the public and/or private sector.
- Clarify what, why and how best practices apply in a wide variety of justice related situations.
- Recognize when and how to apply legal and justice research strategies and techniques to real-world challenges.
- Demonstrate the ability to communicate effectively in one-on-one, small group and large group environments (orally and in writing) utilizing multiple forms of current and emerging media to support their messaging.
- Demonstrate the ability to effectively navigate and work within political, governmental, Justice and enterprise systems and processes.

### **B.A. Justice Studies Offerings**

#### **Major in Justice and Forensic Studies**

Our interdisciplinary Justice and Forensic Studies major is designed to provide a background in criminal investigation, criminal evidence, and criminalistics. Students develop a perspective on how crime labs and digital forensic professionals work hand in hand to solve complex crimes, ever mindful of criminal law, procedure and the rules of evidence.

#### **Major in Public Safety and Justice**

This major helps the student understand the need for public safety and how to prepare for, prevent, and protect against disasters, crimes, civil liberty violations, and national security concerns. This major also instructs students how forensic investigation is conducted to insure the safety of the public. Courses offered are traditional criminal justice courses along with modern areas of protection including emergency management, homeland security, cyber security investigations and criminalistics. Public Safety has changed significantly in the 21st Century. An understanding of the court system, laws, and procedures allows students to leave prepared to work in the court system, the criminal investigation field including criminal investigations and other areas of the justice system. The forensics aspect of the Safety Studies concentration introduces students to the discipline of criminal investigation, following evidence to obtain just results in the court system, in public safety organizations, and in the security and forensic operations of major corporations.

**Major in Rehabilitation, Advocacy and Justice**

Students will gain the advanced knowledge and skills needed to protect vulnerable women, children and families affected by the justice system. The program focuses on the most effective safety protocols and community social services. Students learn how to assist clients with court statements and appearances. They will evaluate a wide variety of real-life cases and determine the best practices for dealing with each situation. Students will investigate the ethical implications of working with victims and those incarcerated in women's jails, prisons and juvenile facilities.

## Bachelor of Arts in Justice Studies Major in Justice and Forensic Studies

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	GOV 100: American Government	3
Citizenship	PSY 101: Introduction to Psychology I	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	CRJ 310: Communicating in Criminal Justice	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	FSC 105: Criminalistics with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### JUSTICE AND FORENSIC STUDIES MAJOR REQUIREMENTS – 51 CREDITS

<u>Course</u>	<u>Credits</u>
CBY 200: Introduction to Digital Forensics	3
CMS 205: Principles of Photography: Digital	3
CRJ 120: Introduction to Criminal Justice	3
CRJ 222: Criminal Invest. and the Elements of Criminal Law	3
CRJ 255: Women in Criminal Justice	3
CRJ 275: Criminal Procedure for the Criminal Justice Prof.	3
CRJ 312: Criminal Evidence	3
FSC 440: Crime Scene Investigation	3
JUS 103: Perspectives on Justice	3
JUS 310: Justice and Conflict Resolution	3
JUS 415: Justice Advocacy and Leadership	3
JUS 499: Justice Studies Internship	6
PSY 150: Survey of Forensic Psychology	3
PSY 240: Abnormal Psychology	3
SOC 310: Race, Class and Gender	3
Justice Studies Elective*	3

### GENERAL ELECTIVES – 26 CREDITS

\*Students are required to choose from: JUS 436: International Justice, JUS 438: America and Justice, or JUS 440: Justice Studies Capstone

## Bachelor of Arts in Justice Studies Major in Public Safety and Justice

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	GOV 100: American Government	3
Citizenship	PSY 101: Introduction to Psychology I	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	CRJ 310: Communicating in Criminal Justice	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	FSC 105 & L: Criminalistics with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### PUBLIC SAFETY AND JUSTICE MAJOR REQUIREMENTS – 51 CREDITS

<u>Course</u>	<u>Credits</u>
CRJ 120: Introduction to Criminal Justice	3
CRJ 202: Victimology and Criminology	3
CRJ 204: Principles of Policing	3
CRJ 222: Criminal Investigations & Elements of Criminal Law	3
CRJ 255: Women in Criminal Justice	3
CRJ 275: Crim. Procedure for the Criminal Justice Professional	3
CRJ 325: Criminal Organizations	3
CRJ 348: Terrorism and Homeland Security	3
JUS 103: Perspectives on Justice	3
JUS 310: Justice and Conflict Resolution	3
JUS 415: Justice Advocacy and Leadership	3
JUS 499: Justice Studies Internship	6
PSY 150: Survey of Forensic Psychology	3
SOC 310: Race, Class and Gender	3
Justice Studies Electives*	6

### GENERAL ELECTIVES – 26 CREDITS

\*Students are required to choose three credits from: JUS 436: International Justice, JUS 438: America and Justice, or JUS 440: Justice Studies Capstone and three additional credits from CRJ 300: Corrections or CRJ 320: Probation and Parole

**Bachelor of Arts in Justice Studies  
Major in Rehabilitation, Advocacy and Justice**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	GOV 100: American Government	3
Citizenship	PSY 101: Introduction to Psychology I	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	CRJ 310: Communicating in Criminal Justice	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**REHABILITATION, ADVOCACY AND JUSTICE MAJOR REQUIREMENTS – 51 CREDITS**

<u>Course</u>	<u>Credits</u>
CRJ 120: Introduction to Criminal Justice	3
CRJ 202: Victimology and Criminology	3
CRJ 255: Women in Criminal Justice	3
CRJ 333: Intro to Victim & Offender Mediation	3
CRJ 342: Juvenile Justice System	3
CRJ 356: Human Trafficking	3
JUS 103: Perspectives on Justice	3
JUS 310: Justice and Conflict Resolution	3
JUS 415: Justice Advocacy and Leadership	3
JUS 499: Justice Studies Internship	6
PSY 150: Survey of Forensic Psychology	3
PSY 240: Abnormal Psychology	3
SOC 305: Domestic Violence	3
SOC 310: Race, Class and Gender	3
Justice Studies Electives*	6

**GENERAL ELECTIVES – 26 CREDITS**

\*Students are required to choose three credits from: JUS 436: International Justice, JUS 438: America and Justice, or JUS 440: Justice Studies Capstone and three additional credits from CRJ 300: Corrections or CRJ 320: Probation and Parole

## **Bachelor of Arts in Legal Studies**

Bay Path's Legal Studies program prepares graduates for careers in law by providing a strong undergraduate education emphasizing communication, leadership, technology, and ethics. Students graduate knowing that paralegals work under the supervision of an attorney and are not authorized to engage in the practice of law. By challenging students to a rigorous curriculum of theory and practical application, the legal programs prepare them for law or graduate school as well as for professional opportunities in a wide variety of legal settings including: law firms; legal service agencies; courts; corporations; financial institutions; and city, state, and federal government agencies and offices. An undergraduate education in law also prepares students for careers in business, education, law enforcement, public administration, and public service. Upon completion of this degree, students earn a Certificate of Advanced Paralegal Studies approved by the American Bar Association (ABA).

### **Student Learning Outcomes**

Upon completion of the Legal Studies program, graduates will be able to:

- Understand, analyze, produce, evaluate, and present (orally) appropriate solutions to legal challenges of the working legal professional within the context of delivery of legal services.
- Apply legal research skills using a full range of materials, both print and electronic.
- Perform legal writing for different audiences, purposes, and kinds of documents.
- Exhibit an understanding of substantive issues and legal procedures by identification and analysis of legal issues.

### **Program Goals**

The goal of the Legal Studies Department is to prepare graduates to assist attorneys in the delivery of legal services in the public or private sector, to proceed to law or graduate school, or to pursue other career opportunities with a solid foundation in law. Students are educated to:

- Understand the legal profession and its role in our society.
- Think critically and write competently and persuasively about legal issues.
- Use technology to perform legal research and associated tasks.
- Act ethically in their professional and personal lives.
- Act on opportunities for professional growth and continuing education.

## **B.A. Legal Studies Offerings**

### **Major in Legal Studies**

The Bachelor of Arts in Legal Studies Program is appropriate for the student who is contemplating attending law school or graduate school following graduation and who has a strong interest in the humanities.

### **3+3 Program - Bay Path University and Western New England University School of Law**

Bay Path University (BPU) has an agreement with Western New England University School of Law through which Bay Path students can earn both a Bachelor of Arts in Legal Studies and a law degree in six years. Bay Path University students who have earned at least 50% of the credits required for the Bachelor of Arts in Legal Studies degree at BPU degree with at least a 3.30 GPA may apply to the Western New England (WNE) School of Law full-time J.D. program. Upon acceptance, and after earning at least 75% of the credits required for the Bachelor of Arts in Legal Studies degree at BPU with a 3.30 GPA, WNE School of Law will enroll the student in its J.D. program. After the student earns her first 30 credits at a grade of C+ or better in the WNE School

of Law's J.D. program, BPU will accept those credits toward the requirements of BPU's Bachelor of Arts in Legal Studies and will confer that degree on the student as soon as such credits have been transferred. The student will then complete the remaining 2 years of the J.D. program.

### **3+3 Program Requirements**

1. BPU students must earn at least 50% of the credits required for a University baccalaureate degree to apply to the WNE School of Law's J.D. program.
2. BPU students must earn at least 75% of the credits required for a University baccalaureate degree before their enrollment at the School of Law, provided that the following conditions are met:
3. The student must apply for admission to the School of Law's full-time, regular J.D. program. Upon approval of the appropriate School of Law official(s), students who matriculate in the School of Law's full-time, regular J.D. program pursuant to this program may switch to part-time status after completing their first year of full-time study.
4. The School of Law admissions office must receive from the student or from other persons or institutions acting at the student's request, all application materials required by the School of Law no later than March 15 of the calendar year in which the student hopes to matriculate at the School of Law. These materials include, but are not limited to, a valid Law School Admissions Test ("LSAT") score, a complete Law School Admissions Council ("LSAC") Credential Assembly Service ("CAS") report, letters of recommendation, resume and personal statement. Application packets completed after March 15 of the calendar year in which the student hopes to matriculate at the School of Law will be considered only on a space-available basis.
5. The student is advised to take the LSAT in the October or December administration of the test, but must take the LSAT no later than February of the calendar year of the fall term in which the student hopes to matriculate at the School of Law. LSAT scores for administrations of the LSAT later than the February test of the calendar year in which the student hopes to matriculate at the School of Law will be considered by the School of Law only on a space-available basis.
6. The student must submit to the School of Law admissions office through LSAC a University transcript with grades earned for credits counted toward University's baccalaureate degree. In order to fulfill this requirement in a timely manner, students should update their CAS reports through LSAC as soon as possible after the relevant grades are released by University.
7. The student must have earned a cumulative grade point average ("GPA") of 3.30 or higher at University for the credits counted toward the University baccalaureate degree at the time of application. The School of Law will not consider an application from a University student until furnished with proof that this GPA requirement has been met. The School of Law will require University students admitted to the School of Law's J.D. program to maintain a cumulative GPA of 3.30 before enrollment at the School of Law. A drop in an admitted student's cumulative GPA below 3.30 during such period may cause the School of Law to rescind its decision to admit the student. All grades earned at any post-secondary institution will be considered by the Admissions Committee of the School of Law, including grades from courses transferred into University from other colleges.
8. The student must score at or above the median LSAT score for matriculants at the School of Law for the previous admission year. The School of Law will not act on an application from a University student until furnished with proof that this LSAT score requirement has been met. Potential applicants should contact the School of Law admissions office in advance of registering to take the LSAT to find out what the median LSAT score for matriculants at the School of Law was for the relevant admission year.

WNE School of Law permits BPU students who pursue this program to apply for any and all applicable scholarships and other financial aid at the School of Law on the same terms as any other students. (Total scholarships awarded, including external scholarships, may not exceed the School of Law's tuition cost. The School of Law's scholarship award may be reduced if a student's total scholarship exceeds tuition cost.)

### **Typical Timeframe for the Application Process to the 3+3 Program**

#### September – October of junior year:

- Student assesses academic performance to date to ensure that the 3.25 GPA requirement has been met and 50% of required baccalaureate credits have been earned;
- Student prepares for the LSAT;

#### October – December of junior year:

- Student consults faculty advisor to plan course selection for spring semester of junior year to ensure that all requirements for the baccalaureate degree, other than courses to be taken in the first year of law school, will be fulfilled;
- Student takes either October or December administration of the LSAT;

#### November – January of junior year:

- Student receives LSAT score and determines if eligible to submit application;
- Student submits transcripts, including fall semester junior year grades, to CAS;
- Student submits application materials to the School of Law, including:
  - Application form;
  - CAS report (includes undergraduate transcript and LSAT scores);
  - Two letters of recommendation;
  - Personal statement;
  - Letter of eligibility for 3+3 program from faculty advisor;

#### January – March of junior year:

- Student requests interview after application materials have been submitted.
- Student sits for February LSAT if necessary.

#### August of senior year:

- Student begins first year of Law School at WNE

#### August – May of senior year:

- Student completes 30 credits at a grade of C+ or better in the WNEU School of Law's J.D. program

#### May of senior year:

- BPU accepts as transfer credits the first 30 credits earned at a grade of C+ or better in the WNEU School of Law's J.D. program and counts such credits toward the requirements of BPU's baccalaureate degree, and confers that degree on the student as soon as such credits have been transferred.

## **Policy on Transfer of General Education and Legal Specialty Course Credits**

Students seeking legal studies degrees or a certificate must complete at least 18 credits of general education course work in at least three disciplines, such as social sciences, natural sciences, mathematics, humanities, languages, and English.

Under normal circumstances, a student must complete at least 18 credit hours of legal specialty courses at Bay Path in order to receive a degree from the institution. Generally Bay Path will accept course credits in transfer as legal specialty courses, only courses taken at another ABA approved program. Requests to accept transfer credits as legal specialty courses are reviewed on an individual basis by the Program Chair and Registrar. If necessary, the Registrar and the Chair will review the course description and syllabus from the originating college. A student wishing to transfer credits into one of the college's legal programs as a legal specialty course bears the burden of proving the course is a legal specialty course.

In the Certificate of Advanced Paralegal Studies program, the student must complete at least 15 credit hours of legal specialty courses at Bay Path. Any additional credits for legal specialty courses applied toward the Certificate must be taken at an ABA approved program and are accepted after review by the Legal Studies Department Chair.

Students seeking to transfer credits taken online from an ABA approved program must notify the Registrar and Legal Studies Department Chair that the course was taken online. The decision to accept credits earned online rests with the Legal Studies Department Chair in consultation with the Registrar. Legal specialty credit will not be granted for online courses that were earned in a program that is not ABA approved.

Final determination of the acceptance of transfer credit for legal specialty courses taken at other institutions, including ABA approved programs, is made by the Program Chair and is not appealable. Credits for college-level courses taken at other accredited institutions that are not accepted as legal specialty credits may be accepted as general education credits.

## **Possible Career Options for B.A. Legal Studies Graduates**

Paralegal in Law Firm

Paralegal in Financial Institution

Non-Profit Legal Worker

Paralegal in Corporate Law Department

Graduate Study

Court Officer

Paralegal in Insurance Company

Legislative Aide

Paralegal in State or Federal Government

*Please see the Legal Studies web page for more information.*

## Bachelor of Arts in Legal Studies Major in Legal Studies

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	LAW 240: Legal Research and Writing	3
Comm & Info Lit	LAW 415: Advanced Legal Research and Writing	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### LEGAL STUDIES MAJOR REQUIREMENTS – 39 CREDITS

<u>Course</u>	<u>Credits</u>
GOV 100: American Government	3
LAW 103: Intro to American Legal System	3
LAW 220: Business Law	3
LAW 232: Principles of Litigation	3
LAW 246: Tort Law	3
LAW 248: Principles of Criminal Procedure	3
LAW 330: Advanced Litigation	3
LAW 371: Evidence	3
LAW 405: Constitutional Law	3
LAW 490: Legal Ethics	3
LAW 499: Legal Studies Internship	6
Legal Specialty Elective*	3

### GENERAL ELECTIVES – 38 CREDITS

\*Students must discuss the legal specialty elective with the department chair

## **Bachelor of Arts in Liberal Studies**

The goal of the Liberal Studies Department 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 degree program offers the following majors:

- Interdisciplinary Studies
- Liberal Studies

### **Student Learning Outcomes**

Upon completion of the Bachelor of Arts in Liberal Studies program, graduates will be able to:

- Have the ability to engage and learn from perspectives and experiences different from their own, and to understand how their place in the world both informs and limits their knowledge. Students will have the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.
- 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.
- 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.
- Become dialectical thinkers, demonstrating solid knowledge of disciplinary parameters and will be able to push beyond those boundaries in new, unique, or atypical recombinations by uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking in order to envision a response.
- 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.

## **B.A. Liberal Studies Offerings**

### **Major in Liberal Studies**

The versatility of this major 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 faculty advisors to plan their own unique academic paths through the University experience. They are encouraged to delve into a variety of disciplines.

### **Major in Interdisciplinary Studies**

The Interdisciplinary Studies major enables a student to design a course of study with mutually enhancing courses from more than one discipline in which the University has a major or a minor. The student, with an advisor from each of the disciplines, designs their program of meaningful coursework and submits it for approval to the chair of the Interdisciplinary studies major. The student has the burden of showing that their course of study cannot be met through an existing major at the University. Working with the advisors from the disciplines they have chosen, they

will select a minimum of ten courses from each of the disciplines, including four upper level (300-400) courses in residence, of which at least one is a research methods class, and one an internship. In their junior year, the student, with the help of their advisors, will select a research topic related to their course of study and complete a literature review. In the final semester, the student will submit a capstone portfolio, which includes the graded research paper as well as a journal and reflective paper evaluating their internship or co-op.

### **Possible Career Options for B.A. Liberal Studies Graduates**

Case Worker

Community Worker/Outreach Counselor

Interpreter

Journalist

Marketing Representative

Program Facilitator

Public Relations Specialist

Civil Employee

Activity Director

Event Organizer

Fundraising/Grant Writing Entry Level

Non-Profit Entry Level Management

Graduate Study

Writer/Editor

**Bachelor of Arts in Liberal Studies  
Major in Interdisciplinary Studies**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	CMS 305: Communicating in Liberal Studies	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	Elective Options	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**INTERDISCIPLINARY STUDIES MAJOR REQUIREMENTS – 31 CREDITS**

<u>Course</u>	<u>Credits</u>
LAR499: Liberal Studies Internship	6
Humanities Electives	6
History Elective	3
Science Elective	4
Social Behavioral Electives	9
Social Science Electives	3

**LIBERAL ARTS ELECTIVES - 21 CREDITS**

**UPPER LEVEL GENERAL ELECTIVES – 12 CREDITS**

**GENERAL ELECTIVES – 13 CREDITS**

**Bachelor of Arts in Liberal Studies  
Major in Liberal Studies**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	CMS 305: Communicating in Liberal Studies	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	Elective Options	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**LIBERAL STUDIES MAJOR REQUIREMENTS – 40 CREDITS**

<u>Course</u>	<u>Credits</u>
ART 230: Art in America	3
CIT 210: Intercultural Communication	3
ECO 211: Macroeconomics	3
LAR 400: Liberal Studies Capstone	3
LAR 499: Liberal Studies Internship	6
SOC 100: Principles of Sociology	3
English Elective	3
History Electives	6
Language Electives	6
Science Elective	4

**LIBERAL ARTS ELECTIVES - 15 CREDITS**

**GENERAL ELECTIVES – 22 CREDITS**

## **Bachelor of Arts in Liberal Studies (Education Majors)**

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

- Early Childhood Education Licensure
- Early Childhood Education Non-Licensure
- Early Childhood Leadership
- Education Studies Non-Licensure
- Elementary Education Licensure
- Elementary Education Non-Licensure
- Severe Special Needs Licensure

Bay Path University also offers a Bachelor of Science degree with a major in Biology/Secondary Education. See [Bachelor of Science in Biology](#) section for additional information.

### **Student Learning Outcomes**

Upon completion of an Education major within the Bachelor of Arts in Liberal Studies program, graduates will be able to:

#### **Licensure Programs (Early Childhood Education Licensure, Elementary Education Licensure, and Severe Special Needs 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 (Early Childhood Education Non-Licensure, Education Studies Non-Licensure, and Elementary Education Non-Licensure):**

- 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 (Early Childhood Leadership Major):**

- 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.

## **B.A. Liberal Studies (Education) Offerings:**

### **Major in Early Childhood Education Licensure**

*Licensure: Massachusetts Department of Elementary and Secondary Education and Massachusetts Department of Early Education and Care*

The licensure program in Early Childhood Education when combined with the liberal studies major, lead toward initial licensure as a public school teacher with the Massachusetts Department of Elementary and Secondary 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 themselves to teach using the *Massachusetts Curriculum Frameworks and Common Core State Standards*. Students are required to take the Bay Path University core, a liberal studies core, and an early childhood education core. In their 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).

This program has been approved by the Massachusetts Department of Elementary and Secondary Education. Students earn an initial license, grades PreK-2, issued by the Massachusetts Department of Elementary and Secondary Education. The PreK-2 teaching 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, pending meeting specific requirements of the state.

The early childhood courses meet the content requirements for the Massachusetts Department of Early Education and Care.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

#### **Major in Early Childhood Education 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 concentration that fits their early childhood 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.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

#### **Major in 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.

#### **Major in 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 concentration 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.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

#### **Major in Elementary Education Licensure**

*Licensure: Massachusetts Department of Elementary and Secondary Education*

The licensure program in Elementary Education when combined with the liberal studies major, lead toward initial licensure as a public school teacher with the Massachusetts Department of Elementary and Secondary 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 themselves to teach using the *Massachusetts Curriculum Frameworks and Common Core State Standards*. Students are required to take the Bay Path University core, a liberal studies core, and an elementary education core. In their 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).

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, pending meeting specific requirements of the state.

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

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

#### **Major in Elementary Education 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 concentration 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.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

#### **Major in Severe Special Needs Licensure**

*Licensure: Massachusetts Department of Elementary and Secondary Education*

The licensure program in Severe Special Needs (All levels) 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 education core satisfying requirements for licensure. This program has been approved by the Massachusetts Department of Elementary and Secondary Education. Students earn an initial teaching license in Severe Special Needs, all levels, issued by the Massachusetts Department of Elementary and Secondary Education. The Severe Special Needs 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, pending meeting specific requirements of the state.

The Severe Special Needs program is 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 public schools and/or the private preschool sector. 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.

## **Program Experiences**

### **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 University 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 (CAP) 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 February 21, 1998, candidates applying for a teaching credential are 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:

- Communication and Literacy (a test of reading and writing),
- A subject test in either Early Childhood Education or General Curriculum,
- 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.

A student holding a baccalaureate degree from Bay Path University who has fulfilled all liberal arts and education program requirements, but who was not able to, or allowed to, enroll in the pre-practicum or practicum might have the option to return to Bay Path University under special conditions. They must pass the MTEL and meet any additional academic requirements not in place during the time of previous enrollment in order to fulfill the current requirements for initial licensure if a student is allowed to return to complete this option.

#### **Teaching in States Outside of Massachusetts**

The Education 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 their 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 and any additional requirements needed 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%

## Possible Career Options for B.A. Liberal Studies (Education) Graduates

### Early Childhood Education

Pre-Kindergarten Teacher  
Kindergarten through Second Grade Teacher  
Lead Teacher at Child Care Center  
Graduate Study

### Elementary Education

Grades 1-6 Teacher  
Graduate Study

## Additional Non-Degree Education Options

### **Undergraduate Certificate Program in Lead Teacher Certification**

The Certificate in Lead Teacher Certification, issued by the Massachusetts Department of Early Education and Care (EEC), gives the candidate the preparatory course work for lead teacher licensure. Holding a lead teacher certificate enables the candidate to work as a “lead teacher” in a childcare setting and also credentials the candidate for family child care (licensed care in the provider’s home).

Bay Path University provides the coursework to receive this certificate. This certificate itself is not issued or endorsed by Bay Path University directly.

### **Massachusetts Department of Early Education and Care (EEC)**

The Massachusetts Department of Early Education and Care was established in 2005 through the consolidation of two state agencies to oversee early education and care and after-school services. EEC is responsible for setting licensing standards, issuing licenses, and monitoring early education and care and after school programs in Massachusetts, including group child care centers and family child care homes.

EEC certification regulations for lead teachers mandate that the candidate have appropriate coursework, be at least 21 years of age, and have a minimum of 9-18 months of work experience in the early childhood field (the number of months of work experience is determined by a candidate’s University major). The lead teacher certificate will address the required coursework; students will complete the work experience on their own. After graduation, students can take courses in day care administration to certify as a director of an early childhood center.

### **Candidates for the Certificate**

- Current early childhood education students who want to work with preschool children but do not want, or cannot meet, the criteria for the licensure program.
- Students in other majors who are interested in teaching and caring for preschool children in childcare centers.
- Students who want to own and operate family child care centers.
- New students interested in the childcare field.

### **Certificate Housing**

The certificate will be housed in the Education Department. Students in the certificate program will need both a primary advisor in their major and a secondary advisor in education.

**Courses in the Certificate**

There are no new courses in the certificate. Existing courses are bundled into a certificate program that meets EEC regulations. The certificate contains following five courses (15 credits):

<b>Courses</b>	<b>EEC Regulation by Topic</b>
PSY 205: Child Development	Child Growth & Development
EDU 110: Intro to Early Childhood Education	Curriculum and Program
EDU 211: Methods & Approaches in Teaching Children -I	Curriculum & Program Planning
EDU 212: Methods & Approaches in Teaching Children - II	Curriculum & Program Planning
EDU 250: Intro to Special Education	Including Children with Disabilities

**Bachelor of Arts in Liberal Studies**  
**Major in Early Childhood Education Licensure**

**BAY PATH UNIVERSITY CORE – 40 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	HIS 114: United States to 1870	3
Citizenship	HIS 115: United States since 1870	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	HIS 202: Global History to 1500	3
Global	HIS 203: Global History since 1500	3
Healthy Living	Elective Options	1
Lab Science	BIO 111: Biology I with Lab	4
Mathematics	MAT 161: Numbers & Operations	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**EARLY CHILDHOOD EDUCATION LICENSURE MAJOR REQUIREMENTS – 76 CREDITS**

<u>Course</u>	<u>Credits</u>
BIO 240: Plants Rock with Lab	4
ECO 211: Macroeconomics	3
EDU 110: Introduction to Early Child Education	3
EDU 211: Methods and Approaches to Teaching I	3
EDU 212: Methods and Approaches to Teaching II	3
EDU 250: Introduction to Special Education	3
EDU 300: Reading and Early Literacy	3
EDU 323: Reading and Language Arts/Elem School	3
EDU 330: Fundamentals of Instruction & Classroom Management	3
EDU 348: Reading and Language Arts for English Language Learners	3
EDU 350: Curriculum Development	3
EDU 441P: Early Childhood Pre-Practicum	1
EDU 490: Pre-Practicum Seminar	1
EDU 491: Practicum Seminar	1
EDU 497: Early Childhood Practicum	12
ENG 210: Children’s Literature	3
ENG 221: American Literature	3
ENG 311: World Literature	3
GEO 102: Introduction to Geography	3
GOV 100: American Government	3
MAT 162: Functions & Algebra	3
MAT 163: Geometry & Statistics	3
PSY 101: Introduction to Psychology	3
PSY 205: Child Development	3

**GENERAL ELECTIVES – 4 CREDITS**

**Bachelor of Arts in Liberal Studies**  
**Major in Early Childhood Education Non-Licensure**

**BAY PATH UNIVERSITY CORE – 40 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	HIS 114: United States to 1870	3
Citizenship	HIS 115: United States since 1870	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	HIS 202: Global History to 1500	3
Global	HIS 203: Global History since 1500	3
Healthy Living	Elective Options	1
Lab Science	BIO 111: Biology I with Lab	4
Mathematics	MAT 161: Numbers & Operations	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**EARLY CHILDHOOD EDUCATION NL MAJOR REQUIREMENTS – 58 CREDITS**

<u>Course</u>	<u>Credits</u>
BIO 240: Plants Rock with Lab	4
ECO 211: Macroeconomics	3
EDU 110: Introduction to Early Child Education	3
EDU 211: Methods and Approaches to Teaching I	3
EDU 212: Methods and Approaches to Teaching II	3
EDU 250: Introduction to Special Education	3
EDU 300: Reading and Early Literacy	3
EDU 323: Reading and Language Arts/Elem School	3
EDU 330: Fundamentals of Instruction & Classroom Mgmt	3
EDU 350: Curriculum Development	3
ENG 210: Children’s Literature	3
ENG 221: American Literature	3
ENG 311: World Literature	3
GEO 102: Introduction to Geography	3
GOV 100: American Government	3
MAT 162: Functions & Algebra	3
MAT 163: Geometry & Statistics	3
PSY 101: Introduction to Psychology	3
PSY 205: Child Development	3

**LIBERAL ARTS ELECTIVES - 3 CREDITS**

**GENERAL ELECTIVES - 19 CREDITS**

**Bachelor of Arts in Liberal Studies  
Major in Early Childhood Leadership**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	ECO 211: Macroeconomics	3
Citizenship	HIS 114: United States to 1870	3
Comm & Info Lit	CMS 305: Communicating in Liberal Studies	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	EDU 110: Introduction to Early Child Education	3
Global	EDU 250: Introduction to Special Education	3
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	Elective Options	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**EARLY CHILDHOOD LEADERSHIP MAJOR REQUIREMENTS – 58 CREDITS**

<u>Course</u>	<u>Credits</u>
CIT 210: Intercultural Communications	3
EDU 130: Schools, Education & Culture	3
EDU 211: Methods and Approaches to Teaching I	3
EDU 212: Methods and Approaches to Teaching II	3
EDU 300: Reading and Early Literacy	3
EDU 310: Guiding Behavior in Early Childhood Classrooms	3
EDU 460: Child Care Administration	3
ENG 210: Children’s Literature	3
LAR 499: Liberal Studies Internship	6
PSY 101: Introduction to Psychology I	3
PSY 205: Child Development	3
SOC 100: Principles of Sociology	3
English Elective	3
History Electives	6
Language Electives	6
Science Elective	4

**LIBERAL ARTS ELECTIVES - 9 CREDITS**

**GENERAL ELECTIVES - 10 CREDITS**

**Bachelor of Arts in Liberal Studies  
Major in Education Studies Non-Licensure**

**BAY PATH UNIVERSITY CORE – 40 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	BIO 111: Biology I with Lab	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**EDUCATION STUDIES NON-LICENSURE MAJOR REQUIREMENTS – 45 CREDITS**

<u>Course</u>	<u>Credits</u>
EDU 130: Education, Schools & Cultures	3
EDU 350: Curriculum Development	3
ENG 210: Children’s Literature	3
HIS 114: United States to 1870	3
PSY 205: Child Development	3
PSY 101: Introduction to Psychology	3
Education Electives	15
Humanities Electives	6
Math Elective	3
Science Elective	3

**LIBERAL ARTS ELECTIVES - 12 CREDITS**

**GENERAL ELECTIVES - 23 CREDITS**

**Bachelor of Arts in Liberal Studies  
Major in Elementary Education Licensure**

**BAY PATH UNIVERSITY CORE – 40 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	HIS 114: United States to 1870	3
Citizenship	HIS 115: United States since 1870	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	HIS 202: Global History to 1500	3
Global	HIS 203: Global History since 1500	3
Healthy Living	Elective Options	1
Lab Science	BIO 111: Biology I with Lab	4
Mathematics	MAT 161: Numbers & Operations	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**ELEMENTARY EDUCATION LICENSURE MAJOR REQUIREMENTS – 70 CREDITS**

<u>Course</u>	<u>Credits</u>
BIO 240: Plants Rock with Lab	4
ECO 211: Macroeconomics	3
EDU 130: Education, Schools & Cultures	3
EDU 250: Introduction to Special Education	3
EDU 300: Reading and Early Literacy	3
EDU 323: Reading and Language Arts/Elem School	3
EDU 330: Fundamentals of Instruction & Classroom Management	3
EDU 348: Reading and Language Arts for English Language Learners	3
EDU 350: Curriculum Development	3
EDU 441Q: Elementary Education Pre-Practicum	1
EDU 490: Pre-Practicum Seminar	1
EDU 491: Practicum Seminar	1
EDU 499: Practicum Grades 1-6	12
ENG 210: Children’s Literature	3
ENG 221: American Literature	3
ENG 311: World Literature	3
GEO 102: Introduction to Geography	3
GOV 100: American Government	3
MAT 162: Functions & Algebra	3
MAT 163: Geometry & Statistics	3
PSY 101: Introduction to Psychology	3
PSY 205: Child Development	3

**GENERAL ELECTIVES – 10 CREDITS**

**Bachelor of Arts in Liberal Studies**  
**Major in Elementary Education Non-Licensure**

**BAY PATH UNIVERSITY CORE – 40 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	HIS 114: United States to 1870	3
Citizenship	HIS 115: United States since 1870	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	HIS 202: Global History to 1500	3
Global	HIS 203: Global History since 1500	3
Healthy Living	Elective Options	1
Lab Science	BIO 111: Biology I with Lab	4
Mathematics	MAT 161: Numbers & Operations	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**ELEMENTARY EDUCATION NON-LICENSURE MAJOR REQUIREMENTS – 52 CREDITS**

<u>Course</u>	<u>Credits</u>
BIO 240: Plants Rock with Lab	4
ECO 211: Macroeconomics	3
EDU 130: Education, Schools & Cultures	3
EDU 250: Introduction to Special Education	3
EDU 300: Reading and Early Literacy	3
EDU 323: Reading and Language Arts/Elem School	3
EDU 330: Fundamentals of Instruction & Classroom Mgmt	3
EDU 350: Curriculum Development	3
ENG 210: Children’s Literature	3
ENG 221: American Literature	3
ENG 311: World Literature	3
GEO 102: Introduction to Geography	3
GOV 100: American Government	3
MAT 162: Functions & Algebra	3
MAT 163: Geometry & Statistics	3
PSY 101: Introduction to Psychology	3
PSY 205: Child Development	3

**LIBERAL ARTS ELECTIVES - 3 CREDITS**

**GENERAL ELECTIVES - 25 CREDITS**

**Bachelor of Arts in Liberal Studies  
Major in Severe Special Needs Licensure**

**BAY PATH UNIVERSITY CORE – 40 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	HIS 114: United States to 1870	3
Citizenship	HIS 115: United States since 1870	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	HIS 202: Global History to 1500	3
Global	HIS 203: Global History since 1500	3
Healthy Living	Elective Options	1
Lab Science	BIO 111: Biology I with Lab	4
Mathematics	MAT 161: Numbers & Operations	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**SEVERE SPECIAL NEEDS LICENSURE MAJOR REQUIREMENTS – 73 CREDITS**

<u>Course</u>	<u>Credits</u>
BIO 240: Plants Rock with Lab	4
ECO 211: Macroeconomics	3
EDU 250: Introduction to Special Education	3
EDU 300: Reading and Early Literacy	3
EDU 323: Reading and Language Arts/Elem School	3
EDU 348: Reading and Language Arts for English Language Learners	3
EDU 441S: Pre-Practicum Severe Special Needs	1
EDU 490: Pre-Practicum Seminar	1
EDU 495: Practicum Severe Special Needs Seminar	1
EDU 496: Severe Special Needs Practicum	12
ENG 210: Children’s Literature	3
ENG 221: American Literature	3
ENG 311: World Literature	3
GEO 102: Introduction to Geography	3
GOV 100: American Government	3
MAT 162: Functions & Algebra	3
MAT 163: Geometry & Statistics	3
PSY 101: Introduction to Psychology	3
PSY 205: Child Development	3
SPE 205: Inclusion, Consultation, & Collaboration for Meaningful Access to Curriculum	3
SPE 211: Applied Behavior Analysis	3
SPE 215: Foundations for Understanding Inclusive Schools	3
SPE 331: Teaching & Assessing Students with Severe Disabilities	3

**GENERAL ELECTIVES - 7 CREDITS**

## **Bachelor of Arts in Paralegal Studies**

The Bachelor of Arts in Paralegal Studies Program prepares graduates for careers in law by providing a strong undergraduate education emphasizing communication, leadership, technology, and ethics. Students graduate knowing that paralegals work under the supervision of an attorney and are not authorized to engage in the practice of law. By challenging students to a rigorous curriculum of theory and practical application, the paralegal program prepares them for professional opportunities in a wide variety of legal settings including: law firms; legal service agencies; courts; corporations; financial institutions; and city, state, and federal government agencies and offices. Upon completion of this degree, Paralegal Studies graduates will receive an American Bar Association (ABA) approved Certificate of Advanced Paralegal Studies.

A minor in law does not prepare a student for a career as a paralegal. Students intending to minor in law should discuss their academic and career plan with the legal studies department chair.

### **Student Learning Outcomes**

Upon completion of the Paralegal Studies program, graduates will be able to:

- Understand, analyze, produce, evaluate, and present (orally) appropriate solutions to legal challenges of the working legal professional within the context of delivery of legal services.
- Apply legal research skills using a full range of materials, both print and electronic.
- Perform legal writing for different audiences, purposes, and kinds of documents.
- Exhibit an understanding of substantive issues and legal procedures by identification and analysis of legal issues.

### **Program Goals**

The goal of the Paralegal Studies program is to prepare graduates to assist attorneys in the delivery of legal services in the public or private sector, to proceed to graduate or law school, or to pursue other career opportunities with a solid foundation in law. Students are educated to:

- Understand the legal profession and its role in our society.
- Think critically and write competently and persuasively about legal issues.
- Use technology to perform legal research and associated tasks.
- Act ethically in their professional and personal lives.
- Act on opportunities for professional growth and continuing education.

### **Policy on Transfer of General Education and Legal Specialty Course Credits**

Students seeking legal studies degrees or a certificate must complete at least 18 credits of general education course work in at least three disciplines, such as social sciences, natural sciences, mathematics, humanities, languages, and English.

Under normal circumstances, a student must complete at least 18 credit hours of legal specialty courses at Bay Path in order to receive a degree from the institution. Generally Bay Path will accept course credits in transfer as legal specialty courses, only courses taken at another A.B.A. approved program. Requests to accept transfer credits as legal specialty courses are reviewed on an individual basis by the Program Chair and Registrar. If necessary, the Registrar and the Chair will review the course description and syllabus from the originating college. A student wishing to transfer credits into one of the college's legal programs as a legal specialty course bears the burden of proving the course is a legal specialty course.

In the Certificate of Advanced Paralegal Studies program, the student must complete at least 15 credit hours of legal specialty courses at Bay Path. Any additional credits for legal specialty courses applied toward the Certificate must be taken at an A.B.A. approved program and are accepted after review by the Legal Studies Department Chair.

Students seeking to transfer credits taken online from an ABA approved program must notify the Registrar and Legal Studies Department Chair that the course was taken online. The decision to accept credits earned online rests with the Legal Studies Department Chair in consultation with the Registrar. Legal specialty credit will not be granted for online courses that were earned in a program that is not ABA approved.

Final determination of the acceptance of transfer credit for legal specialty courses taken at other institutions, including ABA approved programs, is made by the Program Chair and is not appealable. Credits for college-level courses taken at other accredited institutions that are not accepted as legal specialty credits may be accepted as general education credits.

### **Possible Career Options for B.A. Paralegal Studies Students**

Paralegal in Law Firm	Court Officer
Paralegal in Financial Institution	Paralegal in Insurance Company
Non-Profit Legal Worker	Legislative Aide
Paralegal in corporate Law Department	Paralegal in State or Federal Government
Graduate Study	

*Please see the Legal Studies web page for more information.*

## Bachelor of Arts in Paralegal Studies Major in Paralegal Studies

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	GOV 100: American Government	3
Citizenship	LAW 103: Intro to American Legal System	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	LAW 240: Legal Research and Writing	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### PARALEGAL STUDIES MAJOR REQUIREMENTS – 40 CREDITS

<u>Course</u>	<u>Credits</u>
LAW 220: Business Law	3
LAW 232: Principles of Litigation	3
LAW 241: Computer Assisted Legal Research	3
LAW 246: Tort Law	3
LAW 248: Principles of Criminal Procedure	3
LAW 250: Wills, Estates, Trust Management	3
LAW 255: Contract Law	3
LAW 260: Real Estate Law	3
LAW 311: Family Law	3
LAW 371: Evidence	3
LAW 490: Legal Ethics	3
LAW 499: Legal Studies Internship	6

### GENERAL ELECTIVES – 38 CREDITS

## **Bachelor of Arts in Pre-Occupational Therapy Studies**

The goal of both the Pre-Occupational Therapy Studies major and the B.A./M.O.T. program is to provide students with skills that prepare them for a range of careers in health and human service settings and for pursuing graduate degrees in related fields, including but not limited to allied health and rehabilitation professions, social work, and family studies (childhood through geriatrics).

The B.A./M.O.T. degree 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](http://www.aota.org). Bay Path University's Occupational Therapy graduates will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT); contact NBCOT at [www.nbcot.org](http://www.nbcot.org). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Students with felony records should get pre-approval from NBCOT prior to application to the Occupational Therapy Program.

**NOTE:** The Commonwealth of Massachusetts approved a B.A./M.O.T. entry-level degree in February 2002.

### **Student Learning Outcomes**

Upon completion of the Pre-Occupational Therapy Studies program, graduates will be able to:

- Demonstrate knowledge of databases to find and analyze evidence related to a health topic and write a review of the evidence in APA format.
- Student will demonstrate knowledge of safe play application in designing a play environment for children with and without disabilities.
- Students will demonstrate an understanding of the role of culture in the delivery and receipt of health care services.
- Demonstrate a commitment to service learning and understand the role a health care practitioner/provider plays in community engagement.
- Demonstrate how positive and negative communication impacts client outcomes.
- Demonstrate an understanding of client/patient rights in the health care setting.
- Demonstrate an understanding of ethical practices and problem solving solutions to ethical dilemmas within health care.
- Demonstrate an understanding of the challenges of health and leisure across the lifespan and program effectively for different populations.

Students in the Pre-OT Studies, Master of Occupational Therapy program are expected to meet additional student learning outcomes, determined by the Master of Occupational Therapy program (see Graduate Programs Academic Catalog for a full description of the MOT program).

- Students will understand and apply client -centered practice with clients across the lifespan and in a variety of practice settings.
- Students will understand the inherent need for participation in meaningful occupations and the human rights to engage in these occupations throughout the lifespan.
- Students will understand that occupational performance is unique to each individual and can be affected by personal, contextual, and occupational factors.

- Students will understand that client outcomes are based on functional performance and apply that understanding to evaluation, intervention, and treatment planning.
- Students will demonstrate ethical practice in the academic setting, and understand and apply those principles to clinical practice solutions.
- Students will understand the role that sociocultural factors can play in the delivery of health care services and be aware of the link between sociocultural competence and client centered practice
- Students will understand the role OT can play in addressing health disparities and other factors related to sociocultural differences.
- Students will understand the need for research in occupational therapy.
- Students will understand the need to use evidence in the provision of all aspects of occupational therapy practice.
- Students will demonstrate entry level research skills.
- Students will become aware of the basic tenets of the profession of occupational therapy.
- Students will become familiar with the OTPF and apply the concepts to practice.
- Students will become aware of typical and atypical development and how both can affect occupational performance.
- Students will understand and be able to articulate the scope and dimensions of the theoretical basis of occupational therapy.
- Students will apply theoretical concepts and frames of reference to practice.
- Students will understand disease, illness, or injuries and the role of pathology on function.
- Students will understand and articulate the role of activity on health and wellness.
- Students will understand precautions, contradictions, and safety factors and will employ strategies to ensure these factors are met in academic and clinical situations.
- Students will be able to document the OT process of referral, evaluation, treatment planning, treatment implementation, and discharge.
- Students will evaluate clients holistically utilizing observation, occupational profile, interview, and standardized and non-standardized assessment tools.
- Students will interpret assessment results and develop client specific goals and treatment plans.
- Students will demonstrate the ability to establish a rapport and maintain a therapeutic relationship with clients across the lifespan, from diverse backgrounds, and with a spectrum of abilities/disabilities.
- Students will demonstrate respect for the rights and dignities of self and others.
- Students will demonstrate problem solving, critical analysis, reflection, and active experimentation in academic and clinical situations.
- Students will use constructive feedback to develop higher level competence within the program and during fieldwork affiliations.
- Students will develop a foundation of awareness and knowledge for the acquisition and application of entry level, general practice skill.
- Students will engage in social learning opportunities to enhance learning and problem solving.
- Students will give and receive constructive peer feedback.

## **Master of Occupational Therapy Program Requirements**

Pre-Occupational Studies majors must have a 3.0 cumulative grade point average, and meet minimal grade requirements of a B- for selected pre-requisites courses including: SOC 100, PSY 205, PSY 206, BIO 150 and Lab, BIO 151 and Lab, and MAT 120 or MAT 450 before beginning the senior year. Graduate students (fifth year) must have a 3.0 cumulative grade point average.

## **Program Schedule**

The B.A./M.O.T. program follows the traditional two-semester academic year with an additional three weeks of classes during the summer break prior to the senior and graduate years and approximately six weeks of summer coursework between the first and second graduate years. The program includes a total of 24 weeks of full-time fieldwork in active clinics at the graduate level. OTP 500-level coursework is taken in the senior year. Students are recommended to view the Graduate Programs Academic Catalog for a full list of courses required to complete the Master of Occupational Therapy portion of their degree program.

As the Occupational Therapy Program is an active program with strong community ties, OT students will need to arrange their own transportation off campus, for level I and II fieldwork experiences in their senior and graduate years, and may have to meet special requirements. These requirements may mean, but are not limited to, criminal checks, health screenings such as TB, or professional dress codes. Students with felony records should check with NBCOT for additional screening.

**Bachelor of Arts in Pre-Occupational Therapy Studies  
Major in Pre-Occupational Therapy Studies (B.A./M.O.T.)**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	BIO 110: Biology for Science Majors with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**PRE-OCCUPATIONAL THERAPY STUDIES MAJOR REQUIREMENTS – 74 CREDITS**

<u>Course</u>	<u>Credits</u>
BIO 150: Anatomy & Physiology I with Lab	4
BIO 151: Anatomy & Physiology II with Lab	4
BIO 316: Musculoskeletal Anatomy with Lab	4
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health & Human Services	3
INT 250: Research Methods in the Social Sciences	3
MAT 450: Methods of Applied Statistics	3
OTP 500: Introduction to Occupational Therapy with Lab	4
OTP 502: Integrated Anatomy with Lab	4
OTP 504: Foundations of Neuroscience	3
OTP 506: Research I: Utilizing Research for EBP	2
OTP 514: Neuroscience	3
OTP 515: OT Professional Reasoning & Skills	2
OTP 522: Level I Fieldwork: Pediatric Occupations	1
OTP 530: Psych/Soc/Cog Components of Living I with Lab	4
OTP 531: Psych/Soc/Cog Components of Living II with Lab	4
OTP 540: Sensorimotor Components of Living I with Lab	4
OTP 550: Developmental Components of Living I with Lab	4
PHS 101: University Physics I	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
SCI 204: Introduction to Human Disease	3

**GENERAL ELECTIVES – 12 CREDITS**

## **Bachelor of Arts in Psychology**

The Bachelor of Arts degree designed to prepare students for employment in a wide variety of settings or for further study at the graduate level. The Bachelor of Arts in Psychology degree program offers the following majors:

- Child Psychology
- Forensic Psychology
- Neuropsychology
- Psychology

### **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

## **B.A. Psychology Offerings**

### **Major in Child Psychology**

The Child Psychology program is designed for those students primarily interested in working with children, whatever the age: infants, toddlers, preschoolers, school-age, or 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. During the required senior internship, students will experience working with children at a selected field site specific to their interests. Career paths include Developmental Specialist for Early Intervention Programs; Family Support Specialist; Caseworker, Child Life Specialist; Youth Development, and programs for at-risk youth, residential services and education.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Major in Forensic Psychology**

Forensic psychology refers to the application of psychology within the legal system. Issues such as competency to stand trial, not guilty by reason of insanity, juvenile delinquency, gender, and expert witness testimony are explored. Students gain an understanding of how the fields of psychology and the law are integrated by working on collaborations with various community agencies. Students will learn about effective interventions and rehabilitation through a multidisciplinary perspective and will take courses in psychology, legal studies, criminal justice, and sociology. A major in forensic psychology can be used to pursue a career in various areas of mental health, corrections, rehabilitation, victimization, the legal system, or graduate school.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Major in Neuropsychology**

Neuropsychology is a subfield of both psychology and neuroscience that is concerned with how the brain and the rest of the nervous system influence a person's cognition and behaviors. More importantly professionals often focus on how injuries or illnesses of the brain affect cognitive functions and behaviors. Through the required psychology internship, students will have the opportunity to work with clients who live with mental illness, developmental disorders, substance abuse and/or brain injuries. Majoring in Neuropsychology will prepare students to join the workforce with careers in mental health, rehabilitation, assisted-living, the pharmaceutical industry or graduate study.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Major in Psychology**

The Psychology program prepares students with a well-rounded education for thinking critically about human behavior and mental processes, by promoting an understanding of the relationship among theories, research, and conclusions. Students learn about the stages of development throughout the lifespan, theories for understanding personality and social behaviors, brain function, mental illness, interviewing and foundational counseling skills, motivation, and cognition. Career paths include mental health and social services, organizational leadership and management, human resources, community and public relations, education, program development and facilitation, and social science research.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Community Based Cooperative Education Program**

The Co-Op Program is an option for students to have a paid professional experience and benefit from experiential learning, used for elective credit. Students earn 3 credits for working 100 hours at a local human service organization. In addition, they take a seminar class that provides support throughout this experience and facilitates connections for theory and practice. The Co-Op Faculty Advisor works closely with students to place them at sites that match their interests. The kinds of work responsibilities vary from site to site, but typically include: research projects, creating resource materials for staff and families, and direct care with clients in residential or after-school programs. Students are paid a stipend for working at their sponsoring site.

This highly selective program is available to qualified students at the sophomore or junior level, and is conducted during the spring semester. Applications are available from the Psychology department.

## Bachelor of Arts in Psychology Major in Child Psychology

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	Elective Options	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	PSY 380: Interviewing and Counseling	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### CHILD PSYCHOLOGY MAJOR REQUIREMENTS – 42 CREDITS

<u>Course</u>	<u>Credits</u>
EDU 110/EDU 130: Intro to EC Ed <u>OR</u> Ed, Schools, and Culture	3
INT 250: Research in the Social Sciences	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 300: Childhood Psychopathology	3
PSY 321: Theories of Personality	3
PSY 340: Physiological Psychology	3
PSY 347: Early Intervention with Infants and Toddlers	3
PSY 370: Social Psychology	3
PSY 425: Parenting	3
PSY499: Psychology Internship	6
400-Level Psychology Elective*	3

### LIBERAL ARTS ELECTIVES - 12 CREDITS

### GENERAL ELECTIVES – 23 CREDITS

\*Students must choose one of the following: PSY415, PSY430, PSY432, or PSY438.

## Bachelor of Arts in Psychology Major in Forensic Psychology

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	Elective Options	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	PSY 380: Interviewing and Counseling	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### FORENSIC PSYCHOLOGY MAJOR REQUIREMENTS – 42 CREDITS

<u>Course</u>	<u>Credits</u>
INT 250: Research in the Social Sciences	3
PSY 150: Survey of Forensic Psychology	3
PSY 240: Abnormal Psychology	3
PSY 321: Theories of Personality	3
PSY 335: Psychology of Criminal Behavior	3
PSY 336: Psychology of the Female Offender	3
PSY 340: Physiological Psychology	3
PSY 341: Drugs and Behavior	3
PSY 342: Crisis Intervention for Community and Mental Health Settings	3
PSY 370: Social Psychology	3
PSY 441: Seminar in Advanced Forensic Psychology	3
PSY 499: Psychology Internship	6
400-Level Psychology Elective*	3

### LIBERAL ARTS ELECTIVES - 9 CREDITS

### GENERAL ELECTIVES – 26 CREDITS

\*Students must choose one of the following: PSY415, PSY425, PSY430, PSY432, or PSY438.

## Bachelor of Arts in Psychology Major in Neuropsychology

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	Elective Options	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	NEU 399: Junior Seminar	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	NEU 100: Introduction to Neuroscience 1 with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### NEUROPSYCHOLOGY MAJOR REQUIREMENTS - 49 CREDITS

<u>Course</u>	<u>Credits</u>
HUM 210: Ethics	3
NEU 200: Intro to Neuroscience II with Lab	4
NEU 250: Research Methods	3
NEU 320: Neuropharmacology	3
NEU 340: Cognitive Neuroscience	3
NEU 350: Neurobiology of Mental Disorders	3
PSY 102: Introduction to Psychology II	3
PSY 205: Child Development	3
PSY 240: Abnormal Psychology	3
PSY 300: Childhood Psychopathology	3
PSY 341: Drugs and Behavior	3
PSY 346: Health Psychology	3
PSY 432: Cognitive Psychology	3
PSY 498: Psychology Internship	3
Psychology Electives*	6

### GENERAL ELECTIVES – 28 CREDITS

\*Students must choose two of the following: PSY206, PSY370, or PSY430.

## Bachelor of Arts in Psychology Major in Psychology

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	Elective Options	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	PSY 380: Interviewing and Counseling	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### PSYCHOLOGY MAJOR REQUIREMENTS – 33 CREDITS

<u>Course</u>	<u>Credits</u>
INT 250: Research in the Social Sciences	3
PSY 102: Introduction to Psychology II	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 321: Theories of Personality	3
PSY 340: Physiological Psychology	3
PSY 370: Social Psychology	3
PSY 499: Psychology Internship	6
400-Level Psychology Elective*	3

### LIBERAL ARTS ELECTIVES - 12 CREDITS

### GENERAL ELECTIVES – 32 CREDITS

\*Students must choose one of the following: PSY415, PSY425, PSY430, PSY432, or PSY438.

## **Bachelor of Science in Biology**

The Biology degree program offers a vibrant and innovative alternative to most biology/pre-professional curricula. While providing students with a strong and well-rounded curriculum in the biological and physical sciences and mathematics, the program is structured so that students spend most of their last two years of study totally immersed within the sciences. This total saturation in upper division biology and chemistry coursework allows students to concentrate solely on their chosen fields. In addition, large tracks of time are available for advanced scientific study with other students, faculty mentors, and outside professionals.

The curriculum is delivered with an emphasis on the use of computer technology and computer-interfaced laboratory analytical tools. The combination of computer and technology-based instruction and an intensive immersion in the sciences, provides students with the necessary skills to pursue rewarding career opportunities in such diverse areas as zoology, biotechnology, clinical laboratory science, the pharmaceutical industry, and medical or veterinary schools. The Bachelor of Science in Business degree program offers the following majors:

- Biochemistry
- Biology
- Biology/Secondary Education
- Biotechnology

Students must maintain a grade of C or better in the following courses to progress to the sophomore year within the Biology program: BIO 110, BIO 112, CHE 120, and CHE 121. Additional requirements for continuing within the program beyond the sophomore year are indicated within the individual course descriptions.

### **Student Learning Outcomes**

The goal of the Science Department is to provide graduates with the requisite knowledge and skills to engage in technical careers in the biological and forensic sciences, and to proceed to graduate or professional school if desired. Upon completion of the Bachelor of Science in Biology program, graduates will be able to:

- Demonstrate knowledge in the following areas: evolution, structure & function, information flow, exchange and storage, and energy transformation systems.
- Gain proficiency with instrumentation relevant to Life Science.
- Effectively communicate through scientific writing activities
- Effectively communicate through scientific speaking activities

### **Major in Biochemistry**

Biochemistry is the study of the chemistry of life. This major is intended for those interested in the more chemical and molecular aspects of the life sciences and the reactions that underpin living systems, such as those that provide cells with energy to perform myriad activities and functions and the biosynthetic reactions that enable cells to repair, grow, and divide. The major provides a mechanism to study the chemistry of molecules found in living organisms – in particular proteins, DNA and RNA, lipids and carbohydrates – all within state-of-the-art labs equipped with the very latest in technology and instrumentation. As a field, biochemistry has a wide range of applications as it is applied to medicine, dentistry, and veterinary medicine, food science, toxicology, biotechnology, forensics, and agriculture. In addition, biochemists engage in work in physiology, pharmacology, virology, microbiology, and clinical chemistry to investigate the mechanisms of a drug's action, or to conduct research related to organ function or to study the diagnosis and treatment of disease as well as the assessment of health. Biochemistry majors

are strongly positioned to go on to study medicine in medical, dental, veterinary, and nursing schools or to explore graduate programs in numerous and exciting research areas.

Students must maintain a grade of C or better in the following courses to progress to the sophomore year within the Biochemistry Program: BIO 110, BIO 112, CHE 120, and CHE 121. Additional requirements for continuing within the program beyond the sophomore year are indicated within the individual course descriptions.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Major in Biology**

The Bachelor of Science in Biology Program offers enough flexibility of course selection to qualify students to pursue coursework in areas of specific interest to them as individuals (e.g., organismal and evolutionary biology, molecular biology, and biomedical sciences.)

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Major in Biology/Secondary Education**

*(Licensure: Massachusetts Department of Elementary and Secondary Education)*

The licensure program in Biology/Secondary Education consists of a biology major combined with appropriate education courses. Students are required to take the Bay Path University core, a biological sciences core, and a secondary education core.

This program has been approved by the Massachusetts Department of Elementary and Secondary Education. Upon completion, students earn an initial license in biology, grades 8-12, issued by the Massachusetts Department of Elementary and Secondary Education. The teaching license qualifies for equivalency 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, pending meeting specific requirements of the state.

### **Student Learning Outcomes**

- Prepare students to meet the Massachusetts Department of Elementary and Secondary Education Subject Matter standards in secondary biology.
- 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.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Education Professional Standards for Teachers: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operations, promotes equity, and meets professional responsibilities.
- Prepare students to pass both components of the MTEL (Massachusetts Tests of Educator Licensure): Communication & Literacy and a subject test in Biology.

- Build familiarity and usage of the Massachusetts Curriculum Framework in Science and Technology/Engineering.
- Prepare students to excel in the Candidate Assessment of Performance (CAP), developed by the Massachusetts Department of Elementary and Secondary Education, and used to assess practicum (student teaching).
- Prepare students to become lifelong learners who reflect upon teaching and learning, and seek new content knowledge and skills to improve the teaching-learning process.

To accomplish the Biology/Secondary Education program goals, a Bay Path student is provided with:

- A strong knowledge base in the biological sciences (with work in the physical sciences and mathematics) to provide the basis of subject matter knowledge for the license.
- 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., Adult and Adolescent 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.

### **The Massachusetts Tests for Educator Licensure (MTEL)**

Effective 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 Secondary Biology, grades 8-12, require candidates to pass two exams:

1. Communication and Literacy (a test of reading and writing),
2. A subject test in biology, grades 8-12

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 MTEL and to be aware of registration deadlines and rules of test participation. 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 Biology/Secondary Education major at Bay Path University earns a student a Bachelor of Science in Biology. A student already holding a Bachelor of Science degree with an undergraduate biology major who seeks initial licensure is advised to pursue an appropriate master's degree in the field.

A student holding a baccalaureate degree from Bay Path University who has fulfilled all of the biology and education program requirements, but who was not able or allowed to enroll in the pre-practicum or practicum, might have the option to return to Bay Path University under special conditions. They must pass the MTEL and meet any additional academic requirements not in place during the time of previous enrollment in order to fulfill the current requirements for initial licensure if a student is allowed to return to complete this option.

### **Additional Information**

For Program Experiences, Exit from the Education Program, Teaching in States Outside of Massachusetts, Title II of Higher Education Act, and MTEL pass rates of students who completed their licensure requirement during the most recent year reviewed, please review the [Bachelor of Arts in Liberal Studies \(Education Majors\) section](#).

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Major in Biotechnology**

The Biotechnology Program offers an excellent exposure to the application of the principles of cell and molecular science and to the production of industrially useful or biologically important products. Because of dramatic recent advances within the field of biotechnology and their potential impact on society, the 21st Century may indeed be remembered as the "Age of Biotechnology." To prepare students to successfully navigate within this exciting arena, the curriculum has been designed to provide students with a rigorous and interdisciplinary scientific foundation in the central disciplines upon which biotechnology is based, such as cell biology, genetics, molecular biology, chemistry, forensic science, and microbiology. In addition, students are accorded extensive exposure to state-of-the-art laboratory techniques and instrumentation used in the biotechnical industry and research facilities. Affiliations with industrial biotechnical and biomedical facilities and narrowly focused individual research projects, under the direction of a faculty mentor, offer students ample opportunities to gain valuable practical experience. The Biotechnology Program allows students to seek employment in the biotechnology industry upon completion of the baccalaureate degree, but also provides an excellent academic preparation for admission to graduate school for advanced study.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Possible Career Options for B.S. Biology Graduates**

Forensic Analyst	Teacher
Lab Analyst/Supervisor	Pharmaceuticals
Biology Instructor, Grades 8-12	Dental, Medical, or Veterinary School
Researcher	Graduate Study

## Bachelor of Science in Biology Major in Biochemistry

### BAY PATH UNIVERSITY CORE – 40 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	BIO 110: Biology 1 for Science Majors with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### BIOCHEMISTRY MAJOR REQUIREMENTS - 66 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 112: Biology II (for Science Majors) with Lab	4
BIO 210: Genetics with Lab	4
BIO 260: Microbiology with Lab	4
BIO 300: Biochemistry with Lab	4
BIO 320: Cell and Molecular Biology with Lab	4
BIO 410: Evolution	3
BIO 445: Advanced Biochemistry	3
BIO 498/499: Research Project I <u>OR</u> Internship in Biology	3
CHE 120: Chemistry I with Lab	4
CHE 121: Chemistry II with Lab	4
CHE 220: Organic Chemistry I with Lab	4
CHE 221: Organic Chemistry II with Lab	4
CHE 300: Analytical Chemistry with Lab	4
CHE 310: Physical Chemistry I	3
MAT 221: Calculus I	3
MAT 222: Calculus II	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4

### GENERAL ELECTIVES – 14 CREDITS

## Bachelor of Science in Biology Major in Biology

### BAY PATH UNIVERSITY CORE – 40 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	BIO 110: Biology 1 for Science Majors with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### BIOLOGY MAJOR REQUIREMENTS – 65 CREDITS

<u>Course</u>	<u>Credits</u>
BIO112: Biology II for Science Majors with lab	4
BIO210: Genetics with Lab	4
BIO260: Microbiology with Lab	4
BIO300: Biochemistry I with Lab	4
BIO320: Cell & Molecular Biology with Lab	4
BIO410: Evolution	3
BIO 498/499: Research Project <u>OR</u> Biology Internship	3
CHE120: Chemistry I with Lab	4
CHE121: Chemistry II with Lab	4
CHE220: Organic Chemistry I with Lab	4
CHE221: Organic Chemistry II with Lab	4
MAT221: Calculus I	3
MAT222: Calculus II	3
PHS 201: College Physics I for Science Majors with Lab	4
PHS 202: College Physics II with Lab	4
Upper Level Science Electives	9

### GENERAL ELECTIVES - 15 CREDITS

## Bachelor of Science in Biology Major in Biology/Secondary Education

### BAY PATH UNIVERSITY CORE – 40 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	EDU 130: Education, Schools, and Culture	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	EDU 250: Introduction to Special Education	3
Global	Elective Options	3
Healthy Living	Elective Options	1
Lab Science	BIO 110: Biology 1 for Science Majors with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### BIOLOGY/SECONDARY EDUCATION MAJOR REQUIREMENTS – 79 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 112: Biology II with Lab	4
BIO 150: Anatomy & Physiology I with Lab	4
BIO 151: Anatomy & Physiology II with Lab	4
BIO 210: Genetics with Lab	4
BIO 260: Microbiology with Lab	4
BIO 314: Botany	3
BIO 320: Cell and Molecular Biology with Lab	4
BIO 410: Evolution	3
CHE 120: Chemistry I with Lab	4
CHE 121: Chemistry II with Lab	4
EDU 331: Fundamentals of Instruction/Secondary	3
EDU 348: Reading and Language Arts for English Language Learners	3
EDU 351: Curriculum Development for Secondary Education	3
EDU 441R: Pre-Practicum Secondary Biology	1
EDU 492: Pre-Practicum Seminar/Secondary	1
EDU 493: Practicum Seminar/Secondary	1
EDU 494: Practicum Seminar Biology	12
MAT 130: Pre-Calculus	3
PHS 201: University Physics I for Science Majors with Lab	4
PSY 206: Adolescent and Adult Development	3
SCI 200: History/Philosophy of Science	3
Science Electives	4

### GENERAL ELECTIVES - 1 CREDIT

## Bachelor of Science in Biology Major in Biotechnology

### BAY PATH UNIVERSITY CORE – 40 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	BIO 110: Biology 1 for Science Majors with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### BIOTECHNOLOGY MAJOR REQUIREMENTS – 66 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 112: Biology II for Science Majors with lab	4
BIO 210: Genetics with Lab	4
BIO 260: Microbiology with Lab	4
BIO 300: Biochemistry with Lab	4
BIO 320: Cell and Molecular Biology with Lab	4
BIO 425: Applied Biotechnology	3
BIO 470: Biotechnology Techniques	3
BIT 498/499: Research Project <u>or</u> Internship	3
CHE 120: Chemistry I with Lab	4
CHE 121: Chemistry II with Lab	4
CHE 220: Organic Chemistry I with Lab	4
CHE 221: Organic Chemistry II with Lab	4
CHE 300: Analytical Chemistry with Lab	4
MAT 221: Calculus I	3
MAT 222: Calculus II	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4
Upper Level Science Electives	3

### GENERAL ELECTIVES – 14 CREDITS

## **Bachelor of Science in Business**

In this fast-paced, globally competitive 21<sup>st</sup> Century, the Business Program's mission is to prepare a student to gain theoretical and practical knowledge, skills and abilities that will enable them to enhance current and future standards of living. A Bay Path University business graduate should acquire the knowledge, thinking, research, technological, communication, social, global and cultural skills and abilities to be a creative entrepreneur or entrepreneurial leader. In addition, through an internship experience, the student will have an opportunity to refine their knowledge and skill sets.

The business graduate will have developed critical, innovative, and reflective thinking skills essential for statistical data analysis and 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. The Bachelor of Science in Business degree program offers the following majors:

- Accounting
- Business Administration
- Hospitality Management
- Interior Design: Residential and Commercial
- Marketing
- Nonprofit Management
- Small Business Development

### **Student Learning Outcomes**

Each graduate of the Business degree program will develop thinking, research, technological, communication, social, global, cultural, entrepreneurial and creativity skills that will enable them 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.

## **B.S. Business Offerings**

### **Major in 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.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Major in Business Administration**

Business Administration is the general business major, and includes the core business courses in addition to specialty courses designed just for this major. This program is designed to provide a strong academic foundation to prepare students for various positions in businesses of all sizes, for entrepreneurial start-ups, or for graduate school.

Students interested in earning a business degree with a particular emphasis, such as communications or law, can work with their advisor to design a course of study appropriate for their career goal.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Major in 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 is a concentration in 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.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Major in Interior Design: Residential and Commercial**

Interior Design: Residential and Commercial students gain critical skills, analytical understanding, theoretical knowledge and competency vital to the designing, planning, marketing, and selling of interior space concepts for home or office environments. Students explore the role of residential and commercial design professionals by discovering the array of products available in the design marketplace, visiting design showrooms, and meeting with product line sales professionals and vendors. Students learn how to create and transform new and restored home and office interiors by researching historical and contemporary trends, recommending product choices, measuring and estimating for budget requirements, and by participating in area show houses and design events. Students may also have the opportunity to be involved with the retail, wholesale, or specialty aspects of the residential and commercial design industry.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Major in Marketing**

Marketing goods and services for business-to-consumer, business-to-business, and consumer-to-consumer organizations will be the beginning focal point for a marketing major. Products and prices promoted through traditional and electronic distribution channels will be studied. The student who majors in marketing will be able to recognize best practice functions and to make decisions leading to the development of a business plan and/or product. Integrated marketing communications principles are introduced to students for creating and evaluating interactive activities and exercises in personal and mass selling. E-Business, television, web technology, and graphics will be utilized in the production of computer graphics for the upper-level multimedia, television application and research projects.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Major in 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 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.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Major in Small Business Development**

According to the National Association of Women Business Owners' (NAWBO) 2013 State of Women-Owned Businesses Survey, 2013 looks to be the "[Year of the Female Entrepreneur](#)." With good opportunities ahead for female small business owners, they must be prepared to handle the opportunities and the problems involved in starting and operating a successful small business such as selecting the location, determining how to borrow money, budgeting and daily operation of a small business. Bay Path University's small business management curriculum provides students with solid business principles and real-world application.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Internships**

Students in the business program are required to complete at least one internship. Internships are offered on the premise that academic knowledge combined with practical work experience in the field better prepares a student to succeed professionally beyond University. Internships offer business students real-world work experience in the field at appropriately selected organizations, businesses, firms, or ventures. Students can receive six credits for internships that involve 240 hours of work, and 3 credits for 120 hours of work. The Director of Career Services or a faculty member in the business program assists each student in locating an appropriate internship site, based on the student's career goals and interests. The Director monitors the internship, and with the on-site work supervisor, evaluates each student's performance.

### **Possible Career Options for B.S. Business Graduates**

#### **Accounting/Finance**

Accounting Analyst  
Consulting  
External Auditor  
Financial Accountant  
Internal Auditor  
Risk Management  
Tax Accountant  
Graduate Study

#### **Business Administration/Development**

Entrepreneur/Small Business Owner  
Business Manager/Management  
Business Officer Manager  
Administrator  
Store Manager  
Operations Manager  
Human Resource Specialist  
Executive Assistant

#### **Hospitality Management**

Meeting, Convention, and Event Planner  
Food Service Manager  
Lodging Manager

#### **Interior Design: Residential & Commercial**

Interior Design  
Interior Decorator  
Interior Design Product Manager  
Architect Assistant  
Industrial Designer  
Landscape Architect

#### **Marketing/Management**

Marketing Executive  
Brand Manager  
Advertising Manager  
Product Manager  
Social Media Specialist  
Communications Asst/Specialists/Coordinator  
Marketing Assistant/Specialist  
Sales/Advertising - Account Executive  
Public Relations  
Retailer  
Sales Manager

#### **Nonprofit Management**

Program Coordinator/Associate/Manager  
Development Associate/Manager

Sales Manager  
Casino Assistant/Manager  
Marketing Manager  
Accommodation Manager  
Restaurant Manager  
Tourism Manager  
Travel Agent/Manager

Grant Writer  
Special Events Coordinator  
Community Educator/Liaison  
Volunteer Coordinator/Manager  
Public Relations Manager  
Social Assistance Coordinator  
Social and Community Service Manager

**Bachelor of Science in Business  
Major in Accounting**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	BUS 120: Business in Society	3
Citizenship	ECO 211: Macroeconomics	3
Comm & Info Lit	BUS 308: Communicating in Business	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**ACCOUNTING MAJOR REQUIREMENTS - 58 CREDITS**

<u>Course</u>	<u>Credits</u>
ACC 100: Intro to Financial Accounting	3
ACC 101: Intro to Managerial Accounting	3
ACC 200: Accounting Information Systems	3
ACC 201: VITA	1
ACC 300: Intermediate Accounting I	3
ACC 301: Intermediate Accounting II	3
ACC 302: Cost Accounting	3
ACC 303: Auditing	3
ACC 400: Federal Income Taxation Concepts	3
ACC 405: Capstone: Contemporary Issues	3
ACC 499: Accounting Internship	6
BUS 226: Principles of Marketing	3
BUS 235: Dynamics of Management	3
BUS 300: Organization Development and Change	3
BUS 327: Financial Management	3
COM 130: Computer Applications	3
ECO 212: Microeconomics	3
LAW 220: Business Law	3
MAT 120: Statistics	3

**GENERAL ELECTIVES – 19 CREDITS**

## Bachelor of Science in Business Major in Business Administration

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	BUS 120: Business in Society	3
Citizenship	ECO 211: Macroeconomics	3
Comm & Info Lit	BUS 308: Communicating in Business	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### BUSINESS ADMINISTRATION MAJOR REQUIREMENTS - 51 CREDITS

<u>Course</u>	<u>Credits</u>
ACC 100: Intro to Financial Accounting	3
ACC 101: Intro to Managerial Accounting	3
ACC 200: Accounting Information Systems	3
BUS 226: Principles of Marketing	3
BUS 235: Dynamics of Management	3
BUS 260: Integrated Marketing Concepts	3
BUS 262: Talent Management	3
BUS 300: Organization Development and Change	3
BUS 327: Financial Management	3
BUS 334: Operations Management	3
BUS 491: Capstone: Strategic Management & Policy	3
BUS 499: Business Internship	6
COM 130: Computer Applications	3
ECO 212: Microeconomics	3
LAW 220: Business Law	3
MAT 120: Statistics	3

### GENERAL ELECTIVES - 26 CREDITS

## Bachelor of Science in Business Major in Hospitality Management

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	BUS 120: Business in Society	3
Citizenship	ECO 211: Macroeconomics	3
Comm & Info Lit	BUS 308: Communicating in Business	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### HOSPITALITY MANAGEMENT MAJOR REQUIREMENTS - 60 CREDITS

<u>Course</u>	<u>Credits</u>
ACC 100: Intro to Financial Accounting	3
ACC 101: Intro to Managerial Accounting	3
BUS 113: Foundations of the Hospitality Industry	3
BUS 226: Principles of Marketing	3
BUS 234: Hospitality Facilities Operations Management	3
BUS 235: Dynamics of Management	3
BUS 255: Human Resources Management	3
BUS 265: Hospitality Law	3
BUS 300: Organization Development and Change	3
BUS 322: Hotel Operations and Strategic Management	3
BUS 327: Financial Management	3
BUS 330: Hospitality Sales and Marketing	3
BUS 361: Food Law and Regulations	3
BUS 491: Capstone: Strategic Management & Policy	3
BUS 499: Business Internship	6
COM 130: Computer Applications	3
ECO 212: Microeconomics	3
FSS 100: Introduction to Food Science	3
MAT 120: Statistics	3

### GENERAL ELECTIVES - 17 CREDITS

**Bachelor of Science in Business**  
**Major in Interior Design: Residential and Commercial**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	BUS 120: Business in Society	3
Citizenship	ECO 211: Macroeconomics	3
Comm & Info Lit	BUS 308: Communicating in Business	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**INTERIOR DESIGN: RESID & COMMERCIAL MAJOR REQUIREMENTS - 57 CREDITS**

<u>Course</u>	<u>Credits</u>
ACC 100: Intro to Financial Accounting	3
ACC 101: Intro to Managerial Accounting	3
BUS 226: Principles of Marketing	3
BUS 235: Dynamics of Management	3
BUS 300: Organization Development and Change	3
BUS 327: Financial Management	3
BUS 491: Capstone: Strategic Management & Policy	3
BUS 499: Business Internship	6
COM 130: Computer Applications	3
ECO 212: Microeconomics	3
HUM 125: History and Appreciation of Interior Design	3
IND 101: Introduction to Interior Design	3
IND 221: Interior Design Studio: Residential	3
IND 250: Technical Design and Building Systems	3
IND 280: Sustainable Design for Interior Environments	3
IND 322: Interior Design Studio: Commercial	3
LAW 220: Business Law	3
MAT 120: Statistics	3

**GENERAL ELECTIVES - 20 CREDITS**

## Bachelor of Science in Business Major in Marketing

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	BUS 120: Business in Society	3
Citizenship	ECO 211: Macroeconomics	3
Comm & Info Lit	BUS 308: Communicating in Business	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### MARKETING MAJOR REQUIREMENTS - 54 CREDITS

<u>Course</u>	<u>Credits</u>
ACC 100: Intro to Financial Accounting	3
ACC 101: Intro to Managerial Accounting	3
BUS 226: Principles of Marketing	3
BUS 230: Principles of Sales	3
BUS 235: Dynamics of Management	3
BUS 245: Social Media for Business	3
BUS 260: Integrated Marketing Concepts	3
BUS 300: Organization Development and Change	3
BUS 327: Financial Management	3
BUS 342: Branding	3
BUS 400: Marketing Research	3
BUS 491: Capstone: Strategic Management & Policy	3
BUS 499: Business Internship	6
COM 130: Computer Applications	3
ECO 212: Microeconomics	3
LAW 220: Business Law	3
MAT 120: Statistics	3

### GENERAL ELECTIVES - 23 CREDITS

## Bachelor of Science in Business Major in Nonprofit Management

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	BUS 120: Business in Society	3
Citizenship	ECO 211: Macroeconomics	3
Comm & Info Lit	BUS 308: Communicating in Business	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### NONPROFIT MANAGEMENT MAJOR REQUIREMENTS - 54 CREDITS

<u>Course</u>	<u>Credits</u>
ACC 100: Intro to Financial Accounting	3
ACC 101: Intro to Managerial Accounting	3
BUS 206: Introduction to Nonprofit & Volunteer Organizations	3
BUS 226: Principles of Marketing	3
BUS 235: Dynamics of Management	3
BUS 300: Organization Development and Change	3
BUS 316: Integrated Program Development and Monitoring	3
BUS 327: Financial Management	3
BUS 336: Fundraising and Financial Reporting	3
BUS 491: Capstone: Strategic Management & Policy	3
BUS 499: Business Internship	6
COM 130: Computer Applications	3
ECO 212: Microeconomics	3
LAW 220: Business Law	3
MAT 120: Statistics	3
NMP 500: Foundations of Nonprofit Sector	3
NMP 521: Foundations of Philanthropy	3

### GENERAL ELECTIVES - 23 CREDITS

**Bachelor of Science in Business  
Major in Small Business Development**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	BUS 120: Business in Society	3
Citizenship	ECO 211: Macroeconomics	3
Comm & Info Lit	BUS 308: Communicating in Business	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**SMALL BUSINESS DEVELOPMENT MAJOR REQUIREMENTS – 54 CREDITS**

<u>Course</u>	<u>Credits</u>
ACC 100: Intro to Financial Accounting	3
ACC 101: Intro to Managerial Accounting	3
BUS 201: Entrepreneurship	3
BUS 226: Principles of Marketing	3
BUS 230: Principles of Sales	3
BUS 235: Dynamics of Management	3
BUS 245: Social Media for Business	3
BUS 300: Organization Development and Change	3
BUS 325: Small Business Consulting	3
BUS 327: Financial Management	3
BUS 343: Small Business Management	3
BUS 491: Capstone: Strategic Management & Policy	3
BUS 499: Business Internship	6
COM 130: Computer Applications	3
ECO 212: Microeconomics	3
LAW 220: Business Law	3
MAT 120: Statistics	3

**GENERAL ELECTIVES – 23 CREDITS**

## **Bachelor of Science in Computer Science**

Computer science is at the heart of knowledge management, research and decision support systems within and across virtually every industry. It is also at the heart of the robotics and other forms of automation taking place in the fastest growing industrial sectors in our country and around the world. Computing has become more mobile, connected, fast and cost-effective. With sensors embedded seemingly everywhere, work has become a “computer-assisted world” that demands professionals and managers who are able to optimize the use of these breakthroughs – everywhere. The Bachelor of Science in Computer Science degree program offers the following majors:

- Applied Computer Science
- Computer Science

### **Student Learning Outcomes**

Students in the Bachelor of Science in Computer Science program will be able to:

- Demonstrate an advanced depth of knowledge in one or more of the following areas: computer science, data analytic, information assurance, or software design;
- Demonstrate understanding of mathematical structures, mathematical techniques, and formal mathematical reasoning as they pertain to the area of computer science;
- Apply the techniques, skills, and modern tools necessary for practice in applied computer science;
- Transition from computer science concepts and theory to real computer science applications;
- Demonstrate an understanding of professional, ethical, legal, security and social issues and responsibilities; and
- Demonstrate an ability to analyze the local and global impact of computing on individuals, organizations, and society.

### **B.S. Computer Science Offerings**

#### **Major in Applied Computer Science**

Applied Computer Science is for students who wish to focus on software design. Students will be provided the foundational knowledge of computer systems, hardware, and software. Students will select upper level software development courses including two courses specifically designed to engage in the research and development of advanced software design and implementation projects. The applied nature of this concentration will provide students the knowledge and expertise to work in any industry that requires technical expertise. Students will also have the opportunity to take two graduate level courses as part of this concentration.

#### **Major in Computer Science**

The Computer Science program is intended for students who have an interest in science and technology. The mathematical and computer science background obtained will prepare the students to solve analytical problems using analytical skills and technology.

Computer science is at the heart of knowledge management, research and decision support systems within and across virtually every industry. It is also at the heart of the robotics and other forms of automation taking place in the fastest growing industrial sectors in our country and around the world.

Computing has become more mobile, connected, fast and cost-effective. With sensors embedded seemingly everywhere, work has become a “computer-assisted world” that demands professionals and managers who are able to optimize the use of these breakthroughs – everywhere.

### **Possible Career Options for B.S. Computer Science Graduates**

#### **Applied Computer Science Majors**

Video Game Designer  
Software Applications Developer  
Web Developer  
Computer Programmer  
Software Systems Developer  
Business Intelligence Analyst  
Data Scientist

#### **Computer Science Majors**

Software Engineer  
Computer Information Systems Manager  
Data Scientist  
Network Systems Administrator  
Database Administrator  
Computer Systems Analyst  
Computer Systems Engineer  
Business Intelligence Analyst  
Computer User Support Specialist  
Computer Systems Analyst  
Web Developer  
Software Quality Assurance (QA) Engineers

**Bachelor of Science in Computer Science  
Major in Applied Computer Science**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	CMS 305: Communicating in Liberal Studies	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 450: Methods of Applied Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**APPLIED COMPUTER SCIENCE MAJOR REQUIREMENTS – 63 CREDITS**

<u>Course</u>	<u>Credits</u>
CBY 301: Fundamentals of Information Assurance	3
CSC 101: Applied Computing	3
CSC 210: Computer Network/Network Security	3
CSC 215: Data Structures	3
CSC 220: Computation Structures	3
CSC 297: Programming Languages	3
CSC 300: Software Development	3
CSC 302: Operating Systems/OS Programming	3
CSC 310: Algorithms	3
CSC 351: Automata, Computability and Complexity	3
CSC 401: Applied Data Science	3
CSC 430: Innovation Lab – Research and Development	3
CSC 435: Innovation Lab – Adv. Software Implement & Prod	3
CSC 455: Capstone Project	3
CSC 499: Computer Science Internship	6
MAT 221: Calculus 1	3
MAT 222: Calculus 2	3
MAT 250: Calculus 3	3
MAT 260: Discrete Mathematics for Computer Science	3
MAT 350: Linear Algebra	3

**GENERAL ELECTIVES – 14 CREDITS**

## Bachelor of Science in Computer Science Major in Computer Science

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Financial Literacy	BUS 204: Financial Wellness	1
Comm & Info Lit	CMS 305: Communicating in Liberal Studies	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 450: Methods of Applied Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### COMPUTER SCIENCE MAJOR REQUIREMENTS – 54 CREDITS

<u>Course</u>	<u>Credits</u>
CBY 301: Fundamentals of Information Assurance	3
CSC 101: Applied Computing	3
CSC 210: Computer Network/Network Security	3
CSC 215: Data Structures	3
CSC 220: Computation Structures	3
CSC 300: Software Development	3
CSC 302: Operating Systems/OS Programming	3
CSC 310: Algorithms	3
CSC 351: Automata, Computability and Complexity	3
CSC 401: Applied Data Science	3
CSC 455: Capstone Project	3
CSC 499: Computer Science Internship	6
MAT 221: Calculus 1	3
MAT 222: Calculus 2	3
MAT 250: Calculus 3	3
MAT 260: Discrete Mathematics for Computer Science	3
MAT 350: Linear Algebra	3

### GENERAL ELECTIVES – 23 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

### **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.

## **B.S. Cybersecurity Offerings**

### **Major in 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.

### **Major in 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.

### **Major in 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.

**Bachelor of Science in Cybersecurity  
Major in Digital Forensics and Incident Response**

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	CRJ 310: Communicating in Criminal Justice	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

**DIGITAL FORENSICS AND INCIDENT RESP MAJOR REQUIREMENTS – 45 CREDITS**

<u>Course</u>	<u>Credits</u>
CBY 101: Introduction of Cybersecurity	3
CBY 200: Introduction to Digital Forensics	3
CBY 202: Cyber Governance: Privacy, Ethics, And Digital Rights	3
CBY 220: Cyber Investigation I	3
CBY 225: Intrusion, Incident Response & Crisis Management	3
CBY 301: Fundamentals of Information Assurance	3
CBY 310: Cyber Investigation II	3
CBY 330: Mobile Technology Analysis I	3
CBY 430: Mobile Technology Analysis II	3
CBY 455: Cybersecurity Capstone	3
CBY 499: Internship	6
CSC 101: Applied Computing	3
CSC 210: Computer Networks/Network Security	3
CSC 297: Programming Languages	3

**GENERAL ELECTIVES – 32 CREDITS**

## Bachelor of Science in Cybersecurity Major in Information Assurance

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	CRJ 310: Communicating in Criminal Justice	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### INFORMATION ASSURANCE MAJOR REQUIREMENTS – 39 CREDITS

<u>Course</u>	<u>Credits</u>
CBY 101: Introduction of Cybersecurity	3
CBY 202: Cyber Governance: Privacy, Ethics, And Digital Rights	3
CBY 301: Fundamentals of Information Assurance	3
CBY 315: Secure Software Engineering	3
CBY 335: Data Privacy	3
CBY 440: Cloud Computing	3
CBY 455: Cybersecurity Capstone	3
CBY 499: Internship	6
CSC 101: Applied Computing	3
CSC 210: Computer Networks/Network Security	3
CSC 297: Programming Languages	3
CSC 405: Internet of Things and Artificial Intelligence Analysis	3

### GENERAL ELECTIVES – 38 CREDITS

## Bachelor of Science in Cybersecurity Major in Risk Management

### BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	CRJ 310: Communicating in Criminal Justice	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### RISK MANAGEMENT MAJOR REQUIREMENTS – 42 CREDITS

<u>Course</u>	<u>Credits</u>
BUS 241: Introduction to Project Management	3
CBY 101: Introduction of Cybersecurity	3
CBY 202: Cyber Governance: Privacy, Ethics, And Digital Rights	3
CBY 225: Intrusion, Incident Response, and Crisis Management	3
CBY 230: Risk Management	3
CBY 301: Fundamentals of Information Assurance	3
CBY 320: Cyber Strategy	3
CBY 335: Data Privacy	3
CBY 455: Cybersecurity Capstone	3
CBY 499: Internship	6
CSC 101: Applied Computing	3
CSC 210: Computer Networks/Network Security	3
CSC 297: Programming Languages	3

### GENERAL ELECTIVES – 35 CREDITS

## **Bachelor of Science in Forensic Science**

The Forensic Science program is built on a strong foundation of science and mathematics courses. Forensic Science students develop a thorough understanding of biology and chemistry and are prepared to work in a variety of fields. Students gain discipline-specific knowledge and experience in criminalistics, forensic biology, forensic chemistry, forensic anthropology and crime scene investigation. Lectures and laboratories are taught in small classroom settings in rooms fully equipped with the latest technology and instruments. Students receive individual attention and hands-on experience with state-of-the-art-equipment, data acquisition and analysis tools so vital for success in today's technological scientific arena. The faculty is comprised of highly credentialed, experienced teachers and active researchers in their respective fields. The curriculum is structured to prepare students for a variety of career options, including employment in public and private forensic laboratories, police investigation, medical/coroner offices, as well as municipal, state, and federal agencies. Knowledge and skills gained in the program enable graduates to succeed in other scientific fields including research, biotechnology, chemistry and manufacturing labs, or advanced studies in biology or chemistry.

Students must maintain a grade of C or better in the following courses to progress to the sophomore year within the Forensic Science program: BIO 110, BIO 112, CHE 120, and CHE 121. Additional requirements for continuing within the program beyond the sophomore year are indicated within the individual course descriptions.

### **Student Learning Outcomes**

The goal of the Science Department is to provide graduates with the requisite knowledge and skills to engage in technical careers in the biological and forensic sciences, and to proceed to graduate or professional school if desired. Upon completion of the Bachelor of Science in Forensic Science program, graduates will be able to:

- Demonstrate proper recognition, collection and analysis of trace and pattern evidence.
- Apply osteological techniques of skeletal analysis and facial reconstruction to evidence in the evaluation and interpretation of crime scenes.
- Gain proficiency with instrumentation relevant to Forensic Chemistry analysis.
- Effectively communicate through scientific writing activities.
- Effectively communicate through scientific speaking activities.

### **Possible Career Options for B.S. Forensic Science Graduates**

Forensic Analyst	Teacher
Lab Analyst/Supervisor	Pharmaceuticals
Biology Instructor, Grades 8-12	Dental, Medical, or Veterinary School
Researcher	Graduate Study

## Bachelor of Science in Forensic Science Major in Forensic Science

### BAY PATH UNIVERSITY CORE – 40 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	LAW 103: Introduction to the American Legal System	3
Citizenship	Elective Options	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	BIO 110: Biology 1 for Science Majors with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### FORENSIC SCIENCE MAJOR REQUIREMENTS – 77 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 112: Biology II with Lab	4
BIO 210: Genetics with Lab	4
BIO 300: Biochemistry with Lab	4
BIO 320: Cell and Molecular Biology	3
CHE 120: Chemistry I with Lab	4
CHE 121: Chemistry II with Lab	4
CHE 220: Organic Chemistry I with Lab	4
CHE 221: Organic Chemistry II with Lab	4
CHE 300: Analytical Chemistry with Lab	4
FSC 105: Criminalistics with Lab	4
FSC 420: Forensic Chemistry with Lab	4
FSC 435: Forensic Anthropology with Lab	4
FSC 440: Crime Scene Investigation	3
FSC 498/499: Research Project <u>or</u> Internship	3
FSC 500: Forensic Biology with Lab	4
MAT 221: Calculus I	3
MAT 222: Calculus II	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4
Upper Level Science Electives*	6

### GENERAL ELECTIVES – 3 CREDITS

\*Students can choose from the following options: BIO 260, BIO 260L, BIO 314, BIO 320L, BIO 425, BIO 431, BIO 431L, BIO 440, BIO 440L, BIO 470, CHE 310, and CHE 311

## **Bachelor of Science in Medical Science**

The Bachelor of Science in Medical Science program is designed to fulfill current graduate study entrance requirements to Graduate and Professional Medical, Dental, Physician Assistant and Veterinary Science degree programs. This program is comprised of courses relevant to advanced study in human and animal healthcare. The Medical Science program meets the 120 credit graduation requirement for a Bachelor of Science degree and allows students to complete all introductory science courses during the first two years of study. During the third and fourth years of study, students enroll in upper level science courses to broaden base knowledge, align courses with concentration interests, and apply learned concepts to patient care philosophies. The Bachelor of Science in Medical Science degree program offers the following majors:

- Pre-Dental
- Pre-Medical
- Pre-Pharmacy
- Pre-Physician Assistant
- Pre-Veterinary

Students must maintain a grade of C or better in the following courses to progress to the sophomore year within the Forensic Science program: BIO 110, BIO 112, CHE 120, and CHE 121. Additional requirements for continuing within the program beyond the sophomore year are indicated within the individual course descriptions.

### **Student Learning Outcomes**

The goal of the Science Department is to provide graduates with the requisite knowledge and skills to engage in technical careers in the biological and forensic sciences, and to proceed to graduate or professional school if desired. Upon completion of the Bachelor of Science in Medical Science program, graduates will be able to:

- Identify major system anatomical structures and demonstrate understanding of normal physiology for the evaluation of abnormal function.
- Demonstrate ethical and professional interpersonal skills to serve diverse multicultural patient populations.
- Apply biological and molecular concepts to physiologic function for identification of alterations in normal homeostasis.
- Demonstrate concentration-specific skills and knowledge for entry into the workforce or education at the post-graduate level.
- Demonstrate communication skills, both oral and written, essential to success in advance studies and within the medical science workplace.

### **B.S. Medical Science Offerings**

#### **Major in Pre-Medical or Pre-Dental**

A major in Pre-medical or Pre-dental curriculum aligns course requirements with medical and dental school admission criteria. Students complete applicable courses prior to the third year of study in preparation for pre-professional exams (e.g. MCAT, DAT). Science electives serve to expand knowledge in specific areas of interest and general elective options provide students with the opportunity for inter-disciplinary study.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Major in Pre-Pharmacy**

Pre-Pharmacy students complete PharmD program admission requirements during the first 3 years of undergraduate study. Year 4 allows qualifying students to complete undergraduate degree requirements while concurrently enrolled in the Western New England University Doctor of Pharmacy program. Upon successful completion of this 3+4 year degree program, students will receive a baccalaureate degree from Bay Path University and doctoral degree from Western New England University. Students may elect to complete all baccalaureate degree requirements through the Medical Science program at Bay Path University.

### **Major in Pre-Physician Assistant**

The Pre-PA track prepares students for graduate study in Physician Assistant programs as well as a career in healthcare. Curriculum aligns with graduate school admission criteria and provides students the opportunity to accrue patient contact hours through hands-on internship experiences. The Pre-PA curriculum supports inter-disciplinary study in such areas as Psychology, Law and Business.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

### **Major in Pre-Veterinary**

The Pre-Veterinary curriculum provides students with a solid base in foundation science courses applicable to professional school admission. Students enhance their knowledge in animal healthcare through selection of upper level science courses focal to the veterinary sciences. Clinical internships engage students in preparatory experiences that align with a career in animal medicine.

Note: This major can be completed with an accelerated 3-year degree option. Please reference the [Accelerated 3-Year Degree Option](#) policy for additional information.

## **Possible Career Options for B.S. Medical Science Graduates**

Forensic Analyst

Lab Analyst/Supervisor

Biology Instructor, Grades 8-12

Researcher

Teacher

Pharmaceuticals

Dental, Medical, or Veterinary School

Graduate Study

## Bachelor of Science in Medical Science Major in Pre-Dental

### BAY PATH UNIVERSITY CORE – 40 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	BIO 110: Biology 1 for Science Majors with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### PRE-DENTAL MAJOR REQUIREMENTS – 66 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 112: Biology 2 with Lab	4
BIO 150: Anatomy & Physiology 1 with Lab	4
BIO 151: Anatomy & Physiology 2 with Lab	4
BIO 210: Genetics with Lab	4
BIO 260: Microbiology with Lab	4
BIO 300: Biochemistry with Lab	4
BIO 410: Evolution	3
BIO 460: Bioethics	3
BIO 498/499: Research Project <u>OR</u> Biology Internship	3
CHE 120: Chemistry 1 with Lab	4
CHE 121: Chemistry 2 with Lab	4
CHE 220: Organic Chemistry 1 with Lab	4
CHE 221: Organic Chemistry 2 with Lab	4
MAT 221: Calculus 1	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4
Upper Level Science Electives	6

### GENERAL ELECTIVES - 14 CREDITS

#### Recommended Upper Level Science Electives

BIO316 Musculoskeletal Anatomy with Lab (4 cr.), BIO320 Cell & Molecular Biology with Lab (4 cr.), BIO430 Immunology (3 cr.), BIO431 Comparative Vertebrae Anatomy with Lab (4 cr.), BIO440 Mammology with Lab (4 cr.), BIO445 Advanced Biochemistry (3 cr.), NEU310 Animal Behavior (3 cr.), NEU320 Neuropharmacology (3 cr.)

#### Recommended General Electives

PSY216 Psychology of Cultural Diversity (3 cr.), PSY221 Death, Dying and Bereavement (3 cr.)

## Bachelor of Science in Medical Science Major in Pre-Medical

### BAY PATH UNIVERSITY CORE – 40 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	BIO 110: Biology 1 for Science Majors with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### PRE-MEDICAL MAJOR REQUIREMENTS – 66 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 112: Biology 2 with Lab	4
BIO 150: Anatomy & Physiology 1 with Lab	4
BIO 151: Anatomy & Physiology 2 with Lab	4
BIO 210: Genetics with Lab	4
BIO 260: Microbiology with Lab	4
BIO 300: Biochemistry with Lab	4
BIO 410: Evolution	3
BIO 460: Bioethics	3
BIO 498/499: Research Project <u>OR</u> Biology Internship	3
CHE 120: Chemistry 1 with Lab	4
CHE 121: Chemistry 2 with Lab	4
CHE 220: Organic Chemistry 1 with Lab	4
CHE 221: Organic Chemistry 2 with Lab	4
MAT 221: Calculus 1	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4
Upper Level Science Electives	6

### GENERAL ELECTIVES - 14 CREDITS

#### Recommended Upper Level Science Electives

BIO316 Musculoskeletal Anatomy with Lab (4 cr.), BIO320 Cell & Molecular Biology with Lab (4 cr.), BIO430 Immunology (3 cr.), BIO431 Comparative Vertebrate Anatomy with Lab (4 cr.), BIO440 Mammology with Lab (4 cr.), BIO445 Advanced Biochemistry (3 cr.), NEU310 Animal Behavior (3 cr.), NEU320 Neuropharmacology (3 cr.)

#### Recommended General Electives

PSY216 Psychology of Cultural Diversity (3 cr.), PSY221 Death, Dying and Bereavement (3 cr.)

## Bachelor of Science in Medical Science Major in Pre-Pharmacy

### BAY PATH UNIVERSITY CORE – 40 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	ECO 212: Macroeconomics	3
Citizenship	PSY 101: Introduction to Psychology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	HUM 210: Ethics	3
Global	Elective Options	3
Healthy Living	Elective Options	1
Lab Science	BIO 110: Biology 1 for Science Majors with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### PRE-PHARMACY MAJOR REQUIREMENTS – 69 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 112: Biology 2 with Lab	4
BIO 150: Anatomy & Physiology 1 with Lab	4
BIO 151: Anatomy & Physiology 2 with Lab	4
BIO 210: Genetics with Lab	4
BIO 260: Microbiology with Lab	4
BIO 300: Biochemistry with Lab*	4
BIO 410: Evolution	3
BIO 430: Immunology*	3
BIO 460: Bioethics*	3
BIO 499: Biology Internship*	3
CHE 120: Chemistry 1 with Lab	4
CHE 121: Chemistry 2 with Lab	4
CHE 220: Organic Chemistry 1 with Lab	4
CHE 221: Organic Chemistry 2 with Lab	4
MAT 221: Calculus 1	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4
WEL 200: Present Yourself	3
Upper Level Science Electives*	3

### GENERAL ELECTIVES - 11 CREDITS\*

\*Courses completed in first year of Doctor of Pharmacy program at Western New England University would substitute for these requirements.

## Bachelor of Science in Medical Science Major in Pre-Physician Assistant (Pre-PA)

### BAY PATH UNIVERSITY CORE – 40 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	BIO 110: Biology 1 for Science Majors with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### PRE-PHYSICIAN ASSISTANT MAJOR REQUIREMENTS – 66 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 112: Biology 2 with Lab	4
BIO 150: Anatomy & Physiology 1 with Lab	4
BIO 151: Anatomy & Physiology 2 with Lab	4
BIO 210: Genetics with Lab	4
BIO 260: Microbiology with Lab	4
BIO 300: Biochemistry with Lab	4
BIO 410: Evolution	3
BIO 460: Bioethics	3
BIO 498/499: Research Project <u>OR</u> Biology Internship	3
CHE 120: Chemistry 1 with Lab	4
CHE 121: Chemistry 2 with Lab	4
CHE 220: Organic Chemistry 1 with Lab	4
CHE 221: Organic Chemistry 2 with Lab	4
MAT 221: Calculus 1	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4
Upper Level Science Electives	6

### GENERAL ELECTIVES - 14 CREDITS

#### Recommended Upper Level Science Electives

BIO316 Musculoskeletal Anatomy with Lab (4 cr.), BIO320 Cell & Molecular Biology with Lab (4 cr.), BIO430 Immunology (3 cr.), BIO431 Comparative Vertebrate Anatomy with Lab (4 cr.), BIO440 Mammology with Lab (4 cr.), BIO445 Advanced Biochemistry (3 cr.), NEU310 Animal Behavior (3 cr.), NEU320 Neuropharmacology (3 cr.)

#### Recommended General Electives

PSY216 Psychology of Cultural Diversity (3 cr.), PSY221 Death, Dying and Bereavement (3 cr.)

## Bachelor of Science in Medical Science Major in Pre-Veterinary

### BAY PATH UNIVERSITY CORE – 40 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	BIO 110: Biology 1 for Science Majors with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### PRE-VETERINARY MAJOR REQUIREMENTS – 66 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 112: Biology 2 with Lab	4
BIO 150: Anatomy & Physiology 1 with Lab	4
BIO 151: Anatomy & Physiology 2 with Lab	4
BIO 210: Genetics with Lab	4
BIO 260: Microbiology with Lab	4
BIO 300: Biochemistry with Lab	4
BIO 410: Evolution	3
BIO 498/499: Research Project <u>OR</u> Biology Internship	3
CHE 120: Chemistry 1 with Lab	4
CHE 121: Chemistry 2 with Lab	4
CHE 220: Organic Chemistry 1 with Lab	4
CHE 221: Organic Chemistry 2 with Lab	4
MAT 221: Calculus 1	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4
Science Elective*	3
Upper Level Science Electives	6

### GENERAL ELECTIVES - 14 CREDITS

\*Students must choose one of the following: BIO 431 or BIO 440.

#### Recommended Upper Level Science Electives

BIO316 Musculoskeletal Anatomy with Lab (4 cr.), BIO320 Cell & Molecular Biology with Lab (4 cr.), BIO430 Immunology (3 cr.), BIO431 Comparative Vertebrae Anatomy with Lab (4 cr.), BIO440 Mammology with Lab (4 cr.), BIO445 Advanced Biochemistry (3 cr.), NEU310 Animal Behavior (3 cr.), NEU320 Neuropharmacology (3 cr.)

#### Recommended General Electives

PSY216 Psychology of Cultural Diversity (3 cr.), PSY221 Death, Dying and Bereavement (3 cr.)

## **Bachelor of Science in Neuroscience**

Neuroscience is the study of the nervous system and all its related functions. Because the nervous system regulates so many different functions within an organism, better understanding of its inner workings require the contributions of several different research areas including psychology, biology, chemistry, physics and computer science. Therefore, as a field of study, neuroscience is interdisciplinary.

The curriculum for the major is designed to introduce students to a broad range of concepts in neuroscience while providing them with a foundation in mathematics and sciences. With a Bachelor of Science degree in Neuroscience, students could pursue advanced studies and professional development in neuroscience, medicine or a related field in life sciences. The student's knowledge base in a given area of neuroscience can be further specialized with tailored electives. Additionally, given the extent of research requirements in the curriculum, the student may have the option of pursuing a research-related career or profession soon after graduation.

The major in neuroscience will consist of nine (9) courses in the sciences and mathematics and one course in ethics. Additionally, six (6) required specialized neuroscience courses and five (5) elective courses will be developed for the major. The required courses will provide students with the foundation in essential neuroscience principles and theory as well as to develop skills associated with primary literature evaluation, experimental design, data collection, research, oral presentation and scientific writing. The elective courses will permit students to increase the breadth of their knowledge in specific areas of neuroscience and on topics that are not covered in other courses offered at Bay Path University. In total, a student majoring in Neuroscience will be required to take sixty-four (64) credits of required and elective courses in addition to the forty-three (43) credits of general education core courses. As part of the curriculum, students will be required to participate in at least one summer research program (Neuroscience Internship; NEU 498) to provide them with research experience that might not be readily available during the academic year at Bay Path University. The Bachelor of Science in Neuroscience degree program offers the following majors:

- Neurobiology
- Neuropsychology

Students must maintain a grade of C or better in the following courses to progress to the sophomore year within the Forensic Science program: BIO 110, BIO 112, CHE 120, and CHE 121. Additional requirements for continuing within the program beyond the sophomore year are indicated within the individual course descriptions.

### **Student Learning Outcomes**

The goal of the Science Department is to provide graduates with the requisite knowledge and skills to engage in technical careers in the biological and forensic sciences, and to proceed to graduate or professional school if desired. Upon completion of the Bachelor of Science in Neuroscience program, graduates will be able to:

- Understand key concepts in neuroscience as they relate to neuroanatomy, neural development, electrophysiology, intracellular signaling, nervous system regulation of functions within the organism, etc.;
- Develop familiarity and proficiency in basic laboratory skills in neuroscience;
- Be able to critically evaluate experimental data either via primary literature or through data generated from their own project;
- Develop proficiency to read and interpret primary scientific articles.
- Be able to design and construct experiments to test a hypothesis;

- Gain hands-on research experience in at least one summer research program;
- Be able to communicate using oral or written media;
- Be able to integrate concepts from primary sources and compare it to the findings of their project to incorporate it into a coherent and thoughtful thesis, and;
- Understand the importance for attribution and acknowledgement of sources.

#### **Student Learning Outcomes**

- Understand key concepts in neuroscience as they relate to neuroanatomy, neural development, electrophysiology, intracellular signaling, nervous system regulation to functions within the organism, and more.
- Develop familiarity and proficiency in basic laboratory skills in neuroscience
- Critically evaluate experimental data, either via primary literature or through data generated from student's own project.
- Develop proficiency in reading and interpreting primary scientific articles.
- Design experiments to test a hypothesis.
- Conduct hands-on research in at least one summer research experience.
- Communicate using oral and written media.
- Integrate concepts from primary sources and compare them to findings of student's own project to incorporate into a coherent and thoughtful thesis, with appropriate attribution and acknowledgement of sources.
- Develop behaviors consistent with professionalism and career success.

## **B.S. Neuroscience Offerings**

### **Major in Neurobiology**

The major in neurobiology combines courses in neuroscience with critical science courses in biology, chemistry and physics to create a foundation of knowledge upon which upper level courses are built. In addition, students will be required to take a two-semester introductory neuroscience course as well as a course in research methods, scientific writing, scientific communication and research.

### **Major in Neuropsychology**

For the major in neuropsychology, students will have to complete key courses in neuroscience and psychology, before selecting two additional courses to complete the major. These courses will provide students with the unique opportunity to understand both the psychological and scientific concepts underlying brain function. Students will also have to complete a 120-hour internship and a summer research experience to fulfill requirements for graduation.

## **Possible Career Options for B.S. Neuroscience Graduates**

Forensic Analyst	Teacher
Lab Analyst/Supervisor	Pharmaceuticals
Biology Instructor, Grades 8-12	Dental, Medical, or Veterinary School
Researcher	Graduate Study

## Bachelor of Science in Neuroscience Major in Neurobiology

### BAY PATH UNIVERSITY CORE – 40 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	HUM 210: Ethics	3
Global	Elective Options	3
Healthy Living	Elective Options	1
Lab Science	NEU 100: Introduction to Neuroscience 1 with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### NEUROBIOLOGY MAJOR REQUIREMENTS – 64 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 210: Genetics with Lab	4
BIO 320: Cell and Molecular Biology with Lab	4
CHE 120: Chemistry I with Lab	4
CHE 121: Chemistry II with Lab	4
CHE 220: Organic Chemistry I with Lab	4
CHE 221: Organic Chemistry II with Lab	4
NEU 200: Intro to Neuroscience II with Lab	4
NEU 250: Research Methods Neuro	3
NEU 399: Junior Seminar	3
NEU 498: Neuroscience Research	3
NEU 499: Senior Seminar	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4
Upper Level Science/Psychology Electives*	16

### GENERAL ELECTIVES – 16 CREDITS

\*Students can choose from the following list: BIO 300 Biochemistry with Lab, BIO 316 Musculoskeletal Anatomy with Lab, BIO 431 Comparative Vertebrate Anatomy with Lab, BIO 445 Advanced Biochemistry, NEU 300 Neural Development, NEU 310 Animal Behavior, NEU 320 Neuropharmacology, NEU 330 Neuroendocrinology, NEU 340 Cognitive Neuroscience, NEU 350 Neurobiology of Mental Disorders, PSY240 Abnormal Psychology, PSY 340 Physiological Psychology, PSY 341 Drugs and Behavior, PSY 346 Health Psychology, and PSY 432 Cognitive Psychology. Additional electives can be used by approval.

## Bachelor of Science in Neuroscience Major in Neuropsychology

### BAY PATH UNIVERSITY CORE – 40 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	Elective Options	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	HUM 210: Ethics	3
Global	Elective Options	3
Healthy Living	Elective Options	1
Lab Science	NEU 100: Introduction to Neuroscience 1 with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

### NEUROPSYCHOLOGY MAJOR REQUIREMENTS – 50 CREDITS

<u>Course</u>	<u>Credits</u>
NEU 200: Intro to Neuroscience II with Lab	4
NEU 250: Research Methods	3
NEU 320: Neuropharmacology	3
NEU 340: Cognitive Neuroscience	3
NEU 350: Neurobiology of Mental Disorders	3
NEU 399: Junior Seminar	3
NEU 498: Neuroscience Research	3
NEU 499: Senior Seminar	3
PSY 102: Intro to Psychology II	3
PSY 205: Child Development	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
PSY 432: Cognitive Psychology	3
PSY 498: Psychology Internship	3
Upper Level Science Electives*	7

### GENERAL ELECTIVES – 30 CREDITS

\*Students choose from the following list: BIO 210 Genetics with Lab, BIO 320 Cell & Molecular Biology with Lab, or NEU 310 Animal Behavior. Additional electives can be used by approval.

# ASSOCIATE DEGREE PROGRAMS

ASSOCIATE IN SCIENCE (PARALEGAL STUDIES)

[245](#)

## **Associate in Science (Paralegal Studies)**

The associate degree program in Paralegal Studies provides a two-year education to prepare its graduates for entry-level paralegal positions in a variety of settings. Paralegals work under the supervision of an attorney and are not authorized to engage in the practice of law. Students enrolled in the associate program are required to take six legal specialty courses. Legal specialty courses cover a specific area of law, procedure, or the legal process and emphasize practical and technical paralegal skills, forms, documents, procedures, and legal principles and theories. Upon completion of the degree, students earn a Certificate of Advanced Paralegal Studies approved by the American Bar Association (ABA).

### **Student Learning Outcomes**

Upon completion of the Legal Studies program, graduates will be able to:

- Understand, analyze, produce, evaluate, and present (orally) appropriate solutions to legal challenges of the working legal professional within the context of delivery of legal services.
- Apply legal research skills using a full range of materials, both print and electronic.
- Perform legal writing for different audiences, purposes, and kinds of documents.
- Exhibit an understanding of substantive issues and legal procedures by identification and analysis of legal issues.

### **Program Goals**

The goal of the Legal Studies Department is to prepare graduates to assist attorneys in the delivery of legal services in the public or private sector, to proceed to graduate school, or to pursue other career opportunities with a solid foundation in law. Students are educated to:

- Understand the legal profession and its role in our society.
- Think critically and write competently and persuasively about legal issues.
- Use technology to perform legal research and associated tasks.
- Act ethically in their professional and personal lives.
- Act on opportunities for professional growth and continuing education.

### **Policy on Transfer of General Education and Legal Specialty Course Credits**

Students seeking legal studies degrees or a certificate must complete at least 18 credits of general education course work in at least three disciplines, such as social sciences, natural sciences, mathematics, humanities, languages, and English.

Under normal circumstances, a student must complete at least 18 credit hours of legal specialty courses at Bay Path in order to receive a degree from the institution. Generally Bay Path will accept course credits in transfer as legal specialty courses, only courses taken at another ABA approved program. Requests to accept transfer credits as legal specialty courses are reviewed on an individual basis by the Program Chair and Registrar. If necessary, the Registrar and the Chair will review the course description and syllabus from the originating college. A student wishing to transfer credits into one of the college's legal programs as a legal specialty course bears the burden of proving the course is a legal specialty course.

In the Certificate of Advanced Paralegal Studies program, the student must complete at least 15 credit hours of legal specialty courses at Bay Path. Any additional credits for legal specialty courses applied toward the Certificate must be taken at an ABA approved program and are accepted after review by the Legal Studies Department Chair.

Students seeking to transfer credits taken online from an ABA approved program must notify the Registrar and Legal Studies Department Chair that the course was taken online. The decision to accept credits earned online rests with the Legal Studies Department Chair in consultation with the Registrar. Legal specialty credit will not be granted for online courses that were earned in a program that is not ABA approved.

Final determination of the acceptance of transfer credit for legal specialty courses taken at other institutions, including ABA approved programs, is made by the Program Chair and is not appealable. Credits for college-level courses taken at other accredited institutions that are not accepted as legal specialty credits may be accepted as general education credits.

### **Possible Career Options for Legal Studies Students:**

Paralegal in Law Firm	Court Officer
Paralegal in Financial Institution	Paralegal in Insurance Company
Non-Profit Legal Worker	Legislative Aide
Paralegal in corporate Law Department	Paralegal in State or Federal Government
Graduate Study	

*Please see the Legal Studies web page for more information.*

**Associate in Science  
Major in Paralegal Studies**

**BAY PATH UNIVERSITY CORE – 29 CREDITS**

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	LAW 240: Legal Research and Writing	3
Comm & Info Lit	LAW 241: Computer Assisted Legal Research	3
Financial Literacy	BUS 204: Financial Wellness	1
Healthy Living	Elective Options	1
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3

**PARALEGAL STUDIES MAJOR REQUIREMENTS – 27 CREDITS**

<u>Course</u>	<u>Credits</u>
GOV 100: American Government	3
LAW 103: Intro to the American Legal System	3
LAW 220: Business Law	3
LAW 232: Principles of Litigation	3
LAW 246: Tort Law	3
LAW 248: Principles of Criminal Procedure	3
LAW 260: Real Estate Law	3
PSY 101: Intro to Psychology I	3
Legal Specialty Elective*	3

**GENERAL ELECTIVES – 4 CREDITS**

\*Students must discuss the legal specialty elective with the department chair

# CERTIFICATE PROGRAMS

ADVANCED PARALEGAL STUDIES	<a href="#">249</a>
AUTISM SPECTRUM DISORDERS	<a href="#">249</a>
DIGITAL FORENSICS	<a href="#">249</a>
EARLY INTERVENTION SPECIALIST	<a href="#">250</a>
INTEGRATIVE HEALTH	<a href="#">251</a>
LANGUAGE AND LITERACY	<a href="#">251</a>
YOUTH DEVELOPMENT	<a href="#">251</a>

## **Advanced Paralegal Studies**

The Advanced Paralegal Studies certificate may be earned by students who have declared the certificate with the Registrar's Office and have already earned a Bachelor's degree or an Associate's degree with a minimum of 60 college credit hours in a defined distribution of Legal Specialty and other courses, or equivalent courses as determined by the Legal Studies Department with at least 18 credit hours of a required sequence of Legal Specialty courses approved by the American Bar Association. All candidates for the Paralegal Certificate must also have a minimum cumulative GPA of 2.3 with no grade lower than C- (70%). While the certificate program is also open as a post-baccalaureate program to students enrolled in Bay Path graduate programs; courses satisfying requirements are offered in traditional format.

### **Advanced Paralegal Studies Certificate Requirements (21 credits):**

<u>Course</u>	<u>Credits</u>
LAW 103: Introduction to the American Legal System	3
LAW 232: Principles of Litigation	3
LAW 240: Legal Research and Writing	3
LAW 241: Computer Assisted Legal Research	3
LAW 246: Tort Law	3
LAW 260: Real Estate Law	3
Legal Internship or Legal Specialty Elective*	3

\*Students must discuss the legal specialty elective with the department chair

## **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.

### **Autism Spectrum Disorder Certificate Requirements (12 credits):**

<u>Course</u>	<u>Credits</u>
SPE 511: Applied Behavior Analysis	3
SPE 546: Teaching Children with ASD	3
SPE 552: Advocacy, Collaboration and Problem Solving for Students with Autism	3
SPE 556: Supporting Communication & Social Development for Students with Autism	3

## **Digital Forensics**

The ever-increasing use of the internet and mobile devices by individuals, businesses, and governments has led to a surge in cybercrime, hacks, and attacks. Every individual and organization is increasing vulnerable to data mining, theft, and cyber assaults designed to shut down and cripple critical systems. Women who track these criminals by their digital footprints have one of the most rewarding and lucrative careers today. The Digital Forensic certificate allows students who may never have done anything like this before to learn to detect and analyze crimes from their laptops.

This career will appeal to students in a wide variety of industries who love problem solving and finding clues. Even more, it gives them the chance to protect their organizations and communities and even their children from cyber criminals. That is why it is an especially strong certificate for students working in banking, accounting, criminal justice, law, psychology, education, or cybersecurity/forensics.

**Digital Forensics Certificate Requirements (15 credits):**

<u>Course</u>	<u>Credits</u>
CBY 200: Introduction to Digital Forensics	3
CBY 220: Cyber Investigation I	3
CBY 310: Cyber Investigation II	3
CBY 330: Mobile Technology Analysis I	3
CBY 430: 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.

**Early Intervention Specialist Certificate Requirements (18 credits):**

<u>Course</u>	<u>Credits</u>
CEI 579: Orientation to Practice in Early Intervention	0
CEI 580: Infant/Toddler Development	3
CEI 581: Family Systems	3
CEI 582: Assessment/Intervention	3
CEI 583: Planning/Evaluating Early Intervention Services	3
CEI 584: Practicum I	3
CEI 585: Practicum II	3

## **Integrative Health**

According to the National Center for Complementary and Integrative Health, a division of the U.S. Department of Health & Human Services, many Americans – nearly 40% of adults and 15% of children – use integrative healthcare approaches.

Integrative health:

- brings together the best in conventional, complementary, alternative, and traditional wellness strategies, including mind-body-spirit disciplines as well as nutrition and movement
- addresses the full range of physical, emotional, cognitive, social, spiritual and environmental influences that can affect a person's health
- encourages individuals and communities to develop preventative and therapeutic approaches that promote balance, resilience and well-being throughout life

### **Integrative Health Certificate Requirements (15 credits):**

<u>Course</u>	<u>Credits</u>
HHS 420: Integrative Health Seminar	3
HSW 200: Nutrition	3
HSW 300: Fitness Throughout the Lifespan	3
HSW 352: Women's Health and Wellness Issues	3
PSY 280: Positive Psychology	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.

### **Language and Literacy Certificate Requirements (12 credits):**

<u>Course</u>	<u>Credits</u>
SPE 525: Multisensory Language and Literacy Strategies	3
SPE 543: Teaching of Writing	3
SPE 547: Structure of Language Part I: Phonology, Morphology, Orthography	3
SPE 548: Reading and Language for ELL Learners	3

## **Youth Development**

Youth Development is an intentional, prosocial approach in programming that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive. Students learn how to develop positive outcomes and resiliency for young people by providing opportunities, fostering positive relationships, recognizing strengths and furnishing the support needed to build leadership skills. Coursework includes service learning projects to build skills and confidence to work with youth successfully.

### **Youth Development Certificate Requirements (15 credits):**

<u>Course</u>	<u>Credits</u>
CRJ 342: Juvenile Justice System	3
PSY 210: Sport Based Youth Development	3
PSY 224: Effective Youth Development and Mentoring	3

PSY 438: Community Youth Development	3
SOC 315: Youth and Society	3

# PREScribed MINORS

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## **Neuroscience**

The curriculum for the minor is designed for students from other majors whose career plans might be enhanced by an understanding of neuroscience. The minor in neuroscience will consist of six courses (20 credits) which include the two semester introductory neuroscience course sequence, research methods in neuroscience, and three neuroscience electives. Following completion of these courses, students in the minor will have obtained basic knowledge in the neurosciences to apply in careers that might utilize neuroscience concepts (e.g. pharmaceutical sales rep for neurological drugs).

### **Neuroscience Minor Requirements (20 credits):**

<u>Course</u>	<u>Credits</u>
NEU 100: Introduction to Neuroscience I with Lab	4
NEU 200: Introduction to Neuroscience II with Lab	4
NEU 250: Research Methods in Neuroscience	3
Science Electives*	9

\*Students must discuss their science electives with the department chair

## **Nonprofit Management**

The Nonprofit Management 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. This minor helps provide 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.

### **Nonprofit Management Minor Requirements (15 credits):**

<u>Course</u>	<u>Credits</u>
BUS 206: Introduction to Nonprofit & Volunteer Organizations	3
BUS 316: Integrated Program Development and Monitoring	3
BUS 336: Fundraising and Financial Reporting	3
NMP 500: Foundations of Nonprofit Sector	3
NMP 521: Foundations of Philanthropy	3

## **Sociology**

The content and skills developed from the study of Sociology are important in our rapidly changing world. Sociology provides compelling data and theory that help to better understand the human and social realities we confront, such as inequality and oppression, race, poverty, family systems and technology. Whether students are working within institutions such as education, health care, criminal justice or law, or are committed to being informed citizens, a minor in Sociology can give them the foundation to navigate, lead, and contribute to social progress.

### **Sociology Minor Requirements (18 credits):**

<u>Course</u>	<u>Credits</u>
SOC 100: Principles of Sociology	3
SOC 200: Social Problems	3
SOC 210: Marital & Family Systems	3
SOC 305: Domestic Violence	3
SOC 310: Race, Class & Gender	3
SOC 425: Sociology of Digital Technology & Social Media	3

## **Women's Studies**

The interdisciplinary minor in Women's Studies provides an opportunity for students to examine women's roles, contributions, and status in social and cultural contexts and to investigate a variety of disciplines from feminist perspectives. Students will gain a breadth of knowledge regarding women's issues and an understanding of the legal, moral, and political issues confronting women today. In addition, skills including critical thinking and the ability to question prevailing assumptions will be developed, thereby promoting social responsibility. Students can choose from a variety of courses and also have the option of pursuing community service/internship for credit. Liberal Studies and Psychology Program faculty serve as advisors. The minor is 15 credits.

### **Women's Studies Minor Requirements (15 credits):**

Students must select five courses from the following list:

<u>Course</u>	<u>Credits</u>
ART 250: Women in Art	3
CMS 303: Gender and Communication	3
CRJ 406: Violence against Women and Children	3
ENG 200: Women in Literature	3
HIS 320: The History of Women in America	3
HIS 321: Women and War: Warriors, Victims and Peacemakers	3
HUM 266: Women in Islam	3
PSY 310: Human Sexuality	3
PSY 330: Psychology of Women	3
SOC 210: Marital and Family Systems	3
SOC 305: Domestic Violence	3
SOC 310: Race, Class and Gender	3
Community Service/Internship with a Women's Organization	3-6

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## COURSE FEES

Fees may apply when enrolling in any course listed below. Please refer to the [Financial Information](#) section for a comprehensive list.

## APPLIED BEHAVIOR ANALYSIS

### **ABA 501: The Science of ABA: Concepts and Principles (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. 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 IEP's, 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.

## ACCOUNTING

### **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 bases 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.

### **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.

*Prerequisites: ACC 100*

### **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.

*Prerequisites: ACC 101*

**ACC 201: Volunteer Income Tax Assistance (VITA) (1 credit)**

The primary objective of this course is to provide volunteer income tax return assistance to members of the local community and invaluable training to students in how to complete an individual federal income tax return. This special course is open to all Bay Path University sophomores regardless of major who become certified as volunteer income tax preparers for low income community members. The course requires students to complete a 6-hour training session authorized by the Internal Revenue Service and a minimum of 3 hours of volunteer tax return preparation over a 6 week period during February and March.

*Prerequisite: Sophomore status*

**ACC 300: Intermediate Accounting I (3 credits)**

The primary objective of this course is to explore the historical development of financial reporting and the conceptual framework, the concepts associated with revenue and expense recognition, and the principles governing the measurement and reporting of assets. Topics include a review of essential accounting concepts and the accounting process; accounting changes and error correction; financial statements and their elements, including financial statement disclosures and valuation issues related to cash, receivables, long-term construction contracts, inventory, depreciable assets and natural resources. Students are required to complete a comprehensive intermediate accounting level practice set in Excel.

*Prerequisites: ACC 101*

**ACC 301: Intermediate Accounting II (3 credits)**

The primary objective of this course is to introduce the use of present value techniques in the measurement of long-term liabilities. Topics include investment and intangible assets; current liabilities; time value of money concepts applied to notes, bonds, and leases; stockholder's equity; stock options; earnings per share; and the statement of cash flows. Students are required to complete a continuation of the Excel practice set begun in AC 300 as well as a comprehensive annual report project devoted to financial analysis.

*Prerequisites: ACC 300*

**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: ACC 101*

**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 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 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 accounting program director*

## ART

**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 110: Drawing (3 credits)**

This is a studio course in which the student will have supervised drawing practices under the direction of an artist-instructor. Using the most widely accepted approaches to drawing techniques, this course develops the student's talents and skills through extensive drawing and rendering exercises involving the human form, natural objects, landscape, and perspective.

**ART 121: Painting I (3 credits)**

The emphasis in this introductory course is on the fundamental skills of manipulation and observation necessary in representational painting using oils. Painting problems are paralleled with a study of color, texture, and forms as they apply to the work of beginning painters.

**ART 122: Painting II (3 credits)**

A continuation of the painting experience, this course provides additional exercises to help develop fluency and competence in acrylic media.

*Prerequisite: ART 121 or permission of the instructor*

**ART 230: Art in America (3 credits)**

This course examines the major trends in painting, sculpture, domestic and commercial architecture, and the decorative arts in America from the Colonial Period through the 20th century. Study includes artistic trends in the Colonial North and South, the evolution of style during the 18th and 19th centuries, and trends and innovations during the 20th century. Social and cultural history, including folk art and the gilded age as reflected in the arts, will be stressed. Field trips will highlight the course.

**ART 240: Modern European Painting and Sculpture (3 credits)**

European painting and sculpture from the Romanticism of the late 18th century to the emergence of new directions during the early 20th century will be defined and discussed; concurrent trends and the dramatic impact of specific artists will be examined. Museum visits and field observations will highlight the course.

**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.

## **BIOLOGY**

**BIO 110: Biology I for Science Majors (3 credits)**

This course will examine in depth concepts of cellular biology, mitosis, meiosis, developmental biology, genetic variation and heredity, gene expression, recombinant DNA technology, and evolutionary mechanisms.

**BIO 110L: Biology I for Science Majors Lab (1 credit)**

Laboratory sessions will coincide with lecture material to reinforce course concepts of cellular biology, mitosis, meiosis, developmental biology, genetic variation and heredity, gene expression, recombinant DNA technology, and evolutionary mechanisms.

*Corequisite: BIO 110*

**BIO 111: Biology I for Non-Science Majors (3 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.

**BIO 111L: Biology I for Non-Science Majors Lab (1 credit)**

*Corequisite: BIO 111*

**BIO 112: Biology II for Science Majors (3 credits)**

This course will survey the types of organisms representing the diversity of life on the planet and explore the form and function of plants and animals as well as animal behavior.

*Prerequisite: A grade of C or better in BIO 110 lecture*

**BIO 112L: Biology II for Science Majors Lab (1 credit)**

Laboratory sessions will involve an investigation of the structure and development of plants, the body design and physiology of invertebrates and vertebrates, and selected field work in animal behavior.

*Corequisite: BIO 112*

**BIO 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.

*Prerequisite: A grade of C or better in BIO 110 or NEU 100*

**BIO 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: BIO 150*

**BIO 151: Anatomy and Physiology II (3 credits)**

This course involves a study of the structural anatomy and physiological functioning of the senses, respiratory, circulatory, digestive, nervous, and urinary systems.

*Prerequisite: A grade of C or better in BIO 110 or NEU 100*

**BIO 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: BIO 151*

**BIO 210: Genetics (3 credits)**

This course studies Mendelian inheritance, chromosome abnormalities, cytogenetics, sex determination, and linkage. Genetic recombination, molecular genetics, and biochemical and population genetics will be addressed, as well as the social impact of cloning and other genetic techniques.

*Prerequisites: A grade of C or better in BIO 110 and BIO 112 or a grade of C or better in NEU 100 and NEU 200 lectures*

**BIO 210L: Genetics Lab (1 credit)**

Laboratory sessions include recombination analysis in bacteria, viruses, and *Drosophila* as well as studying the effects of mutations.

*Corequisite: BIO 210*

**BIO 240: Plants Rock (3 credits)**

This course is an examination of the importance of plants with special attention to their roles in the natural world. Emphasis is placed on the historical and practical significance of plants as sources of food, medicine, and as a natural resource. The course also covers the economic, social, and medicinal uses of plants and plant products as related to herbal medicine, invasive species, and other plant-derived resources.

**BIO 240L: Plants Rock Lab (1 credit)**

Laboratories will include hands-on experimentation, field work and identification of common flower and tree species located on campus and in the surrounding community.

*Corequisite: BIO 240*

**BIO 260: Microbiology (3 credits)**

This course investigates the taxonomy, morphology, pathogenicity, and growth requirements of representative viruses, bacteria, fungi, and protozoa.

*Prerequisites:* A grade of C or better in BIO 110 and BIO 112 or a grade of C or better in NEU 100 and NEU 200

**BIO 260L: Microbiology Lab (1 credit)**

Laboratory sessions include aseptic technique, staining, isolation, culture, and identification of microbes, as well as diagnostic biochemical reactions, identification of unknown organisms, and immunological techniques.

*Corequisite:* BIO 260

**BIO 270: Special Topics in Biology (1-3 credits)**

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

*Prerequisite:* To be determined based on course offering

**BIO 300: Biochemistry (3 credits)**

This course provides a survey of structural and functional chemical properties of biologically important molecules and macromolecules such as water, enzymes, vitamins, carbohydrates, proteins, lipids, and nucleic acids.

*Prerequisites:* A grade of C or better in CHE 220 and CHE 221

**BIO 300L: Biochemistry Lab (1 credit)**

Laboratory sessions will explore enzyme kinetics and the isolation and analysis of macromolecules.

*Corequisite:* BIO 300

**BIO 314: Botany (3 credits)**

This course provides an introduction to the classification, relationships, structure, and function and metabolism of plants. Topics include photosynthesis, reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. Laboratory exercises are coordinated with lecture topics and may include field exercises.

*Prerequisites:* A grade of C or better in BIO 110, BIO 112, and CHE 120

**BIO 314L: Botany Lab (1 Credit)**

Laboratory exercises are coordinated with lecture topics and may include field exercises.

*Corequisite:* BIO 314

**BIO 316: Musculoskeletal Anatomy (3 credits)**

This course emphasizes the detailed form and function of the muscular, skeletal, and nervous systems. Pathology from an anatomical and physiological perspective is discussed. Origins, insertions, innervations, and actions of human muscles are studied in detail. Basic biomechanics are addressed.

*Prerequisites:* A grade of C or better in BIO 150 and BIO 151

**BIO 316L: Musculoskeletal Anatomy Lab (1 credit)**

Laboratory sessions involve identification of human muscles.

*Corequisite:* BIO 316

**BIO 320: Cell and Molecular Biology (3 credits)**

A study of eukaryotic cell structure, function and regulation. DNA structure, replication, transcription, and translation will be stressed, as well as genetic engineering and recombinant DNA techniques.

*Prerequisite:* A grade of C or better in BIO 210

**BIO 320L: Cell and Molecular Biology Lab (1 credit)**

Laboratory sessions explore the isolation of DNA reactions, and restriction enzyme mapping.

*Corequisite:* BIO 320

**BIO 351: Pathophysiology (3 credits)**

Pathophysiology is designed to introduce students to the potential causes and outcomes associated with the disease process. Physiologic alterations involved in initiating disease and its progression will be discussed. Specific conditions related to the human body systems will be used to demonstrate these alterations. This is a comprehensive course designed to give students an in-depth understanding of the disease process. Included is an exploration, by body system, of the functional changes that occur due to pathological mechanisms. Mechanical and physical insult, as well as biochemical abnormalities, are discussed from a clinical viewpoint.

*Prerequisite:* A grade of C or better in BIO 110 and BIO 112 or a grade of C or better in NEU 100 and NEU 200

*Recommended Prerequisites:* BIO 150 and BIO 151

**BIO 410: Evolution (3 credits)**

This course examines in detail the processes of chemical and biological evolution and tracks the history of life on earth. Concepts will include microevolution, macroevolution, the origin of species, and the origin of major evolutionary innovations. Social Darwinism will be addressed, particularly in terms of how this theory is relevant to understanding the basics and development of sociology and the fundamental differences between society and organisms.

*Prerequisites:* A grade of C or better in BIO 110, BIO 112, and BIO 210 or a grade of C or better in BIO 210, NEU 100, and NEU 200

**BIO 420: Biology Seminar (2 credits)**

This course examines a number of important and exciting topics in biology. The intellectual and research development that formulated these fundamental concepts is traced through readings of the primary literature. Discussions will emphasize the critical evaluation of experimental techniques, data analysis, and interpretation.

*Prerequisites:* A grade of C or better in BIO 110, BIO 112, and BIO 210

**BIO 425: Applied Biotechnology (3 credits)**

This course covers the use of biotechnological techniques for microbial-based bioprocessing pharming, the applications of biosensors, recovering metals, bioremediation, engineering insect and herbicide resistance, engineering weed control and plant nutritional quality, engineering growth hormones, and bioterrorism. Concepts of intellectual property, ethical implications, risk analysis and regulations, and biotechnology as a business will also be addressed.

*Prerequisites:* A grade of C or better in BIO 210, BIO 210L, BIO 260, BIO 260L, BIO 320 and BIO 320L

**BIO 430: Immunology (3 credits)**

This course involves a thorough examination of the immune response in animals. Topics include the structure, formation, and function of antibodies, antigen-antibody interactions, the complement system, and hypersensitive and autoallergic reactions, as well as immunosuppression.

*Prerequisites:* Junior status and a grade of C or better in BIO 210 and BIO 260

**BIO 431: Comparative Vertebrate Anatomy (3 credits)**

This course involves a detailed study of the morphology and phylogeny of the Vertebrata including its origins, adaptations, and evolutionary trends from fish to mammals.

*Prerequisites:* A grade of C or better in BIO 110 and BIO 112 or a grade of C or better in NEU 100 and NEU 200

*Recommended Prerequisites:* BIO 150 and BIO 151

**BIO 431L: Comparative Vertebrate Anatomy Lab (1 credit)**

Laboratory work will consist of a comparative examination of the osteology and gross and microscopic anatomy of representative vertebrates.

*Corequisite:* BIO 431

**BIO 440: Mammalogy (3 credits)**

This course investigates the phylogenetic relationships and evolution of the different groups of mammals, as well as their comparative and functional morphology and biology.

*Prerequisites:* A grade of C or better in BIO 110 and BIO 112 or a grade of C or better in NEU 100 and NEU 200

**BIO 440L: Mammalogy Lab (1 credit)**

Laboratory sessions include the identification of mammal species from most mammalian orders, including native New England species, using skulls, skins, and tracks.

*Corequisite:* BIO 440

**BIO 445: Advanced Biochemistry (3 Credits)**

This course focuses on selected metabolic pathways, the regulation of metabolism, post-translational modification of proteins, cell signaling, mechanisms, and the control of gene expression. The course is designed to blend lectures with class discussion and presentations by students.

*Prerequisites:* A grade of C or better in CHE 220, 221, and BIO 300

**BIO 460: Bioethics (3 credits)**

This course is designed to introduce students to the interdisciplinary field of Bioethics. This course will explore fundamental moral issues that arise in medicine, health, and biotechnology. The course has two main orientations: grounding in theory & methodology and application of bioethical principals. We will consider selected contemporary issues such as: allocation of health-care resources, the responsibilities of doctors to patients, the distinction between killing and letting die, medically-assisted suicide, abortion, clinical research, and the use of technologies for genetic screening and manipulation.

*Prerequisite:* Junior/Senior status

**BIO 470: Biotechnology Techniques (3 credits)**

This course will examine the approaches used in the field of biotechnology such as structural and functional genomics, and the application of biotechnology techniques to agriculture, human health and diagnostics, and forensics.

*Prerequisites:* A grade of C or better in BIO 210, BIO 210L, BIO 260, BIO 260L, BIO 320, and BIO 320L

**BIO 498: Research Project in Biology (3 credits)**

The Research Project is a 2-year Capstone research investigation conducted under the supervision of the department Research Coordinator and topic advisor if applicable. Students choose their project topic and are required to provide a project proposal, literary review, prospectus and final scholarly report.

*Prerequisite:* Junior Status and Approvals of Research Coordinator and Department Chair

### **BIO 499: Internship in Biology (3 credits)**

The internship in biology is a supervised practical learning experience designed to give students the opportunity to explore career interests in biology, acquire valuable on-the-job experience, and put into practice the knowledge and skills acquired through course work.

*Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of department chair*

*This course is graded pass/fail*

## **BIOTECHNOLOGY**

### **BIT 498: Research Project in Biotechnology (3 credits)**

The Research Project is a 2-year Capstone research investigation conducted under the supervision of the department Research Coordinator and topic advisor if applicable. Students choose their project topic and are required to provide a project proposal, literary review, prospectus and final scholarly report.

*Prerequisite: Junior Status and Approvals of Research Coordinator and Department Chair*

### **BIT 499: Internship in Biotechnology (3 credits)**

The biotechnology internship provides real-world experience for biotechnology majors. Field placement in a bioscience company is supervised by both designated agency personnel and University faculty. Students must complete a project in connection with the internship placement which is evaluated by the supervising instructor.

*Prerequisites: A minimum CGPA of 2.0, senior status, and approval of department chair*

*This course is graded pass/fail*

## **BUSINESS**

### **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 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. BUS 120 is the prerequisite for all business courses. This course was formerly known as Innovations in Business.

**BUS 201: Entrepreneurship (3 credits)**

This course focuses on the entrepreneurial startup. Topics include creative thinking about products and services, recognizing venture opportunities, evaluating venture viability, matching individual skills and interests with the venture, and acquiring the resources necessary for a successful business venture. Students will engage in research and teamwork to write a complete business plan and present this plan to the class. Whether or not a student is interested in starting a business, this class provides sound exposure to the entrepreneur and the mindset which is critical to making strong business decisions.

**BUS 204: Financial Wellness (1 credit)**

Financial Wellness is a practical approach to making informed and empowering decisions about financial health. Students explore values, feelings and knowledge related to money, acquire basic financial knowledge and apply this knowledge to short and long term financial decisions. Curriculum is customized to individual student learning, with four required modules and two elective modules.

**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 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 230: Principles of Sales (3 credits)**

This course studies the selling process including understanding distribution relationships, companies and their products, as well as persuasion, which will lead to developing a successful salesperson. Role playing is used to provide an opportunity for application and practice.

*Prerequisite: BUS 226*

**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.

*Prerequisites: BUS 118 and MAT 120*

**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: Foundations of 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 Communications (3 credits)**

This course presents a 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: BUS 226*

**BUS 262: Talent Management (3 Credits)**

This course examines the array of initiatives and tools to effectively managing 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: BUS 255*

**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 270: Special Topics in Business (3 credits)**

This includes courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

*Prerequisites: To be determined based on course offering*

**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: BUS 235*

**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: BUS 255*

**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.

*Corequisites: ENG 114, ENG 124, and ENG 134*

**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: BUS 206*

**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: BUS 234 and BUS 255*

**BUS 325: Small Business Consulting (3 credits)**

A hands-on approach to entrepreneurship and innovation, which provides a unique opportunity for students to learn about entrepreneurship and innovation from some of the area's leading entrepreneurs and innovators. Through an innovative, case-based and hands-on approach, students will learn about entrepreneurship and innovation as well as creativity, thinking "out of the box," risk-taking, venture capital, and social responsibility. Students will travel to area businesses to hear the stories behind the owners or innovative thinkers within the organization, and to tour the facilities or headquarters. Students will work in teams to research, create, and develop informed innovative solutions to real-life cases entailing problems or challenges within these businesses and/or industries. Students will be required to both generate and effectively communicate innovative ideas and entrepreneurial practices throughout the course by developing their own ideas from conception to completion. At the end of the course, the teams will present their ideas to local entrepreneurs for debate and discussion.

*Prerequisite: BUS 120, BUS 201, BUS 226, and BUS 235*

**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 forecast, time value of money, cost of capital and return on investments.

*Prerequisite: ACC 101, ECO 212, and MAT 112*

**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: BUS 255*

**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: BUS 226*

**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 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: BUS 316*

**BUS 337: Quality Management (3 credits)**

The 21<sup>st</sup> 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: BUS 226*

**BUS 343: Small Business Management (3 credits)**

The Small Business Management course addresses issues unique to managing a small business. Using a hands-on approach to learning, students will apply both accounting and business principles to small business management. Students will navigate basic features in QuickBooks in order to develop a customer base, monitor sales and complete operational transactions via QuickBooks accounting software. As students monitor the financial status of a small business, they will be able to connect business decisions to financial information and outcomes.

**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: BUS 265 and 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: BUS 255, BUS 262, BUS 307, and BUS 329*

**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 surveys 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: BUS 226 and MAT 112*

**BUS 457: Problem Based Learning Through Metacognitive Strategies (1 Credit)**

This one-credit introductory honors course will develop the student's metacognitive activities to include identifying one's learning style and needs, planning for a task, creating and analyzing, gathering and organizing research materials to critique, draw connections to compare and contrast. Through Problem Based Learning, students will identify what they need to learn to solve a problem to effectively interpret and execute. Students will learn the fundamental skills of using various strategies and models to solve a problem successfully.

**BUS 467: Problem-Based Thinking: How Case Study Narratives Foster Nimble Thinking to Solve Today's Complex Work Problems (1 Credit)**

This one-credit course builds upon the Seminar Series I course, where students learned how to apply problem-based thinking using critical thinking models and problem-solving skills. In this course, student(s) will add another connection to their success called Project-Based Thinking, where the student will apply a narrative case study model. This case study model uses a narrative construct to effectively communicate ideas, analyze and evaluate research, connect and compare information (plot together), generate and argue hypotheses, story the problem to solution, explain ideas and concepts, and reflect on its lessons. This narrative structure is about asking open-ended questions, gaining insights, driving through the challenges, and reflecting on lessons learned to contextualize real-world application(s). Student(s) will be connected with an industry leader in their career path to apply problem-based thinking and solve a real business problem.

*Prerequisite: BUS457*

**BUS 477: Design Thinking: Converting Need into Demand - How A Human-Centered Approach to Problem Solving Can Increase Innovation and Creativity in Organizations (1 Credit)**

This one-credit business honors course builds upon learning outcomes from Seminar Series I (Problem-Based Learning) and Seminar Series II (Project-Based Thinking) and will introduce student(s) to the philosophy of the human-centered approach of creative problem solving through the lens of Design Thinking. This deep-rooted and relevant approach will encourage student(s) to use critical thinking skills through an iterative process using the five-phase tools of Design Thinking: Empathize, Define, Ideate, Prototype, and Test. This method will shift the student(s)' mindset to think of concepts they may have not otherwise considered all while focusing on the business need. Student(s) will explore a real business problem while working with a local organization to drive inspired solutions. Students will create, apply, design, assemble research, and draw connections based on the customer's design need(s) to effectively interpret, explain ideas to contrast and compare to apply ideas. Students will reflect on learnings and real world application. At the conclusion, student(s) will be prepared to proceed into the honors thesis course.

*Prerequisites: BUS457 and BUS467*

**BUS 487: Women in Business Honors Thesis (3 Credits)**

This course is designed for students in the WiBH Honors Program undertaking a thesis during their final seminar series semester. The student will work under the guidance of a faculty thesis director, should complete a thesis prospectus formally outlining the Thesis, and have the prospectus approved by the faculty thesis director and chair of her department. The student will then work with the faculty thesis director in reviewing relevant literature and carrying out research related to the Thesis. The student should register for the three credit WiBH Honors Thesis Course and complete the Thesis during their final seminar series semester. Upon completion, the student should arrange for a presentation to the campus community. A written thesis should be at least 30 pages in length. The Thesis will be evaluated by the faculty thesis director and should include original research and work. It is expected that the Thesis will represent the highest standards of academic excellence. Students will create, evaluate, analyze, apply, understand, and reflect upon lessons learned. The thesis objective is to design, assemble research, generate hypothesis, critique and argue decision(s), draw connections to compare and contrast, use information to effectively interpret and execute, describe and explain ideas and concepts, and reflect to recall and learn from the experiences with real world business application.

*Prerequisites: BUS457, BUS467, and BUS477*

**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.

*Prerequisites: BUS 327 and ECO 212*

**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 department chair*

*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, 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 department chair*

*This course is graded Pass/Fail*

## CYBERSECURITY

**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 and 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: CBY 200*

**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: CSC 210*

**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 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.

**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 advance concepts such as data carving, live and static filtering, acquisition, and password recovery.

*Prerequisite: CBY 220*

**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 the necessary steps we must take to protect our Personal Identifiable Information (PII) to protecting 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: CSC 101*

**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 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: CBY 220*

**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: CBY 330*

**CBY 435: Internet Forensics (3 credits)**

This course introduces digital forensic processes, methods and software to recover forensic information from Internet artifacts from a variety of Internet based applications and browsers.

*Prerequisite: CBY 220*

**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*

**CBY 498: Cybersecurity Internship (3 credits)**

**CBY 499: Cybersecurity Internship (6 credits)**

## EARLY INTERVENTION

**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*

## CHEMISTRY

### **CHE 120: Chemistry I (3 credits)**

Chemistry I is an introduction to the fundamental facts and principles of chemistry. Topics considered include chemical stoichiometry, atomic structure, the periodic table, chemical bonding, thermochemistry, and physical states of matter.

*Prerequisite: MAT 112, MAT 130, or MAT 221*

### **CHE 120L: Chemistry I Lab (1 credit)**

Laboratory experiences will include experiments that illustrate concepts presented in lecture, as well as introduce the students to experimental design, computer/instrument interfacing, and the statistical treatment of data.

*Corequisite: CHE 120*

### **CHE 121: Chemistry II (3 credits)**

This course is a continuation of CHE 120. Topics considered include solutions, reaction rates, chemical equilibrium, precipitation reactions, acids and bases, reaction spontaneity, redox reactions, and electrochemistry.

*Prerequisite: A grade of C or better in CHE 120*

### **CHE 121L: Chemistry II Lab (1 credit)**

Laboratory experiences include experiments that illustrate concepts presented in lecture and introduce the student to experimental design, computer/instrument interfacing, and the statistical treatment of data.

*Corequisite: CHE 121*

### **CHE 220: Organic Chemistry I (3 credits)**

This course is an introduction to the fundamental principles of organic chemistry. Topics covered will include stereochemistry, reaction mechanisms, basic nomenclature, and the recognition of basic functional groups.

*Prerequisite: A grade of C or better in CHE 120 and CHE 121*

### **CHE 220L: Organic Chemistry I Lab (1 credit)**

Laboratory exercises will focus on basic techniques of organic synthesis and isolation of organic compounds. Laboratory skills and safety procedures will be stressed.

*Corequisite: CHE 220*

### **CHE 221: Organic Chemistry II (3 credits)**

This course is a continuation of CHE 220. Topics covered will include an examination of the higher structural classes and functional groups. Organic synthesis and spectroscopic methodologies will be explored.

*Prerequisite: A grade of C or better in CHE 220*

**CHE 221L: Organic Chemistry II Lab (1 credit)**

This is a continuation of CHE 220L. Laboratory exercises will focus on the characterization of organic compounds by spectroscopic and chemical techniques.

*Corequisite: CHE 221*

**CHE 270: Special Topics in Chemistry (3-4 credits)**

This includes courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

*Prerequisites: To be determined based on course offering*

**CHE 300: Analytical Chemistry (3 credits)**

This course will cover the theory and practice of quantitative analytical chemistry as well as the interpretation of chemical data. Practical inorganic and organic applications will be examined as well as the use of chemical instrumentation.

*Prerequisites: MAT 120, MAT 221, and a grade of C or better in CHE 221*

**CHE 300L: Analytical Chemistry Lab (1 credit)**

Laboratory topics include selected instrumental methodologies for interpreting chemical data. Topics will include acid-base, complexometric, and redox methods as well as titrimetric, electrochemical, and separation methods and spectroscopic techniques.

*Corequisite: CHE 300*

**CHE 310: Physical Chemistry I (3 credits)**

This course is an exploration of the fundamental physical laws governing the behavior of all chemical systems. Among the topics examined are ideal and real gases, the laws of thermodynamics and their applications to pure substances, mixtures, and chemical reactions.

*Prerequisites: A grade of C or better in CHE 221*

**CHE 311: Physical Chemistry II (3 credits)**

This course is an exploration of the fundamental physical laws governing the behavior of all chemical systems. Among the topics examined are the laws of thermodynamics and their applications to pure substances, mixtures, and chemical reactions, reaction rates, and quantum chemistry.

*Prerequisites: A grade of C or better in CHE 221 and CHE 310*

## COMMUNICATION & INFORMATION TECHNOLOGY

**CIT 210: Intercultural Communication (3 credits)**

This course focuses upon 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: ENG 114 and ENG 124*

## COMMUNICATIONS

### **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 professional (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 and 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 203 Video Production (3 credits)**

This course introduces students to theory and application of single-camera digital video production. The course consists of lectures and structured labs. Emphasis in the course is on learning and applying terminology, aesthetics, and fundamental principles to planning and editing video projects. Labs provide students with a working knowledge of video equipment, industry standards, and state-of-the-art digital video editing techniques.

### **CMS 205 Principles of Photography: Digital (3 credits)**

In this course, students develop basic mastery of digital photography as a means of visual communication and creative expression. Through lectures, discussions, small group and one-on-one demonstrations, and hands-on experience, students learn how to shoot digital images and to work creatively with these images using Photoshop software.

### **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.

*Prerequisite: ENG 124*

**CMS 302 Broadcast Journalism (3 credits)**

This course covers fundamental aspects of radio production, including the day to day work of DJs, production and broadcast of themed music and entertainment programming, news gathering and reporting, and the writing and digital editing of pre-recorded, on-air news stories and features. Students in the course run the campus radio station under the direction of the course instructor.

*Prerequisites: ENG 114 and ENG 124*

**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: ENG 124*

**CMS 305: Communicating in Liberal Studies (3 Credits)**

This course encourages students to develop professionally in fields related to the humanities with consideration of the unique viewpoints that study the human condition from the liberal studies vantage point. Focusing on the theme of “professional conversations,” students are asked to think about what issues, debates, trends, etc., are happening in their fields of study and prospective careers. This course intends to equip students professionally and academically as they delve into their field of interest and think of their own contributions to their future profession.

*Prerequisites: ENG 114, ENG 124, and ENG 134*

**CMS 320: Multimedia Journalism and Professional Writing (3 credits)**

This course introduces the skills necessary for reporting and writing in multiple media formats. Students will learn how to put together stories for the Web with video, audio, and graphics as well as text. Using simple hardware and related software, students will be introduced to the technical side of writing and communication. Multimedia Journalism and Professional Writing gives students a chance to experience the challenges faced by all working journalists and strategic communications professionals. Students will learn how to use interactive media techniques and theory to tell compelling stories using still photography, video, audio and mobile devices. The class incorporates lectures, online lessons and hands-on opportunities to explore best practices for different storytelling platforms and analytics for feedback.

**CMS 498: Communications Internship (3 credits)**

**CMS 499: Communications Internship (6 credits)**

## **COMPUTER APPLICATIONS**

**COM 130: Computer Applications (3 credits)**

Students learn from practical examples that demonstrate how useful a tool the computer is for presenting business data, solving problems, and making business decisions. Students will prepare professional-style worksheets; build formulas and functions; create and modify charts; work with Excel lists; manage multiple worksheets and workbooks; and use financial functions. Students will also design, create, and modify databases; run queries; and produce reports.

# CRIMINAL JUSTICE

## **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: CRJ 120*

## **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: CRJ 120*

## **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 270: Special Topics in Criminal Justice (3 credits)**

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

*Prerequisite: CRJ 120; To be determined based on course offering; Sophomore, Junior or Senior status is required*

## **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: CRJ 120, Junior or Senior Status*

## **CRJ 310: Communicating in Criminal Justice (3 Credits)**

This course builds a bridge from students' general education to the work they do in the field of criminal justice. With the aim of preparing students for both professional life and graduate work, this writing-intensive course introduces disciplinary strategies for investigating provocative issues and for 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; in using

appropriate software support in presentations; and in mastering information literacy in the field of criminal justice. The course emphasizes fundamental principles of communication with time-on-task and real world, discipline-specific models for communication tasks.

*Prerequisites: CRJ 120, ENG 114, and ENG 134*

**CRJ 316: Handgun Safety (3 credits)**

This course familiarizes the student with the variety of handguns utilized in law enforcement today. Emphasis will be on the safe handling of firearms and an understanding of their operation. Students will be instructed in range procedures and participate in shooting exercises. Successful completion of the course will result in a handgun training certificate.

**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, Junior or Senior status*

**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: CRJ 120, Junior or Senior status*

**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: CRJ 120, Junior or Senior Status*

**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 120, Junior or Senior status*

**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 Department Chair*

# COMPUTER SCIENCE

## **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 215: Data Structures (3 credits)**

The purpose of this course is to explore abstract data types and their implementation. This course is motivated by problems that arise in a variety of disciplines; this course examines concepts and develops skills in solving computational problems. Topics include stacks, queues and trees, linked lists, as well as design and testing principles and software interfaces. Prerequisite: Introduction to Computer Science. Laboratory assignments are implemented using object-oriented programming techniques.

*Prerequisite: CSC 101*

## **CSC 220: Computation Structures (3 credits)**

This course offers an introduction to the engineering of digital systems. Starting with MOS transistors, the course develops a series of building blocks – logic gates, combinational and sequential circuits, finite-state machines, computers and finally complete systems. Both hardware and software mechanisms are explored through a series of design examples. A good grasp of the material is essential for later courses in digital design, computer architecture and systems.

## **CSC 297: Programming Languages (2 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 300: Software Developments (3 credits)**

This course considers software development as a systematic process involving specification, design, documentation, implementation, testing, and maintenance. Examines software process models; methods for software specification; modularity, abstraction, and software reuse; and issues of software quality. Students, possibly working in groups, design, document, implement, test, and modify software projects.

*Prerequisites: CSC 101 and CSC 215*

## **CSC 302: Operating Systems/Operating Systems Programming (3 credits)**

This class introduces the basic design of computing systems, computer operating systems, and assembly language using x86, FASM. It describes caches and virtual memory. It covers the interface between assembly language and high-level languages, including call frames and pointers, the use of system calls and systems programming to show the interaction with the operating system. Covers the basic structures of an operating system, including application interfaces, processes, threads, synchronization, inter-process communication, deadlock, memory management, file systems, and input/output control.

*Prerequisites: CSC 215 and CSC 220*

**CSC 310: Algorithms (3 credits)**

This class introduces the basic principles and techniques for the design, analysis, and implementation of efficient algorithms and data representations. It discusses asymptotic analysis and formal methods for establishing the correctness of algorithms, considers divide-and-conquer algorithms, graph traversal algorithms, and optimization techniques. Introduces information theory and covers the fundamental structures for representing data. It examines flat and hierarchical representations, dynamic data representations, and data compression. It concludes with a discussion of the relationship of the topics in this course to complexity theory and the notion of the hardness of problems.

*Prerequisites: CSC 215, MAT 221, and MAT 222*

**CSC 351: Automata, Computability and Complexity (3 credits)**

This class introduces the theory behind computers and computing aimed at answering the question, "What are the capabilities and limitations of computers?" It covers automata theory, computability, and complexity. The automata theory portion includes finite automata, regular expressions, non-determinism, non-regular languages, context-free languages, pushdown automata, and non-context-free languages. The computability portion includes Turing machines, the Church-Turing thesis, decidable languages, and the Halting theorem. The complexity portion includes big-O and small-o notation, the classes P and NP, the P vs. NP question, and NP-completeness.

*Prerequisites: CSC 220 and CSC 310*

**CSC 401: Applied Data Science (3 credits)**

This class presents key concepts of applied data science. This is a survey of main topics in applied data science, with the goal of methods and tools used to analyze real life data and perform predictions using statistical and machine learning methods. Topics covered include data collection, data management, exploratory data analysis, statistical and machine learning, and communication.

**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.

**CSC 420: Cryptography (3 credits)**

Cryptography is an indispensable tool for protecting information in computer systems. This course explains the inner workings of cryptographic primitives and how to correctly use them. Students will learn how to reason about the security of cryptographic constructions and how to apply this knowledge to real-world applications. The course begins with a detailed discussion of

how two parties who have a shared secret key can communicate securely when a powerful adversary eavesdrops and tampers with traffic. We will examine many deployed protocols and analyze mistakes in existing systems.

**CSC 425: Software Vulnerabilities and Security (3 credits)**

This course seeks to help students to become aware of systems security issues and to gain a basic understanding of security. Presents the principal software and applications used in the Internet, discussing in detail the related vulnerabilities and how they are exploited. Also discusses programming vulnerabilities and how they are exploited. It examines protection and detection techniques. It includes a number of practical lab assignments as well as a discussion of current research in the field.

**CSC 430: Innovation Lab - Research and Development (3 credits)**

This project-based class offers an opportunity to conduct research under faculty supervision. It allows an opportunity to explore more advanced concepts in software development and allow hands on project-based opportunity in which the students design, document, implement, test, and modify software projects of advanced level. This course utilizes project-based learning.

*Prerequisites: CSC 101, CSC 215, and CSC 310*

**CSC 435: Innovation Lab - Advanced Software Implementation & Production (3 credits)**

This project based class covers software life cycle models (waterfall, spiral, and so forth), domain engineering methods, requirements analysis methods (including formal specifications), software design principles and methods, verification and testing methods, resource and schedule estimation for individual software engineers, component-based software development methods and architecture, and languages for describing software processes. Includes a project where some of the software engineering methods (from domain modeling to testing) are applied in an example.

*Prerequisites: CSC 101, CSC 215 and CSC 310*

**CSC 440: Advanced Topics in Cybersecurity (3 credits)**

In this class, we will explore the context and foundational questions of security research and practice in general, such as: why are some security technologies deployed successfully and others fail, how we measure security and assess risk, and the economics of security. We will also learn to have an attacker's mind by studying various recent attacks. These questions and studies will help the students develop a foundation and a well-rounded view of the cybersecurity sphere. We will explore how to define and address security research questions in these settings. In particular, we will discuss new threats emerged from these new platforms and applications such as IoT, the rich cloud and mobile platforms, and SCADA systems, study various analysis techniques and tools for vulnerability discovery and threat analysis, and explore approaches for building in better security in these platforms and applications.

**CSC 455: Capstone Project (3 credits)**

Students write an in-depth research paper that reflects upon and analyzes the observations and experiences of the field study using the computer science literature to interpret and better understand those experiences. It requires students to give a twenty- to thirty-minute formal presentation on a topic of their research.

**CSC 499: Computer Science Internship (6 credits)**

## DANCE

**DAN 110: Dance Technique (1 credit)**

This class draws upon the techniques of modern dance pioneers: Martha Graham, Doris Humphrey, and Merce Cunningham. The class will stress body placement, contrasts in movement qualities, and dance as a means of personal expression.

*This course is grade pass/fail*

**DAN 121: Jazz I (1 credit)**

This course is an introduction to the fundamentals of jazz dance techniques and vocabulary. In this class, students will focus on coordination and flexibility through fun, upbeat, energetic music, center work, across-the-floor progressions, and contemporary choreography. Students will utilize body isolations and rhythmic awareness, combined with dance phrases, to enhance their strength, wellness, and confidence. *This course is grade pass/fail*

**DAN 122: Jazz II (1 credit)**

A continuation of Jazz I, this course presents a further study of jazz dance techniques stressing the extended jazz vocabulary and complexity of movement phrases.

*Prerequisites: DAN 121 or permission of instructor*

*This course is grade pass/fail*

**DAN 131: Tap I (1 credit)**

This course introduces students to the art of tap dance, including its history, artists, technique, and terminology. Did someone say “time step”? Various styles of tap will be explored while focusing on timing, rhythm, pattern recognition, coordination, balance, and improvisation. \*Tap shoes are required.

*This course is grade pass/fail*

**DAN 190: Bay Path Dance Company (1 credit each semester)**

This course offers a higher level of training and commitment for students with a passion in dance to develop a community of fellow, driven dancers that share common goals. Students are required to take part in on- and off-campus dance events (such as competitions, Winterfest, and Duende), as well as all necessary rehearsals to prepare. \*This course is open to selected students by audition only.

*This course is grade pass/fail*

**DAN 201: Twentieth Century Entertainment (3 credits)**

The history of entertainment will provide a fascinating window into the culture of America through textbook, audio, and video study. We will explore social and cultural movements that influenced and celebrated theater, music, and dance in the 20<sup>th</sup> century. Included areas of focus will be early and contemporary entertainment on Broadway, television, and in Hollywood as well as how Ballroom dancing gave way to today’s “club dancing” and MTV.

**DAN 270: Special Topics in Dance (3 credits)**

These courses offer topics beyond the scope of existing departmental offerings.

*Prerequisite: To be determined based on course offering*

## ECONOMICS

**ECO 211: Macroeconomics (3 credits)**

This course examines the elementary principles of economics involving individual and social choice, economic analysis, supply, demand, the market and the price mechanism. Major concentration is on macroeconomic principles relative to money, the banking system, national income analysis, inflation, unemployment and the dilemma of stabilization, competing theories

in contemporary times and world trade, development issues and alternatives, and evolving economic systems.

**ECO 212: Microeconomics (3 credits)**

Microeconomics studies theories of specialization, trade, income distribution and consumer choice; the theory of the firm; real-world market analysis; the problems of modern society; and the overview of evolutionary growth and change in the American economy.

## EDUCATION

**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.

*Prerequisites: None*

**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 270: Special Topics in Education (3 credits)**

This course enables students to have an in-depth exploration of various topics in education. The topic for study will be determined prior to registration and will change every one or two years.

*Prerequisite: To be determined based on course offering*

**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: PSY 101*

**EDU 323: Reading and Language Arts for the 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 331: Fundamentals of Instruction & Classroom Mgmt for Secondary Education (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. Observation/fieldwork in a secondary biology class is 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 Arts for English Language Learners (3 credits)**

This course is designed to introduce the developing teacher to reading instruction and the development of a reading/writing community in English for 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.

**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: EDU 330, Junior status*

*This course must be taken at Bay Path University.*

**EDU 351: Curriculum Development for Secondary Education (3 credits)**

Students design, implement, and assess curriculum and instruction using the *Massachusetts Curriculum Frameworks* as they relate to the academic disciplines in secondary education. Emphasis is on instructional approaches and methodology in a standards based environment for both learning and behavior. Fieldwork in a secondary biology class is required.

*Prerequisite: EDU 331, Junior status*

*This course must be taken at Bay Path University.*

**EDU 370: Special Topics in Education (3 credits)**

This course enables students to have an in-depth exploration of various topics in education. The topic for study will be determined prior to registration and will change every one or two years.

*Prerequisite: To be determined based on course offering; Junior or Senior status is required*

**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: EDU 350, 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 department chair*

*Corequisite: EDU 490*

*This course must be taken at Bay Path University.*

**EDU 441R: Pre-Practicum in Secondary Biology (1 credit)**

*Supervised pre-practicum in grades 8-12.*

Pre-Practicum begins the student's senior year experience and gives the student a consistent, supervised experience in a public school setting. This experience allows the student to integrate and apply what they have learned in earlier education courses. 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: EDU 351, CGPA of 2.67 (B-) or better, Senior status, passing scores on the Communication and Literacy Exam and the Biology MTEL grades 8-12, and the approval of the department chair.*

*Corequisite: EDU 492*

*This course must be taken at Bay Path University.*

**EDU 441S: Severe Special Needs (All levels) Pre-Practicum (1 credit)**

*Supervised pre-practicum in Severe Special Needs (All levels).*

Pre-Practicum begins the student's senior year experience and gives the student a consistent, supervised experience in a public school setting or Chapter 766 approved school. 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.

*Prerequisites: Passing scores on all required MTELEs for the license sought that need to be submitted to the Education department prior to beginning the course. Approval of the department required.*

*This course must be taken at Bay Path University.*

#### **EDU 460: Child Care Administration (3 credits)**

This course is designed to familiarize students with the basic values, structure, and organizational leadership needed to successfully operate an early childhood center. This course will explore: effective leadership, different styles of leadership and types of child care centers. It will also address topics such as: establishing and equipping an early childhood center, working with personnel, staff development, retaining and recruiting of quality teachers, supervisory responsibilities, curriculum development, ethical responsibilities, and working with families, volunteers and the community. We will also discuss ways of how to be active advocates for young children. Observation/Fieldwork is required.

*Prerequisite: PSY 205*

#### **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: PSY 205*

#### **EDU 490: Pre-Practicum Seminar (1 credit)**

Facilitated by a University program supervisor, students discuss curriculum, pedagogy and critical issues in support of their success as future teachers.

*Corequisite: EDU 441P, EDU 441Q, EDU 441R, or EDU 441S*

#### **EDU 491: Practicum Seminar (1 credit)**

Students discuss curriculum, pedagogy, professional standards for teachers, and critical issues in support of their success as future teachers. Additional Seminar topics include: the *Candidate Assessment of Performance*, creation of a professional teaching portfolio, and licensure.

*Corequisite: EDU 497 or EDU 499*

#### **EDU 492: Pre-Practicum Seminar/ Secondary (1 credit)**

Students discuss curriculum, pedagogy, and critical issues in support of their success as future teachers.

*Corequisite: EDU 441R*

#### **EDU 493: Practicum Seminar/ Secondary (1 credit)**

Students discuss curriculum, pedagogy, professional standards for teachers, and critical issues in support of their success as future teachers. Additional Seminar topics include: the *Candidate Assessment of Performance*, creation of a professional teaching portfolio, and licensure.

*Corequisite: EDU 494*

#### **EDU 494: Practicum in Secondary Biology (12 credits)**

Practicum in Secondary Biology Students will complete a full-time, supervised practicum (student teaching) with seminar in a public school, grades 8-12, 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 one day program. Practicum allows the student to refine pedagogical and methodological skills necessary for exemplary teaching. 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) and any other requirements as mandated by a school district.

*Prerequisites: EDU 441R, Senior status, CGPA of 3.0 or better, passing scores on the Communication and Literacy Exam and Biology MTEL, and the approval of the department chair.*

*Corequisite: EDU 493*

*This course must be taken at Bay Path University*

#### **EDU 495: Practicum Seminar (1 credit)**

Students discuss curriculum, pedagogy, professional standards for teachers, and critical issues in support of their success as future teachers. Additional Seminar topics include: the Candidate Assessment of Performance, creation of a professional teaching portfolio, and licensure.

*Corequisite: EDU 496*

*This course must be taken at Bay Path University.*

#### **EDU 496: Practicum: Severe Disabilities (Levels all) (12 credits)**

*Supervised practicum in severe special needs (All levels).*

This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-12) or Chapter 766 approved school with learners with severe disabilities. It requires attendance at weekly seminars. A minimum of 300 hours are required over 12 weeks with at least 75 hours in an inclusive general education classroom at any level, and at least 150 hours in a setting with students with severe disabilities; the remaining 75 hours may be in either setting. 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. *This course must be taken at Bay Path University.*

*Pre-requisites: EDU 441S, EDU 495, eligible for Initial license in Severe Disabilities Level All, Senior status, CGPA of 3.0 or better, passing scores on the Communication and Literacy Exam, General Curriculum exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.*

#### **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: EDU 441P, 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: EDU 491*

*This course must be taken at Bay Path University.*

#### **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: EDU 441Q, 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: EDU 491*

*This course must be taken at Bay Path University.*

## **ENGLISH**

#### **ENG 099: English-as-a-Second-Language (3 degree credits; 6 non-degree credits)**

This course is designed to meet the special needs of students for whom English is non-native. Class meetings and individual instruction provide skills and practice in oral and written communication.

**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: ENG 114*

**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: ENG 114*

**ENG 135: American Culture-Reading, Writing and Communicating in English (3 credits)**

This course is intended for non-native speakers of English and develops students' reading, writing, speaking, and listening comprehension skills. Students' skills in areas such as grammar, vocabulary, and research/library skills will receive particular attention. Instruction integrates these skills to improve written communication and reading comprehension using progressively challenging assignments. U.S. culture, both historical and contemporary, provides the focus for all class discussion and course assignments. Students practice reading skills via various kinds of texts, including textbooks, current newspapers, magazines and web-based content. Audio and video materials are used to develop listening comprehension and expand students' knowledge of U.S. culture.

**ENG 200: Women in Literature (3 credits)**

The changing image of women, as well as their experience and perspectives, is considered through representative works of literature. Readings explore the conflict of roles, stereotypes, and traditions together with personal discovery, integrity, and self-definition.

*Prerequisite: ENG 134*

**ENG 203: Creative Writing: Non-fiction (3 credits)**

In this course, students explore biography, travel and food writing, and stories of personal and professional heroism, transformation, and tragedy. Students apply a number of techniques from creative writing genres such as short stories and poetry to introduce structure, plot, and character development to the process of taking real events and transforming them into complete and powerful narratives.

**ENG 204: Creative Writing (fiction) (3 credits)**

This will be a forum for experimentation. Students will learn about fiction, and also how to produce publishable pieces of fiction. In addition to reading traditional short stories, students will explore some of the demands associated with different genres of writing: children's books, young-adult literature, fantasy, mystery, ghost stories, and romance. The class will also include in-depth critiques of student writing.

**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,
- genres, literary elements, and literary techniques.

*Prerequisite: ENG 134*

**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: ENG 134*

**ENG 245: World Myths and Folktales (3 credits)**

This course is an introduction to mythology and mythic literature in general. The course will begin with ancient mythology, progress to contemporary mythic literature, and examine the interplay of human, demoniac, and divine elements in folktales. This course introduces students to texts that are international and multicultural in scope, including those of China and Japan.

**ENG 265: Legend of King Arthur (3 credits)**

This course examines the growth and development of the legends surrounding King Arthur from their beginning and blossoming in Europe through their adaptations in the modern era. Students will read Arthurian texts originally written in languages such as Latin, Welsh, Middle English, Old French, medieval Spanish, Provençal, Medieval Italian, Middle High German, Old Norse, and Hebrew, as well as modern English and Japanese, comparing and discussing changes in the cultural ideals represented, the literary techniques employed, and the characterizations adopted.

**ENG 270: Special Topics in English (3 credits)**

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

*Prerequisite: To be determined based on course offering*

**ENG 300: Writing Tutor Theories and Pedagogies (1 credit)**

Required for peer writing tutors, analyzes the theories and pedagogies associated with writing tutoring from a pluralistic perspective. The course introduces composition theory and pedagogy as applied to writing tutoring. Students learn how to respond to a variety of texts and writers through readings, discussions and practice. The course adopts a reflective stance, where tutors read and discuss theories and approaches in effective writing tutoring and reflect on their practices. Students receive applied training in writing tutoring through their employment as

writing tutors. Topics include writing process theory, revision strategies, MLA and APA documentation styles, grammar and punctuation, learning styles, learning differences, and multilingualism.

**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: ENG 134*

**ENG 320: Technical and Grant Writing (3 credits)**

Students master the fundamentals of persuasive technical and grant writing by translating complex information into easily understood visual and written texts. Students complete a real-world project that requires them to analyze the audience, purpose, and context. They conduct primary and secondary research, choose the most effective format, write and revise the copy, develop the visual layout, and select and use an appropriate publishing medium. They provide feedback to peers and engage in a collaborative writing process to carry their projects from start to finish.

*Prerequisite: ENG 124*

**ENG 330: Shakespeare (3 credits)**

This course examines Shakespeare's major plays, including representative comedies, tragedies, histories, and romances. In addition to overviews of Shakespeare's life and Renaissance theatre traditions and practices, the course provides a look at the outlines of Shakespeare's career and an introduction to scholarly criticism of his work. Attention will be given to Shakespearean themes, language, and characterization, as well as the influence of Shakespeare on later writers and art.

*Prerequisite: ENG 134*

## EXTRADEPARTMENTAL

**EXT 198: Community Service (1-3 credits)**

Students may earn one credit for every 45 hours of supervised community volunteer work they perform. Open to all students regardless of major. This course may be repeated for a total of four credits.

*This course is graded Pass/Fail.*

**EXT 198A: Community Service in Education (1-3 credits)**

Students may earn one credit for every 45 hours of supervised volunteer work that they perform in schools. Schools selected must reflect the diversity requirement for teacher preparation. Students can volunteer as: tutors, classroom assistants, caring adults, reading/literacy partners, or after-school program assistants for early childhood and elementary school children.

*Students must provide their own transportation.*

*This course is graded Pass/Fail.*

*Prerequisite: Permission of the chair of the education department*

*This course is graded Pass/Fail*

## FORENSIC STUDIES

**FNS 100: Introduction to Forensic Studies (3 credits)**

This course, which is required of all forensic studies majors, will introduce students to the field of forensics and to the range of sources of evidence used in criminal and civil cases. Enrollment may be limited.

**FNS 498 (3 credits)**

**Forensic Studies Internship**

This internship offers the student an opportunity to work in the field of forensics in their Junior or Senior year.

*Prerequisites: A minimum CGPA of 2.0 and approval of the department chair*

*This course is graded pass/fail*

**FNS 499 (6 credits)**

**Forensic Studies Internship**

This internship offers the student an opportunity to work in the field of forensics in their Junior or Senior year.

*Prerequisites: A minimum CGPA of 2.0 and approval of the department chair*

*This course is graded pass/fail*

## **FRENCH**

**FRN 113: French Language and Culture I (3 credits)**

The first course in the four-course French language and culture sequence concentrates on learning basic French through constant speaking, reading, writing, and small group communicative activities in the target language. Students read examples of children's literature in order to encounter French as it is taught to young native speakers. The course also incorporates French culture with study devoted to the social life, art, literature, and film of the French people.

**FRN 114: French Language and Culture II (3 credits)**

The second course in the four-course French language and culture sequence continues the study of basic French with writing, reading, and conversational activities, as well as further opportunities to study francophone cultures and lifestyles. Students will read one or two examples of more advanced children's literature from France in order to practice reading and discussion skills.

*Prerequisite: FRN 113 or appropriate placement test score*

**FRN 213: French Language and Culture III (3 credits)**

The third course in the four-course French language and culture sequence advances students' knowledge and proficiency of French at the intermediate level with an emphasis on communicative activities that stress speaking, reading, and writing in the target language. Students are also introduced to selected works of French literature and to major elements of French culture.

*Prerequisite: FRN 114 or appropriate placement test score*

**FRN 214: French Language and Culture IV (3 credits)**

This final course in the four-course French language and culture sequence concludes the study of intermediate French with emphasis on strengthening communicative student proficiencies in speaking, reading, and writing in the target language. In addition to textbook work, students are further exposed to classic works of French literature and film and to French culture.

*Prerequisite: FRN 213 or appropriate placement test score*

## FORENSIC SCIENCE

### **FSC 105: Criminalistics (3 credits)**

This course introduces the theoretical underpinnings of criminalistics, including the techniques for discovery, collection, preservation, and analysis of physical evidence.

### **FSC105L: Criminalistics Lab (1 credits)**

This course will entail a practical examination of topics and laboratory testing procedures introduced in FSC105 such as fibers, blood spatter patterns, footwear and tire impressions, narcotics, blood, semen, soil, fingerprints, documents, firearms, and other topics.

*Corequisite: FSC 105*

### **FSC 420: Forensic Chemistry (3 credits)**

This course will provide the theoretical and practical foundation for the uses of separation, chromatographic, electrophoretic, molecular, and spectrophotometric techniques used in forensic analyses.

*Prerequisite: A grade of C or better in CHE 300 lecture*

### **FSC 420L: Forensic Chemistry Lab (1 credit)**

Laboratory work will include gas chromatography, liquid chromatography, protein electrophoresis, atomic spectroscopy, and molecular spectroscopy.

*Corequisite: FSC 420*

### **FSC 435: Forensic Anthropology (3 credits)**

This course will present the methodological basis of the osteological techniques behind the analysis and identification of human skeletal remains from criminal and legal contexts. Topics will include skeletal anatomy of humans and other vertebrates, taphonomic analysis, search and recovery techniques, mass disaster victim identification, trauma interpretation, and bone DNA analysis.

### **FSC 435L: Forensic Anthropology Lab (1 credit)**

Laboratory topics include hands-on exercises designed to teach the basic and advanced techniques of skeletal analysis and facial reconstruction.

*Corequisite: FSC 435*

### **FSC 440: Crime Scene Investigation (3 credits)**

This course focuses on the application of the scientific method to the analysis of crime scenes and their reconstruction. Scenes involving a variety of violent crimes, including homicides, sexual assaults, and non-fatal stabbings and beatings will be discussed in detail. The goals of crime scene reconstruction will be presented along with scientific and ethical matters associated with reconstruction. Types of evidence used to reconstruct crime scenes will be explained.

*Prerequisites: FSC 105 and Junior status*

### **FSC 498: Research Project in Forensic Science (3 credits)**

The Research Project is a 2-year Capstone research investigation conducted under the supervision of the department Research Coordinator and topic advisor if applicable. Students choose their project topic and are required to provide a project proposal, literary review, prospectus and final scholarly report.

*Prerequisite: Junior Status and Approvals of Research Coordinator and Department Chair*

### **FSC 499: Forensic Science Internship (3 credits)**

The forensic science internship provides real-world experience that is for forensic science majors. The field placement experience is supervised by both designated agency personnel and college faculty and is administered in federal, state, local or private forensic or other analytical laboratories. Students must complete a project in connection with the internship placement which is evaluated by the supervising instructor.

*Prerequisites: A minimum cgpa of 2.0, senior status, and approval of department chair*

### **FSC 500: Forensic Biology (3 credits)**

This is an introductory course on the basics of forensic DNA analysis. The subject is developed so as to provide the student with an enhanced understanding of DNA evidence, its collection, preservation, and processing. The key legal questions raised by the increasing power of DNA analysis will be discussed.

*Prerequisites: A grade of C or better in BIO 210 lecture and BIO 320 lecture and/or permission from the instructor.*

### **FSC 500L: Forensic Biology Lab (1 credit)**

The principles and techniques of current methods of forensic DNA analysis will be taught and discussed.

*Corequisite: FSC 500*

## **FOOD SCIENCE**

### **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.

## **GEOGRAPHY**

### **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.

## **GOVERNMENT**

### **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.

### **GOV 330: United Nations Policies and Practices (3 credits)**

This issue-oriented and discussion-based introduction to the United Nations overviews the history and structure of the U.N. and teaches students about the functioning of its various committees through study of current issues that are being addressed by U.N. member states. Topics include the concept of "collective security," Eleanor Roosevelt and the Universal

Declaration of Human Rights, an introduction to the Middle East conflict, and the impact of the Cold War on the U.N. Case studies will include the U.N.'s response to the AIDS epidemic, genocide (Rwanda and Durrfur), nuclear weapons proliferation (Iran and North Korea), women's rights issues, and global climate change. Students will research these and other issues confronting the United Nations and participate in group presentations and debates. All students in the course represent Bay Path University at the four-day Harvard National Model United Nations Conference held each year in Boston. The latter half of the course is devoted to researching the nation assigned to Bay Path University and preparing for the conference in Boston.

**GOV 331: Global Politics and Leadership (3 credits)**

Students in this course learn about global leadership models, skills, and practices by assuming leadership roles in the Bay Path University chapter of the Harvard National Model United Nations such as ambassador, cultural attaché, or special U.N. consultant in a specific area. All students in the course represent Bay Path University at the four-day Harvard National Model United Nations Conference held each year in Boston.

## **HEALTHCARE MANAGEMENT**

**HCM 502: Managing Healthcare Delivery Systems (3 credits)**

This course discusses the complex organizational dynamics and structures that dictate the interactions among the major components of the US. Healthcare System. The course will also investigate best practices and information related to providing excellence in service.

**HCM 503: Strategic Planning in Healthcare (3 credits)**

This course provides information on the importance and process of strategic planning in response to the rapid transformation in healthcare delivery. Students will examine and formulate strategies to assist in analyzing their organizational factors critical to strategic planning in order to achieve the organization's mission.

## **HEALTH AND HUMAN STUDIES**

**HHS 100: Introduction to Human and Health Services (3 credits)**

This course introduces students to the profession of health and human services, including Occupational Therapy. A broad-based view of the purpose, preparation, and theoretical orientation of these professions is provided, including roles, responsibilities and professional organizations. Issues relating to access to health care, vulnerable populations, and ethical issues are examined. A "round-robin" approach of site visits and guest speakers to explore the many types and career settings of human service professions is a hallmark of this course.

**HHS 102: BLS/First Aid Certification (1 credit)**

The Basic Life Support (BLS) and first aid course adheres to the American Heart Association (AHA) guidelines and is designed to prepare students to provide first aid, CPR, and use of the Automatic External Defibrillator (AED) in a safe and effective manner. The course is designed for healthcare professionals, those preparing to enter the healthcare workforce, or other personnel who need to know how to perform CPR, basic cardiovascular life support skills, and the application of first aid techniques that might be needed in specific emergencies. Upon successful completion of the course and meeting the AHA standard requirements, students will receive an AHA course completion certification card that is valid for two (2) years.

**HHS 304: Communicating in the Helping Professions (3 Credits)**

This course builds a bridge from students' general education to the work they do in the "helping professions," which are in the fields of education and occupational therapy. With the aim of

preparing students for both professional life and graduate work, this writing-intensive course introduces disciplinary strategies for investigating provocative issues and for 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; in using appropriate software support in presentations; and in mastering information literacy in fields of human service that students intend to enter as graduates. The course emphasizes fundamental principles of communication with time-on-task and real-world, discipline-specific models for communication tasks.

*Prerequisites: ENG 114, ENG 124, and ENG 134*

**HHS 401: Play & Leisure in Human Health and Wellness (3 credits)**

Occupational therapy consumers find meaning in many activities of daily living, including play and leisure. Throughout this course, students will explore the roles play and leisure have in cognitive, physical, and social development in childhood, and health and wellness in adulthood. Students will learn play and leisure concepts, understand methods to use play and leisure activities for rehabilitation, and develop client-centered play and leisure activities to meet client goals.

*Prerequisite: Junior status*

**HHS 410: Social Policy in Health & Human Services (3 credits)**

This course focuses on current and historical factors influencing the development of social and health care policies to promote overall awareness of the health care delivery system and processes, as well as selected health issues important to us as individual consumers and health care professionals. There will be special emphasis on the influence of political, economic, social, and cultural factors in the development of health and social policy. Themes that run throughout the course include the importance of understanding the interrelationships between politics, culture, socioeconomic status, health status and health care delivery; cross-cultural comparisons; issues of quality, access, and cost; ethical dilemmas; legal concerns; and the need for health professionals to serve as activists within the wider social system. Discussions are particularly encouraged which relate to current health events and news, and have direct or indirect association with the need to develop social and health policies for our nation during the early 21<sup>st</sup> Century.

*Prerequisite: Junior status*

**HHS 415: Research Skills in Health/Human Services (3 credits)**

Effective health and human services professionals use evidence from research to plan effective programs. This class introduces the theory of evidence-based practice and basic research principles. Students write a research proposal supported by an extensive literature review on a topic related to health and human studies.

*Prerequisite: HHS 304 and Junior status*

**HHS 420: Integrative Health Seminar (3 credits)**

This seminar is designed to inspire and inform students about integrative health: exploring a variety of health and healing modalities to achieve health and wellness. The history, philosophy, and major concepts of complementary and alternative medicine are examined, as well as research and applications. Diverse practices such as mindfulness and Naturopathic, Ayurvedic, and Chinese medicines are included.

*Prerequisites: HHS 100 and Junior status*

**HHS 425: Foundations of Healthcare Management (3 credits)**

This course provides an introduction to the complexities involved in health care organizations and the delivery of patient care. Students will be given the opportunity to investigate how health

care institutions are organized and governed; the role of the healthcare manager, and all the clinical and support staff involved. Specific attention will be given to the management processes that create efficient and effective systems. Health care management issues will be analyzed from multiple perspectives as they relate to current trending; consumer needs: evidence based practice; and local, state and federal laws and regulation.

*Prerequisites: HHS 100 and Junior status*

**HHS 498: Health & Human Studies Internship (3 credits)**

**HHS 499: Health & Human Studies Internship (6 credits)**

## **HISTORY**

**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 215: America in the 1960s and 1970s (3 credits)**

This course examines two decades of immense political, social and cultural transformation in America. Growing out of the conservative and traditional 1950s, the 1960s ushered in a decade of radical changes which were suffused throughout American society during the 1970s. Often these two decades are described as two distinct periods, with the 1960s regarded as an era of idealism and change and the 1970s as an exhausted era when Americans retreated from the dreams of the previous decade into their own private lives in what became known as “the Me Decade.” Although this view has *some* truth to it, this course will challenge this dichotomy and emphasize the continuities between the two decades.

**HIS 220: The Vietnam War (3 credits)**

The Vietnam War – or the “American War,” as it is known in Vietnam – is a watershed event in the history of the United States and Indochina. The Vietnam War was one of the longest and most controversial wars in U.S. history. This course will examine the Vietnamese roots of the conflict and seek to explain America’s deepening involvement in that far-away land. We will explore the experiences of those who fought the war; the antiwar movement; the history of Vietnam veterans; the war’s depiction in popular culture (especially film), and the profound legacy of a war that was the defining event for a generation. The class will include guest speakers and video presentations.

**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 260: The Holocaust (3 credits)**

The Holocaust will focus upon the Perpetrators, Beneficiaries, Bystanders and the Victims of the Nazi genocidal effort against Europe's Jewish population and others that Hitler regarded as a threat to his Bocratic Vision. The unique role of Adolf Hitler and the assorted professors and professionals who made such mass murder possible will be explored in detail. In addition, the increasing understanding of the tremendous support Hitler enjoyed with women in particular, and the German population in general, will be thoroughly examined and considered. Special attention will be devoted to the reaction of the United States, Great Britain, and other European countries to the growing evidence of the widespread nature of Hitler's Final Solution to the Jewish Question as World War II raged on. Students will be asked to evaluate whether or not they believe the Holocaust is a unique event as they compare this tragic event to other genocidal events and mentalities. Lastly, students will be made aware of the great efforts of Raphael Lemkin and Daniel Jonah Goldhagen in confronting the plague of genocide since the Holocaust ended.

**HIS 270: Special Topics in History (3 credits)**

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

*Prerequisite: To be determined based on course offering*

**HIS 273: One America (3 credits)**

The One America course explores a different region of the United States each year during the fall semester. Students learn about the history, culture, environment and people of the region and then participate in a one-week January trip to the region to learn about the region first hand. The course and trip go together and cannot be taken separately. Only students attending the trip may enroll in the course.

**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 their 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 from 1865 to Present (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 status*

## HONORS

**HON 101: Darwin Across the Disciplines (1 credit)**

This one-credit honors course examines Charles Darwin's theory of evolution from the vantage point of four different academic disciplines. The objective is for students to gain a holistic understanding of this topic and how a scientific theory has impacted history, economics and psychology. After establishing a basic working knowledge of the theory of natural selection, students are encouraged to consider evolution from multiple perspectives and develop their own informed points of view on this important scientific theory.

**HON 102: Drugs, Culture and Society (1 credit)**

This one-credit honors course will undertake a multi-disciplinary examination of the impact drugs legal and illegal have on culture and society in the modern world. Drugs, including alcohol, have bestowed great benefits upon humanity and simultaneously have caused some of society's greatest ills. Drugs can provide lifesaving cures and cause fatal addictions. This course seeks to examine the promise and peril of drugs from a multi-disciplinary perspective and help students formulate their own views on the topic.

**HON 201: Ethics in Conflict (1 credit)**

This one-credit honors course explores the sources of ethical values like religion and philosophy and seeks to define some of the principles that guide different ethical systems. Taking a multi-disciplinary approach, the class will consider the questions of what role ethics should play in society and the life of the individual. Students will also examine contemporary issues from an ethical perspective and consider how to negotiate the competing claims of different ethical frameworks.

**HON 202: Violence and Non-Violence in North America (1 credit)**

There is rather indisputable evidence that levels of social violence are higher in the U.S. than in Canada. Yet there seems to be little consensus upon why this is so. The goal of the course will be to give students analytical tools which will enable them to come to their own informed conclusions about some of the root causes of this North American paradox.

**HON 401: Honors Thesis (3 credits)**

This course is designed for students in the Honors Program undertaking a thesis during their final two years. The student will work under the guidance of a faculty thesis director and should begin formulating the thesis in the beginning of the junior year. The student should complete a thesis prospectus formally outlining the thesis by the beginning of the second semester of their junior year, and have the prospectus approved by the faculty thesis director and chair of their department. The student will then work with the faculty director in reviewing relevant literature and carrying out research related to the thesis. During the Senior year, the student should be well under way with writing their thesis. Some students, however, may choose to do a non-written thesis project such as a video documentary or other project related to their field. In the final semester of the Senior year, the student should register in the three credit Honors Thesis Course and complete the thesis. Upon completion, the student should arrange for a presentation to the campus community. Criteria will vary by department, but a written thesis should be in the range of 25-40 pages. The thesis will be evaluated by the faculty advisor and should include original research and work. It is expected that the thesis will represent highest standards of academic excellence.

## **HUMAN SERVICES AND REHABILITATION**

**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*

## HEALTH SERVICES ADMINISTRATION

### **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 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 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 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*

## HUMANITIES

### **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.

*Offered both semesters*

### **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: History and Technique (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 125: History and Appreciation of Interior Design (3 credits)**

Students participate in a lively in-depth comparison of historical and contemporary styles as they pertain to the organization of today's interiors and lifestyles. This course provides a context for the social, architectural, cultural, fashion and interior design influences from around the world and particular emphasis on the styles of the Western world from the Classical Age through into the 21st Century. Illustrated lectures, discussions and design exercises enrich the classroom experience.

**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: ENG 124*

**HUM 220: Puerto Rican Migration: CT River Valley Region (3 credits)**

This course explores the Puerto Rican Migration to the communities of the Connecticut River Valley. The class has been designed to be flexible in structure to introduce multimedia resources including review of literature, films, poetry, dance, cooking, site visits and interactions with community members to provide a historical and cultural framework. Students will develop leadership skills through presentations, and their engagement in a service learning project at a local community based organization.

**HUM 266: Women in Islam (3 credits)**

The topic of women in Islam is one of the most debated and discussed issues in current events. It is also one of the most deeply misunderstood issues about Islam and the Middle East in general. In order to understand the contemporary role of women in Islam and the Islamic world, one must first understand the historical role of women in that region. This course will cover the history of women in the pre-Islamic era (in general and more specifically in the Middle East), the rise of Islam and the change this brought concerning a woman's role in Middle Eastern and

Islamic society, and the rights of women according to Islamic law. We will also address the current stigmatization and prevalent misconceptions of Muslim women in the western world. Finally, we will complete the course by evaluating contributions of important Muslim women throughout history.

## INTERDEPARTMENTAL

### **IDS 200: Health and Nutrition for Children (3 credits)**

This course focuses on health, safety, and nutritional factors for promoting optimal growth and development of children. Common childhood illnesses, chronic health conditions, health control and assessment tools and measures, emergency first aid, personal hygiene, and nutrition education will be stressed. *Available online.*

## INTERIOR DESIGN

### **IND 101: Introduction to Interior Design (3 credits)**

Students learn about the materials, products, and furnishing lines used in interior spaces and will apply the principles of design, color, and space planning to selected projects. Case studies will stress accommodating functional and psychological needs. Selection, construction, coordinating, estimating, choosing services, and pricing will be stressed. Local and regional field trips are included.

### **IND 121: Drafting and Technical Drawing (3 credits)**

Students will become familiar with the techniques and concepts of planning and drafting interior spaces. Floor plans, elevations, isometric, axonometric, graphic standards, reflected ceiling plans, and one and two-point perspective drawings will be executed.

### **IND 122: Introduction to Computer-Aided Drafting and Design (3 credits)**

This introduction to the study of computer-aided drafting and design provides students with an opportunity to design plans, sections, and elevations for residential and commercial applications using the computer. Three-dimensional applications will include modeling, advanced perspectives, and rendering.

*Corequisite: IND 101*

*Prerequisite: IND 121*

### **IND 221: Interior Design Studio: Residential (3 credits)**

This in-depth course in residential design provides a room-by-room, problem-solving approach to correct and creative design. Styles and interior treatments will be emphasized within the context of supervised projects and design experiments. Programming, codes, and barrier-free considerations will be stressed while preparing proposals for actual residential clients. Portfolio development, project management, and oral presentation skills will be highlighted. Field trips will be included.

*Corequisite: IND 121*

### **IND 250: Technical Design and Building Systems(3 credits)**

This is an introduction to structural systems and construction techniques involved in both traditional and contemporary building types. Students will become familiar with a variety of building systems that must be coordinated to produce a successful project. The course will focus on materials used in construction, the impact of building codes and standards which govern the design process, and appropriate planning considerations.

*Prerequisite: IND 121*

**IND 270: Special Topics in Interior Design (3 credits)**

These courses offer seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

*Prerequisite: To be determined based on course offering*

**IND 280: Sustainable Design for Interior Environments (3 credits)**

In today's world, the terms eco-friendly, environmentally correct, LEED designed energy efficient and sustainable are increasingly popular. Each is uniquely used to describe innovative ways of building and designing for both residential and commercial spaces while being conscious of materials and systems impact upon the world around us. Sustainability and Green Building serve as the basis of this course. Case studies and topics dealing with creating sustainable strategies for integrated designs will be highlighted.

*Prerequisite: IND 101*

**IND 322: Interior Design Studio: Commercial (3 credits)**

Research and the use of case studies highlight this course. Topics include: programming and problem solving, coordination of materials and furnishings, ergonomics, and systems design for corporate, restaurant, retail, and other public spaces. Barrier-free specifications and codes will be considered; portfolio presentations and field trips will be included.

*Corequisite: IND 250*

## INTERDISCIPLINARY

**INT 101: Rape Aggression Defense (1 credit)**

The Rape Aggression Defense System is a program of realistic, self-defense tactics and techniques. The R.A.D. System is a comprehensive course for women only that begins with awareness, prevention, risk reduction, and avoidance, while progressing on to the basics of hands-on defense training. The Rape Aggression Defense System is dedicated to teaching women defensive concepts and techniques against various types of assault, by utilizing easy, effective and proven self-defense tactics. Our system of realistic defense will provide a woman with the knowledge to make an educated decision about resistance.

**INT 102: Advanced Rape Aggression Defense (1 credit)**

Advanced RAD is designed to serve as an extension of the basic RAD program and taught in component block supplements to BSD training. The techniques supplement the basic class and add to the options for the student. The original techniques are reviewed and used to systematically build on additional defense options. The class is physical training and requires the student to be in good physical condition. It is held in the Mini Gym.

*Prerequisite: INT 101*

**INT 250: Research Methods in the Social Sciences (3 credits)**

Students will develop an understanding of the basic principles of research in the social sciences (including the fields of criminal justice and psychology), appreciate the importance of scientific research and evaluate research of others. Research ethics, methodologies, data analysis, sampling, and design will be studied. Students are required to create a scholarly research proposal paper.

## JUSTICE STUDIES

**JUS 103: Perspectives on Justice (3 credits)**

This course will discuss social issues that impact the concept of Justice. How does Justice impact such important issues as health, race, ethnicity, work, economic equity, equality, war, terrorism,

and the environment? Students will be challenged to look at modern problems and issues and be aware of their impact on society.

**JUS 310: Justice and Conflict Resolution (3 credits)**

This course is an introduction to analyzing conflicts to arrive at peace and justice. It examines conflicts from a variety of social justice perspectives. The course focuses on the ways that understanding people and organizations impact conflict and how organizations shape methods that may encourage or discourage conflict or peace. Such important issues as the economy, politics, the legal system, educational system, and the family may all be considered as points of conflict and resolution. The course also examines race, class, sex, and gender dynamics of justice within these institutions and how they encourage or discourage peace. The instructor will focus on contemporary concerns as noted by the instructor and students at the beginning of the term.

*Prerequisites: GOV 100 and JUS 103*

**JUS 330: Emergency Management and Preparedness (3 credits)**

Emergencies impact our lives and the news we watch every day. This course is an introduction to the strides made by federal, state, and local governments to educate the public about natural disasters. It provides a scope of preparedness to prevent the inherent discontinuity of citizens' lives caused by major disasters. The course presents theories, principles, and approaches to emergency management. The philosophy of Comprehensive Emergency Management will be discussed with four attendant steps, which include mitigation, preparedness, response and recovery. The role, duties, and importance of the Emergency Manager will also be discussed.

*Prerequisites: CRJ 120 and JUS 103*

**JUS 415: Justice Advocacy and Leadership (3 credits)**

The Advocacy Leadership course is designed to produce future leaders and advocates in Justice with the skills to become forces of social and organizational change. Students will engage in discussions that promote how to get to know and understand their community as well as how to create organizational engagement and develop a mission in communities, justice organizations, business and political power structures as well as community organizing, and advocacy skills. This course will help develop a set of advocacy skills that can be applied to their future practice and/or community involvement including how to challenge people to create change, understanding mission as well as synergistic collaboration between community and the student's organization. The student will learn to create an environment to develop creative change in organizations and society.

*Prerequisites: GOV 100 and JUS 103*

**JUS 436: International Justice (3 credits)**

This one-month seminar in January or May offers students the opportunity to go to a different country every other year to study abroad and prepare a report on Justice as perceived by an outsider looking into the country, any agency within the country or a private enterprise impacting the people. Students will prepare a report on Justice as perceived by an outside observer as a substitute for their capstone project. Each experience and country will be chosen by the faculty.

*Prerequisites: Junior status*

**JUS 438: America and Justice (3 credits)**

This one-month seminar in January or May offers students the opportunity to go to a different location in the United States to learn about and visit different population every other year to study about justice and a variety of communities within the United States. Students will prepare a report on Justice as perceived by an outside observer as a substitute for their capstone project. Population and area will be chosen by the faculty.

*Prerequisites: Junior status*

**JUS 440: Justice Studies Capstone (3 credits)**

Each student in every concentration of Justice Studies will develop a project, paper, presentation or creative combination of media and other resources to exemplify and articulate their learning in their field. Students will use scholarly research, social realization during four years of exploration, new learning acquired and areas of future interest culminating in the student's graduation. The student will discuss past learning and new areas to explore in their future.

**JUS 498: Justice Studies Internship (3 credits)**

**JUS 499: Justice Studies Internship (6 credits)**

## **LIBERAL ARTS**

**LAR 400: Liberal Studies Capstone (3 credits)**

Is creativity the rarefied trait of the few, or an attainable skill of the many? In this course, students will explore the theories behind creativity and its manifestations. Along the way, they will consider icons of creative thinking, explore their own creativity, and attempt to reach a consensus on the role of creativity in their lives.

*Prerequisite: Senior status*

**LAR 498: Liberal Studies Internship (3 credits)**

*Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of department chair*

**LAR 499: Liberal Studies Internship (6 credits)**

*Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of department chair*

## **LAW**

**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: LAW 103*

**LAW 232: Principles of Litigation (3 credits)**

This course introduces students to the principles and process 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: LAW 103*

**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.

*Prerequisite: LAW 103*

**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: LAW 240 or permission of Department Chair*

**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: LAW 232 and LAW 240*

**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: LAW 220*

**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: LAW 103, Sophomore status or permission of the Department Chair*

**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: LAW 103, Sophomore status or permission of the Department Chair*

**LAW 250: Wills, Estates, and 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: LAW 103*

**LAW 255: Contract Law (3 credits)**

Contract law is critical in all legal and business transactions. The existence and validity of a contract is determined by specific rules. Students will learn about formation through offer and acceptance, contract enforceability, the necessity of consideration, and breach of contract and will draft contract provisions as a paralegal might in a law office.

*Prerequisite: Sophomore status*

**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: LAW 103*

**LAW 270: Special Topics in Law (3 credits)**

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

*Prerequisite: To be determined based on course offering*

**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 events. 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: ENG 134, LAW 103, and Sophomore status*

**LAW 299: Paralegal Internship (3 credits)**

The student chooses a law office or other legal setting that offers varied exposure to all aspects of paralegal work to gain practical experience within a realistic setting. The internship has been designed for those students who will be entering the legal assistant profession after completing the associate degree program.

*Prerequisites: A minimum CGPA of 2.0, Sophomore status, and approval of the department chair*

*Open only to legal studies or forensic studies majors*

*Required for associate degree paralegal majors*

*This course is graded Pass/Fail.*

**LAW 311: Family Law (3 credits)**

This course introduces students to aspects of laws affecting traditional and nontraditional families, including such issues as marriage, divorce, custody, support, alimony, adoption, and property rights.

*Prerequisites: LAW 232 and LAW 240*

**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: LAW 103 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: LAW 103 and LAW 220 or permission of the Department Chair*

**LAW 315: Juvenile Law (3 credits)**

This course provides an overview of the juvenile justice system as it applies to juveniles from infancy to majority. Emphasis is on the law as it applies to children who have been abused or neglected, who are in need of supervision, or who have been charged with delinquent acts. Consideration is also given to issues surrounding placement, treatment, foster care, and termination of parental rights.

*Prerequisites: LAW 232 and LAW 240*

**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: LAW 232 and three legal specialty electives*

**LAW 332: Alternative Dispute Resolution (3 credits)**

This course is designed to introduce students to various methods of settling disputes with primary focus on negotiation and mediation. The course will address the history and theory behind ADR, the application to various substantive areas, and ethical considerations. Relying heavily on simulations, students will negotiate and mediate disputes.

*Prerequisites: LAW 232 and three legal specialty electives*

**LAW 365: Elder Law (3 credits)**

In this course, students will analyze the legal and policy issues affecting older Americans. Topics include estate planning, taxes, Medicare, Medicaid, insurance, financial planning, nursing homes, and ethical considerations.

*Prerequisite: LAW 250 or permission of the Department Chair*

**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: LAW 103, LAW248, and Junior status or permission of the Department Chair*

*Offered every semester*

**LAW 375: Intellectual Property Law (3 credits)**

This course will serve to acquaint students with the basics of intellectual property (IP) law. Students will be introduced to the five main areas of intellectual property: patents, trademarks, copyrights, trade secrets, and cyber law. At the conclusion of this course, students will fully understand how IP rights are acquired, protected, registered (if necessary), transferred, and infringed. Moreover, students will be introduced to the Intellectual Property and Communications Omnibus Reform Act of 1999, emerging intellectual property topics, and international developments in intellectual property.

*Prerequisites: LAW 232, LAW 240, and Junior status*

**LAW 380: Interviewing and Investigation (3 credits)**

In this course, students learn the basic skills required in interviewing and investigation. Issues covered include establishing rapport with the client, questioning techniques (including dealing with the reluctant witness), finding/preserving information, and ethics. Through mock exercises, students will interview and investigate in various legal settings.

*Prerequisites: LAW 232 and LAW 240*

**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 Advance Legal Research and Writing, LAW 415, 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. LAW 405 must be taken concurrently with LAW 415.

*Prerequisites: LAW 232, three legal specialty electives, and Senior status or permission of the department chair*

*Open only to legal studies or forensic studies majors or permission of the department chair*

**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, Law 405, 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. LAW 405 must be taken concurrently with LAW 415.

*Prerequisites: LAW 240, three legal specialty electives, and senior status or permission of the department chair*

*Open only to legal studies or forensic studies majors or permission of the department chair*

**LAW 435: Forensics and Law (3 credits)**

This course is an advanced seminar in which students will explore in-depth the application of a variety of frequently applied fields of forensics to legal cases and problems. Students will examine the processes by which forensic evidence is collected, examined, prepared for presentation, and admitted in legal settings. Topics for discussion include the introduction of specific types of forensic evidence in criminal and civil cases, and objections and challenges to the admissibility of such evidence.

*Prerequisites: FSC 100 or equivalent as determined by Department Chair, LAW371, and senior standing or permission of Department Chair*

*Open only to legal studies or forensic studies majors or permission of the department chair*

**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: LAW 232, LAW 240, and three legal specialty electives*

*Open only to legal studies or forensic studies majors or permission of the department chair*

**LAW 498: Legal Studies Internship (3 credits)**

This extensive internship places students in a law office or law-related setting in corporations, courts, banks, government agencies, etc., to further enhance their paralegal training in a work environment under the supervision of professionals and University faculty.

*Prerequisites: LAW 330, a minimum CGPA of 2.0, senior status, and approval of department chair*

*Open only to legal studies or forensic studies majors or permission of the department chair*

*This course is graded Pass/Fail*

**LAW 499: Legal Studies Internship (6 credits)**

This extensive internship places students in a law office or law-related setting in corporations, courts, banks, government agencies, etc., to further enhance their paralegal training in a work environment under the supervision of professionals and University faculty.

*Prerequisites: LAW 330, a minimum cgpa of 2.0, Senior status, and approval of department chair*

*Open only to legal studies or forensic studies majors or permission of the department chair*

*This course is graded Pass/Fail*

## MATHEMATICS

**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.

*Prerequisite: Appropriate placement test score*

**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: MAT 104 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 130: Pre-Calculus (3 credits)**

This course is an overview of algebra, trigonometry and analytic geometry. It is designed to provide students with a comprehensive and mathematically sound treatment of topics needed for calculus. The topics include, functions and graphs; polynomial, rational, exponential, logarithmic, and trigonometric functions; matrices; vectors; and three-dimensional coordinate geometry.

*Prerequisite: MAT 112 or appropriate placement test score*

**MAT 134: Notable Women in STEM (3 credits)**

This is women-focused, empowering students to take ownership of their lives and learning by engaging them in transformative, purposeful leadership opportunities. The course will look at women role models in Science, Technology, Engineering, and Mathematics (STEM).

**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: MAT 104 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: MAT 161*

**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: MAT 104 or appropriate placement test score*

**MAT 221: Calculus I (3 credits)**

This course is part of a two-semester sequence (221-222), covering materials on limits, continuity, derivative of a function, techniques of differentiation, and applications of derivatives. It prepares students for further study of MAT 222, Calculus 2. This is an applied calculus course with less emphasis on theoretical rigor. Instead, the emphasis is on basic concepts, methods, and applications.

*Prerequisite: MAT 130 or appropriate test score*

**MAT 222: Calculus II (3 credits)**

This course is part of a two-semester sequence (221-222), covering materials on techniques of integration, differential equations, and their applications. This is an applied calculus course with less emphasis on theoretical rigor. Instead, the emphasis is on basic concepts, methods, and applications.

*Prerequisite: MAT 221 or the equivalent*

**MAT 250: Calculus III (3 credits)**

This course offers more techniques of calculus in two and three dimensions. Topics include partial differentiation, multiple integration, sequences and series, three-dimensional vector calculus, line and surface integrals, and their applications.

*Prerequisites: MAT 221 and MAT 222 or the equivalent*

**MAT 270: Special Topics in Mathematics (3 credits)**

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles.

*Prerequisite: To be determined based on course offering*

**MAT 350: Linear Algebra (3 credits)**

This course offers basic concepts of linear algebra. Topics include matrices, determinants and eigenvalues, linear systems, vector spaces, linear transformations, and their applications.

*Prerequisite: MAT 112 or appropriate placement test score*

**MAT 450: Methods of Applied Statistics (3 credits)**

This is an applied statistics course for students to understand and use statistical methods in research and applications. Topics include estimation and hypothesis testing, analysis of variance, simple and multiple linear regression, correlation, model building, analysis of categorical data, and nonparametric statistics. The course has a large data-analytic component using a statistical computing software package.

*Prerequisite: MAT 120 or the equivalent*

## **BUSINESS ADMINISTRATION**

**MBA 520: Organizational Behavior and Leadership (3 credits)**

The “individual” and employee-management relations are examined so the student can develop an understanding of interpersonal interactions and behavior within entrepreneurial businesses. Both theory and practical perspectives are used. Topics include: motivating and inspiring employees, leadership development, group and team dynamics, human resources systems, decision-making, conflict management, negotiation strategy, intercultural relations, communication in the workplace, innovation and entrepreneurial thinking, and managing change. Learning is reinforced through case studies and experiential exercises.

## **LEADERSHIP AND NEGOTIATION**

**MLN 500: Introduction to the Theory and Practice of Negotiation (3 credits)**

This is the introductory course to the theory and practice of negotiation and will serve as one of the foundational classes for the degree. Students will learn the history, development and evolution, core theories, and varying frameworks in the field. They will also have the opportunity to engage in experiential activities that will provide them with practice developing their skills.

## MUSIC

### **MUS 108: Bay Path Chorale (1 credit)**

Open to the entire Bay Path Community (including graduate students and faculty/staff), the Bay Path Chorale is a non-auditioned choir that rehearses and performs a wide variety of choral music, ranging from traditional repertoire to popular music. The Chorale performs primarily at the annual Winterfest (fall) and Duende (spring) concerts on campus, as well as in the community and at other campus events. Students enrolled in the chorale will not only enter a dynamic and welcoming community of fellow music lovers, but will also be able to develop their vocal skills through rehearsals and gain a lifelong love of music and performance.

### **MUS 131: Voice Lessons I (1 credit)**

Voice lessons provide students with weekly, private 1-hour lessons with a music instructor. Students will learn and perform solo vocal repertoire, as well as build the vocal technique necessary to successfully master the songs they are tasked with learning. In addition to the weekly private lesson, students will have the opportunity to perform at studio classes (held three times throughout the semester at the time listed), as well as perform at the departmental share day and end-of-semester recital. Lesson times will be set during the first week of classes at a mutually agreed upon time between the student and instructor.

### **MUS 141: Piano Lessons I (1 credit)**

Piano lessons provide students with weekly, private 1-hour lessons with a music instructor. Through lessons, students will hone their instrumental technique and develop the musical skills required for successful performance while working on a wide range of repertoire. In addition to the weekly private lesson, students will have the opportunity to perform at studio classes (held three times throughout the semester at the time listed), as well as perform at the departmental share day and end-of-semester recital. Lesson times will be set during the first week of classes at a mutually agreed upon time between the student and instructor.

### **MUS 142: Guitar Lessons I (1 credit)**

Guitar lessons provide students with weekly, private 1-hour classical guitar lessons with a music instructor. Through lessons, students will hone their instrumental technique and develop the musical skills required for successful performance while working on a wide range of repertoire. In addition to the weekly private lesson, students will have the opportunity to perform at studio classes (held three times throughout the semester at the time listed), as well as perform at the departmental share day and end-of-semester recital. Lesson times will be set during the first week of classes at a mutually agreed upon time between the student and instructor.

### **MUS 143: Woodwind Lessons I (1 credit)**

Woodwind lessons provide students with weekly, private 1-hour lessons with a music instructor. Students should enroll in the section of the instrument they wish to study (flute, saxophone, clarinet, etc.). Through lessons, students will hone their instrumental technique and develop the musical skills required for successful performance while working on a wide range of repertoire. In addition to the weekly private lesson, students will have the opportunity to perform at studio classes (held three times throughout the semester at the time listed), as well as perform at the departmental share day and end-of-semester recital. Lesson times will be set during the first week of classes at a mutually agreed upon time between the student and instructor.

### **MUS 144: Brass Lessons I (1 credit)**

Brass lessons provide students with weekly, private 1-hour lessons with a music instructor. Students should enroll in the section of the instrument they wish to study (trumpet, trombone, horn, etc.). Through lessons, students will hone their instrumental technique and develop the

musical skills required for successful performance while working on a wide range of repertoire. In addition to the weekly private lesson, students will have the opportunity to perform at studio classes (held three times throughout the semester at the time listed), as well as perform at the departmental share day and end-of-semester recital. Lesson times will be set during the first week of classes at a mutually agreed upon time between the student and instructor.

**MUS 145: String Lessons I (1 credit)**

String lessons provide students with weekly, private 1-hour lessons with a music instructor. Students should enroll in the section of the instrument they wish to study (violin, viola, cello, etc.). Through lessons, students will hone their instrumental technique and develop the musical skills required for successful performance while working on a wide range of repertoire. In addition to the weekly private lesson, students will have the opportunity to perform at studio classes (held three times throughout the semester at the time listed), as well as perform at the departmental share day and end-of-semester recital. Lesson times will be set during the first week of classes at a mutually agreed upon time between the student and instructor.

**MUS 170: Special Topics in Music (1-3 credits)**

These courses offer topics beyond the scope of existing departmental offerings.

*Prerequisite: To be determined based on course offering*

**MUS 208: Page Singers (1 credit)**

The Page Singers is an auditioned choir that rehearses and performs a wide variety of choral music. The Page Singers is the elite chamber ensemble within the greater Bay Path Chorale and is meant for students with prior/supplementary musical experience. The ensemble performs at both Winterfest (fall) and Duende (spring), as well as in the community and at other campus events. Students accepted into the Page Singers will be challenged musically and intellectually, learning difficult and diverse music that allows them to grow/expand upon their current vocal abilities.

*Prerequisite: MUS 108*

**MUS 230: Geography of American Music (3 credits)**

This course traces developments in music of the United States by region. From the music of the very first Americans to contemporary music, students will explore this rich history through readings, lectures, discussions, writing, and especially through developing music listening skills. From folk music to jazz to classical music and beyond, students will come to understand the significance of various cities such as New Orleans, Boston, New York, Nashville, and St. Louis, as well as broad regions of the USA in the context of musical developments.

**MUS 231: Voice Lessons II (1 credit)**

Voice lessons provide students with weekly, private 1-hour lessons with a music instructor. Students will learn and perform solo vocal repertoire, as well as build the vocal technique necessary to successfully master the songs they are tasked with learning. In addition to the weekly private lesson, students will have the opportunity to perform at studio classes (held three times throughout the semester at the time listed), as well as perform at the departmental share day and end-of-semester recital. Lesson times will be set during the first week of classes at a mutually agreed upon time between the student and instructor.

*Prerequisite: MUS 131*

**MUS 241: Piano Lessons II (1 credit)**

Piano lessons provide students with weekly, private 1-hour lessons with a music instructor. Through lessons, students will hone their instrumental technique and develop the musical skills required for successful performance while working on a wide range of repertoire. In addition to

the weekly private lesson, students will have the opportunity to perform at studio classes (held three times throughout the semester at the time listed), as well as perform at the departmental share day and end-of-semester recital. Lesson times will be set during the first week of classes at a mutually agreed upon time between the student and instructor.

*Prerequisite: MUS 141*

**MUS 242: Guitar Lessons II (1 credit)**

Guitar lessons provide students with weekly, private 1-hour classical guitar lessons with a music instructor. Through lessons, students will hone their instrumental technique and develop the musical skills required for successful performance while working on a wide range of repertoire. In addition to the weekly private lesson, students will have the opportunity to perform at studio classes (held three times throughout the semester at the time listed), as well as perform at the departmental share day and end-of-semester recital. Lesson times will be set during the first week of classes at a mutually agreed upon time between the student and instructor.

*Prerequisite: MUS 142*

**MUS 243: Woodwind Lessons II (1 credit)**

Woodwind lessons provide students with weekly, private 1-hour lessons with a music instructor. Students should enroll in the section of the instrument they wish to study (flute, saxophone, clarinet, etc.). Through lessons, students will hone their instrumental technique and develop the musical skills required for successful performance while working on a wide range of repertoire. In addition to the weekly private lesson, students will have the opportunity to perform at studio classes (held three times throughout the semester at the time listed), as well as perform at the departmental share day and end-of-semester recital. Lesson times will be set during the first week of classes at a mutually agreed upon time between the student and instructor.

*Prerequisite: MUS 143*

**MUS 244: Brass Lessons II (1 credit)**

Brass lessons provide students with weekly, private 1-hour lessons with a music instructor. Students should enroll in the section of the instrument they wish to study (trumpet, trombone, horn, etc.). Through lessons, students will hone their instrumental technique and develop the musical skills required for successful performance while working on a wide range of repertoire. In addition to the weekly private lesson, students will have the opportunity to perform at studio classes (held three times throughout the semester at the time listed), as well as perform at the departmental share day and end-of-semester recital. Lesson times will be set during the first week of classes at a mutually agreed upon time between the student and instructor.

*Prerequisite: MUS 144*

**MUS 245: String Lessons II (1 credit)**

String lessons provide students with weekly, private 1-hour lessons with a music instructor. Students should enroll in the section of the instrument they wish to study (violin, viola, cello, etc.). Through lessons, students will hone their instrumental technique and develop the musical skills required for successful performance while working on a wide range of repertoire. In addition to the weekly private lesson, students will have the opportunity to perform at studio classes (held three times throughout the semester at the time listed), as well as perform at the departmental share day and end-of-semester recital. Lesson times will be set during the first week of classes at a mutually agreed upon time between the student and instructor.

*Prerequisite: MUS 145*

**MUS 300: American Music (3 credits)**

This course gives a panoramic view of American music from the Colonial period and the Bay Psalm Book to present-day experiments in new ways of expression and America's leading role in

music. The course will explore the relationship between "classical" and "popular" musical traditions. Genres to be studied include Anglo-American folk music, Afro-American folk music, music of Native Americans, church music, theatre music, jazz, and popular musical influences and recent works of the classical tradition.

*Prerequisites: HUM 101*

## NEUROSCIENCE

### **NEU 100: Introduction to Neuroscience I (3 credits)**

This course will provide a broad introduction to neuroscience, focusing on examples and approaches from cellular and molecular, cognitive, behavioral and systems neuroscience. Topics will include structure and function of the central and peripheral nervous systems, neuroanatomy, basic neurophysiology, neurochemistry, and sensory processing. The accompanying laboratory is designed to support concepts and material covered in the lecture component. Labs will consist of dissection of sheep brains, recording the activity of nerve cells, engaging in computer simulation and case studies.

### **NEU 100L: Introduction to Neuroscience I Lab (1 credit)**

*Corequisite: NEU 100*

### **NEU 200: Introduction to Neuroscience II (3 credits)**

This course is a continuation of NEU 100 and will build on the foundations in neuroscience covered in the previous course. Topics such as motor systems, neural development, neuroendocrinology, learning, memory, cognition and neurological disorders will be covered. The accompanying laboratory is designed to supplement and support concepts covered in lecture. Labs include reaction time analysis, muscle activity, brain waves (electroencephalograms) and case studies.

*Prerequisites: A grade of C or better in NEU 100*

### **NEU 200L: Introduction to Neuroscience II Lab (1 credit)**

*Corequisite: NEU 200*

### **NEU 250: Research Methods in Neuroscience (3 credits)**

This course will cover the basics associated with designing and implementing research experiments in neuroscience. Additionally, the course will introduce students to a variety of current techniques that neuroscientists use to study the nervous system. Topics include histology and microscopy, behavioral analysis, brain imaging and the use of transgenic organisms.

*Prerequisites: A grade of C or better in NEU 100 and NEU 200*

### **NEU 270: Special Topics in Neuroscience (3 credits)**

Courses or seminars on topics beyond the scope of existing department offerings.

*Prerequisite: To be determined based on course offerings or a grade of C or better in NEU 100 and NEU 200.*

*Students from other majors may be permitted to enter the course at the discretion of the instructor.*

### **NEU 300: Neural Development (3 credits)**

This course will cover the major concepts of developmental neurobiology. Recent advances in the understanding of the molecular and cellular events underlying neural induction, neural tube formation, cell differentiation, proliferation, migration, axon guidance, synapse formation, neurotrophic factors, and neural death will be discussed. The course will also focus on activity-dependent plasticity and its role in generating and maintaining synaptic input within the nervous system. Pathologies arising from failures of these processes will also be examined.

*Prerequisites: A grade of C or better in NEU 100 and NEU 200 or BIO 110 and BIO 112*

**NEU 310: Animal Behavior (3 credits)**

This course will introduce students to the basic principles derived from evolution, ecology, ethology and development and use these principles to explain how and why animals behave as they do in particular situations. The course will also focus on many important survival activities such as foraging, communication, migration, predator-prey interactions, mating, and parental care.

*Prerequisites: A grade of C or better in NEU 100 and 200 or BIO 110 and BIO 112*

**NEU 320: Neuropharmacology (3 credits)**

This course will cover the basic principles underlying neurochemistry. Topics will include neurotransmitter function, synthesis and metabolism as well as signaling. In addition to normal neurochemistry, the course will introduce students to the chemical disturbances that underlie some mental illnesses such as schizophrenia and addiction.

*Prerequisite: A grade of C or better in NEU 100 and NEU 200 or BIO 110 and BIO 112*

**NEU 330: Neuroendocrinology (3 credits)**

This course will cover the basic principles of neuroendocrinology with a focus on how hormones influence behavioral outcome. Animal models will be examined to explore how the endocrine and nervous systems interact to control functions such as reproductive behaviors, aggression, stress, biological rhythms, metabolism and fluid intake. Human neuroendocrine research will be included if available and appropriate.

*Prerequisites: A grade of C or better in NEU 100 and NEU 200 or BIO 110 and BIO 112*

**NEU 340: Cognitive Neuroscience (3 credits)**

This course will introduce students to basic concepts in the history, neuroanatomy and methods of cognitive neuroscience. In addition topics related to sensation and perception, learning and memory, emotion, language, attention and impulsivity will be covered.

*Prerequisites: A grade of C or better in NEU 100 and NEU 200 or BIO 110 and BIO 112*

**NEU 350: Neurobiology of Mental Disorders (3 credits)**

With the dramatic advances in neuroscience and psychiatry, we are able to identify the anatomical, chemical and psychological anomalies underlying many mental and nervous system disorders. These advances may help us find better treatment options as well as potential preventative measures. Using several different reading sources, the present course will cover epidemiology, symptoms, known causes, neurobiology and treatment of nervous system disorders such as autism, depression, bipolar disorder, schizophrenia, anxiety disorders as well as age-related diseases such as Parkinson's and Alzheimer's diseases.

*Prerequisites: NEU100 or PSY101 or BIO110*

**NEU 399: Junior Seminar (3 credits)**

This course is a critical overview of major fields of specialization in neuroscience, with a focus on conducting research. The course will emphasize developing a viable research proposal grounded in historical, philosophical, and empirical foundations related to a student conceived research question. Students will be expected to conduct literature searches, develop a rationale for their research question and write a proposal which should include an introduction, a hypothesis, methods and expected results.

*Prerequisites: A grade of C or better in NEU 250*

**NEU 498: Neuroscience Research (3 credits)**

As part of this course, students will complete a research internship that consists of either an 8-week full-time summer research experience or 300-hours of research over an entire academic year

(at least two semesters). The research experience will involve an independent hypothesis-driven study implemented and completed by the student as their chosen research mentor's laboratory. Students may register for this course either during the research internship (if being conducted during the semester) or after the internship has been completed (if the research was conducted in the prior summer). A student cannot register for this course prior to the completion of the research experience. This course is graded Pass/Fail.

*Prerequisite: A grade of C or better in NEU 399*

**NEU 499: Senior Thesis (3 credits)**

The course is designed to provide the senior student with instruction and practice in the oral, poster, and written presentation of research data. Topics will include preparation of figures, slides, posters, and organization of the presentation. Students are required to provide their own data from independently conducted research. Students must have completed an internship prior to registering for this course.

*Prerequisites: A grade of C or better in NEU 399*

## **NON-PROFIT MANAGEMENT AND PHILANTHROPY**

**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.

**NMP 531: Grant Writing for Corporations and Foundations (3 credits)**

This course will focus on methods of identifying corporate and private foundation funding prospects and applying for grants from these funders. Students will conduct research on foundations and corporations using the Internet and printed materials. They will polish their written communication skills while crafting letters of inquiry, grant proposals, cover letters, and stewardship letters. Students will develop a basic knowledge of the theory, motivations, and methods of corporate and foundation giving programs. Students who register for this class are required to have access to a 501 (c) 3 nonprofit organization (as an employee or volunteer) that they can use as a topic of class discussions and written assignments.

## **OCCUPATIONAL THERAPY**

**OTP 500: Introduction to Occupational Therapy (3 credits)**

Basic concepts important to occupational therapy are addressed. National, state, and local organizations important to the occupational therapist are covered. Foundations for teaching and learning, ethics, and clinical skills are introduced. Students will practice teaching and learning

concepts using media common in occupational therapy. The history of occupational therapy, the Occupational Therapy Practice Framework, and activity analysis are covered. Students participate in analyzing activities across the lifespan for therapeutic value. Medical terminology, observation, interview, health history, and occupational profile are also addressed.

*Prerequisite: Permission of the department*

#### **OTP 500L: Introduction to Occupational Therapy Lab (1 credit)**

#### **OTP 502: Integrated Anatomy (4 credits)**

This course examines musculoskeletal and peripheral nervous system anatomy in the context of human movement and function, through lecture and lab. In the lab, students develop a working knowledge of anatomical structures with the use of computer models, bones, and prosected cadavers. The lecture component expands on students' knowledge of structures by exploring the function of the musculoskeletal system, including movement analysis, joint mobility and function. Anatomy and function of the integumentary and lymphatic systems is also reviewed. Selected pathology related to the musculoskeletal, integumentary system, and lymphatic systems are examined to support students' application of anatomy concepts to clinically relevant knowledge.

*Co-requisites: OTP 500 and permission of the department*

#### **OTP 504: Foundations of Neuroscience (3 credits)**

This course will focus on the application of anatomy and function of the human nervous systems and its role in development, movement, sensation, cognition, perception and behavior to support the understanding of neurorehabilitation practice. Normal function and dysfunction of the peripheral and central nervous systems will be reviewed including the spinal cord, brainstem, cerebrum, visual and vestibular systems. Concepts and knowledge will be linked to selected neurological disorders, clinical problems and case studies.

*Co-requisites or Prerequisites: OTP 500 and permission of the department*

#### **OTP 506: Research I: Utilization of Research for EBP (2 credits)**

Examination of the research process, statistical analysis, and evidence-based practice with applicability to occupational therapy practice. Attention is given to critical research methods, analysis, and ethical aspects of scholarly inquiry. Emphasis on how research contributes to the development of occupational therapy knowledge, improves practice, supports the design of occupational therapy support systems, and enhances the education and professional accountability of occupational therapists.

*Co-requisites: OTP 500 and permission of the department*

#### **OTP 510: Professional Development I: Advocacy, Ethics, and Legislative Issues (3 credits)**

This course addresses professional issues in the delivery of healthcare services. Students will gain an understanding of the roles of occupational therapy practitioners in advocating for consumers and for the profession, as well as the community role of occupational therapy educators. In addition, students gain knowledge and skill in clinical reasoning, the effects of health and disability on individuals, family, and society. Social, economic, political, and demographic influences in healthcare will also be analyzed. Reimbursement in managed care, medical models, community models, health promotion, and wellness models are introduced. Global healthcare and sociocultural competence are addressed with an emphasis on advocacy for clients and the occupational therapy profession.

*Co-requisites: OTP 500 and permission of department*

#### **OTP 511: Professional Development II: Research II Systematic Review (3 credits)**

Occupational Therapy students will learn how to conduct a systematic literature review and develop the skills to develop a research proposal built on a framework of evidence-based practice. This course combines didactic sessions with substantial literature research work to create a research proposal. Students will be taught how to perform each step in a proposal, will be expected to apply to a topic of their choosing, and present their findings to OT faculty and students.

*Prerequisites: OTP 506 and permission of department*

*Co-requisites: OTP 510*

**OTP 513: Professional Development IV: Occupational Therapy Management (3 credits)**

Students learn the management functions of an occupational therapy department or business including planning, organizing, directing, and controlling. The course integrates students' knowledge of interventions with information related to the delivery of occupational therapy services. Topics include managed care, quality assurance, leadership, regulatory agencies, third party reimbursement, models of service delivery, supervision and consultation. Students gain a practical understanding of strategic planning, budgeting, marketing, program evaluation and ethical problem-solving in administration.

*Co-requisites or Prerequisites: OTP 511*

**OTP 514: Neuroscience (3 credits)**

Topics covered include the major structures and functions of the central and peripheral nervous systems. This course will build on previous learnings and focus on the application of the anatomy and functions of the human nervous systems and its role in development, movement, sensation, cognition, perception, and behavior to support the understanding of neuro-rehabilitative practice. Normal function and dysfunction of the peripheral and central nervous systems will be reviewed including the spinal cord, brainstem, cerebrum, auditory, visual, and vestibular systems. Concepts and knowledge will be linked to selected neurological disorders, clinical problems, and case studies. A heavy emphasis on application and assessment within occupational therapy practice will be used throughout this course.

*Prerequisites: OTP 500, OTP 504, and OTP 506*

**OTP515: OT Professional Reasoning & Skills (2 credits)**

This course provides students the opportunity to develop clinical reasoning abilities and documentation skills. Therapeutic use of self will be explored including self-assessment and reflection. Basic clinical skills necessary for entry level practice will be acquired.

*Prerequisites: OTP 500 and OTP 506*

**OTP 521: Level I Fieldwork: Psychosocial Health & Wellness (1 credit)**

Students will enrich their OT coursework through directed observation and interaction with individuals within a variety of community psychosocial settings. Students will have the opportunity to practice professional behaviors, communication, and leadership skills. Students will engage in reflective activities to support further learning and development of OT clinical reasoning. Students are responsible for their own transportation to clinical sites.

*Co-requisite or Prerequisites: OTP 531*

**OTP 522: Level I Fieldwork: Pediatric Occupations (1 credit)**

Students will enrich their coursework through directed observation and interaction with clients in a variety of pediatric settings. Students will have the opportunity to practice professional behaviors, communication, and leadership skills. Students will engage in reflective activities to support further learning and development of OT clinical reasoning. Students are responsible for their own transportation to clinical sites.

*Co-requisite or Prerequisite: OTP 550*

**OTP 523: Level I Fieldwork: Adult Occupations (1 credit)**

Students will enrich their coursework through directed observation and interaction with adult populations in a variety of clinical and community settings. Students will have the opportunity to practice professional behaviors, communication, and leadership skills. Students will engage in reflective activities to support further learning and development of OT clinical reasoning. Students are responsible for their own transportation to clinical sites.

*Co-requisite or Prerequisite: OTP 540*

**OTP 530: Psychological/Social/Cognitive Components of Living I (3 credits)**

Pathology, assessment media, and general treatment approaches in mental health and cognitive settings are addressed. Students learn several assessments from different frames of reference and are introduced to the documentation of evaluations. Safety and suicide precautions are highlighted. Using the Occupational Therapy Practice Framework as the foundation, students learn several treatment modalities.

*Co-requisites or Prerequisites: OTP 500 and permission of department*

**OTP 530L: Psychological/Social/Cognitive Components of Living I Lab (1 credit)****OTP 531: Psychological/Social/Cognitive Components of Living II (3 credits)**

Group and individual treatments in mental health and cognitive settings are covered in detail. Using the Occupational Therapy Practice Framework as the foundation, students learn several treatment modalities, including assertiveness training, social skills, projective arts, relaxation, sensory integrative techniques, and cognitive approaches. Interventions techniques, treatment planning, and documentation are considered in a variety of inpatient, outpatient and community-based settings.

*Prerequisites: OTP 530 and permission of the department*

**OTP 531L: Psychological/Social/Cognitive Components of Living II Lab (1 credit)****OTP 540: Sensorimotor Components of Living I (3 credits)**

The first course in the sensorimotor series focuses on occupational therapy evaluation and treatment of adults with orthopedic, systemic, and traumatic disorders. The etiology, signs, symptoms, medical management of common medical and orthopedic disorders will be reviewed and their impact on occupational performance will be explored. Assessment and treatment approaches will focus on biomechanical and rehabilitation frames of reference. The occupational therapy process will be reviewed and students will begin to develop clinical reasoning skills through assessment and treatment planning assignments.

*Co-requisites or Prerequisites: OTP 500, OTP 502, OTP 504, OTP 506, OTP 514, and permission of department*

**OTP 540L: Sensorimotor Components of Living I Lab (1 credit)****OTP 541: Sensorimotor Components of Living II (3 credits)**

The second course in the sensorimotor series focuses on occupational therapy evaluation and treatment of adults with neurological disorders. The etiology, signs, symptoms, medical management of common neurological disorders will be reviewed and their impact on occupational performance will be explored. Assessment and treatment approaches will focus on neurophysiological frames of reference. Compensatory methods (covered in OTP 540) will be applied to individuals and populations with neurological disorders. Students will build on clinical reasoning skills introduced in OTP 540 through additional assessment and treatment planning assignments.

*Prerequisites: OTP 502, OTP 504, OTP 540, and permission of the department*

**OTP 541L: Sensorimotor Components of Living II Lab (1 credit)****OTP 542: Sensorimotor Components of Living III (3 credits)**

The third course in the sensorimotor series focuses on assessment and treatment of the geriatric population. Theories of aging are introduced and used to adapt occupational therapy interventions learned in OTP 540 and 541 to the unique needs of older adults. Additional issues unique to the geriatric population are addressed, including Medicare, aging in place, falls, driving and community mobility, and end-of-life issues. The etiology, signs, symptoms, and medical management of disorders typically seen in a geriatric population will also be covered. The use of client-centered practice and meaningful occupation will be emphasized.

*Co-requisites or Prerequisites: OTP 531, OTP 541, and permission of the department*

**OTP 542L: Sensorimotor Components of Living III Lab (1 credit)****OTP 543: Therapeutic Modalities (1 credit)**

Appropriate application of physical agent modalities is introduced and reviewed along with the opportunity to practice application of selected modalities. Orthotic fabrication and application is taught via classroom format and lab experience. Safety, precautions and contraindications for specified procedures is emphasized during instruction of physical agent modalities, infection control and wound care, and use of orthoses.

*Prerequisites: OTP 502, OTP 504, and OTP 540*

**OTP 550: Developmental components of Living I (3 credits)**

The content covered in this course, along with the subsequent course, Developmental Components II, addresses the practice of occupational therapy related to infants, children, and youth. The two courses span the developmental sequence from birth through adolescence and address the typical occupations at each stage. In this course, instruction is designed to establish a knowledge base to effectively address typical and atypical development throughout childhood and adolescence. Students will gain an understanding of the roles of OT practitioners when working with families, within medical settings, and in the community (schools, day care centers, neighborhoods, etc.) to address the functional needs of children and families. Creating a foundation for assessment and data collection for the second course, students will learn about basic screening tools and methods that are appropriate for this population. Content also includes methods to identify meaningful activities for children and families and planning intervention to meet these needs.

*Prerequisites: OTP 500, OTP 504, and permission of the department*

**OTP 550L: Developmental components of Living I Lab (1 credit)****OTP 551: Developmental components of Living II (3 credits)**

The content covered in this course, along with the preceding course, Developmental Components I, addresses the practice of occupational therapy related to infants, children, and youth. The two courses span the developmental sequence from birth through adolescence and address the typical occupations at each stage. Instruction builds on a cumulative knowledge base to effectively address typical and atypical development throughout childhood. Building on previous coursework in assessment and data collection, students will learn the outcome measures and assessment methods that are appropriate for children and families. Integration of previous coursework is embedded within the curriculum to develop appropriate occupation based intervention for the pediatric population. Common diagnoses of the children are included in case-based approaches. Emphasis is on the functional needs of the child within the family and community.

*Prerequisites: OTP 550 and permission of the department*

### **OTP 551L: Developmental components of Living II Lab (1 credit)**

### **OTP 560: Occupation and Technology (3 credits)**

Uses of high to low technologies are covered, with a focus on using various technologies to support participation in meaningful activities. Students will become familiar with assistive devices, adaptive equipment, computer hardware/software, and other electronic devices that support participation of people with a range of disabilities. Students will also develop and/or adapt the tools of everyday living to support therapeutic and occupation-based activities for a range of client needs. This course will utilize both lecture and lab formats to enhance critical thinking and creativity with a variety of media in a fun and informative way.

*Prerequisites: OTP 500 and permission of department*

### **OTP 566: OT Practice Settings (3 credits)**

Current and emerging occupational therapy practice settings are explored. Students will be exposed to the different roles and responsibilities OTs may have within the workplace in various settings. Students will develop a clear understanding of occupational therapy across a continuum of care identifying the professions distinct value to various stakeholders.

*Prerequisites: OTP 513, OTP 530, OTP 540, and OTP 550*

### **OTP 570: Advanced Seminar in Occupational Therapy (.5 credit)**

This advanced seminar studies occupational therapy treatment principles and applications in the context of Level II fieldwork. Situation-based personal, professional, and ethical issues will be incorporated into discussion-based problem solving experiences. Study methods for the NBCOT examination are addressed, as well as licensure procedures. Fieldwork supervision models are applied to clinical practice. This class meets online with the academic fieldwork coordinator.

*Co-requisites: OTP 590 and OTP 591 or permission of the department*

### **OTP 571: Advanced Seminar in Occupational Therapy II (.5 credit)**

This advanced seminar studies occupational therapy treatment principles and applications in the context of Level II fieldwork. Situation-based personal, professional, and ethical issues will be incorporated into discussion-based problem-solving experiences. Study methods for the NBCOT examination are addressed, as well as licensure procedures. Fieldwork supervision models are applied to clinical practice. This class meets online while students are enrolled in OTP591.

*Prerequisites: Taken while on Level II Fieldwork.*

### **OTP 590: Level II Fieldwork (8 credits)**

Supervised field experiences provide the student therapist with an opportunity to apply theory and clinical reasoning skills to the evaluation and treatment of people or populations across the lifespan, with a range of disabilities, in a variety of settings. OTP 590 and 591 are designed to provide students with in-depth experiences in delivering occupational therapy services to clients, focusing on meaningful occupation. Students will engage in reflective practice to embrace professional values as lifelong responsibilities of the occupational therapist, such as engaging in ethical practice, professional behaviors, and continued competence. The goal of level II fieldwork is to develop competent, entry-level, generalist occupational therapists. The fieldwork experiences are arranged and coordinated by the academic fieldwork coordinator according to the requirements of the American Occupational Therapy Association's (AOTA) Accreditation Council of Occupational Therapy Education (ACOTE) and the Bay Path University Occupational Therapy Department. Attempts are made to meet students' requests regarding practice setting and geographic location, however, student requests *are not* guaranteed. The sequence and dates of each level II fieldwork placement may be altered, depending on the availability of placement sites or the requirements of federal financial aid. Each course *requires* 12 weeks of full-time

fieldwork. Both fieldwork experiences (OTP 590 and 591 for a total of 24 weeks) must be completed within 24 months of the completion of coursework.

*Prerequisites: Completion of all OTP course requirements (except OTP 570) or permission of department. In addition, students must meet all level II fieldwork requirements stated in the most recent Bay Path University OT Student Handbook and requested by a student's fieldwork site.*

**OTP 591A: Level II Fieldwork A (2 credits)**

**OTP 591B: Level II Fieldwork B (6 credits)**

Supervised field experiences provide the student therapist with an opportunity to apply theory and clinical reasoning skills to the evaluation and treatment of people or populations across the lifespan, with a range of disabilities, in a variety of settings. OTP 590 and 591 are designed to provide students with in-depth experiences in delivering occupational therapy services to clients, focusing on meaningful occupation. Students will engage in reflective practice to embrace professional values as lifelong responsibilities of the occupational therapist, such as engaging in ethical practice, professional behaviors, and continued competence. The goal of level II fieldwork is to develop competent, entry-level, generalist occupational therapists. The fieldwork experiences are arranged and coordinated by the academic fieldwork coordinator according to the requirements of the American Occupational Therapy Association's (AOTA) Accreditation Council of Occupational Therapy Education (ACOTE) and the Bay Path University Occupational Therapy Department. Attempts are made to meet students' requests regarding practice setting and geographic location, however, student requests *are not* guaranteed. The sequence and dates of each level II fieldwork placement may be altered, depending on the availability of placement sites or the requirements of federal financial aid. Each course *requires* 12 weeks of full-time fieldwork. Both fieldwork experiences (OTP 590 and 591 for a total of 24 weeks) must be completed within 24 months of the completion of coursework.

*Prerequisites: Completion of all OTP course requirements (except OTP 570) or permission of department. In addition, students must meet all level II fieldwork requirements stated in the most recent Bay Path University OT Student Handbook and requested by a student's fieldwork site.*

## **PUBLIC HEALTH**

**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.

## PHYSICS

### **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*

### **PHS 201: College Physics I for Science Majors (3 credits)**

This course is a calculus-based introduction to the principles of physics and their applications. The topics covered will include kinematics, Newton's laws of motion, work, energy, momentum, and rotational motion.

*Prerequisite: MAT 130 or MAT 221*

### **PHS 201L: College Physics I for Science Majors Lab (1 credit)**

This course is a calculus-based introduction to the principles of physics and their applications. The topics covered will include kinematics, Newton's laws of motion, work, energy, momentum, and rotational motion.

*Corequisite: PHS 201*

### **PHS 202: College Physics II (3 credits)**

This course is a calculus based introduction to rotational motion, oscillations, wave motion, thermal physics, kinetic theory, and electricity and magnetism.

*Prerequisite: PHS 201*

### **PHS 202L: College Physics II Lab (1 credit)**

This course is a calculus based introduction to rotational motion, oscillations, wave motion, thermal physics, kinetic theory, and electricity and magnetism.

*Corequisite: PHS 202*

## PHYSICAL FITNESS

### **PHY 101: Fitness (1 credit)**

This course is designed to facilitate cardiovascular fitness as well as increase muscular strength, endurance, and flexibility. With the combination of high and low impact moves, muscular strengthening and stretching exercises, students will be able to burn calories; increase their muscular strength, endurance, and flexibility; and relieve stress. Students are encouraged to work at their own pace by utilizing high or low impact moves when appropriate. This course is based on instructor-led group movements, combined with music. Students will learn brief explanations of basic aerobic principles, definitions and guidelines for proper work out techniques.

### **PHY 102: Yoga I (1 credit)**

This course is intended for students who wish to enhance their overall level of physical fitness through yoga. Students will explore the mind/body connection and various breathing techniques designed to reduce stress and cultivate a sense of playfulness. Students will also be able to build their self-esteem and relieve stress. There is no experience necessary when enrolling in this course.

### **PHY 103: Ab-Core Fusion (1 credit)**

Focusing on the core muscle group will help tone and lengthen the abdomen while strengthening the lower back muscles. A strong ab-core will also alleviate the discomfort in the shoulders, back,

and sacrum through proper alignment and posture. The entire body benefits from ab-core yoga as tensions and toxins are released from the center of the body.

**PHY 104: Hatha Yoga I (1 credit)**

Embrace your core strength and flexibility! Enhance energy levels while relieving tensions as you move through core strengthening sequences. The entire body benefits from hatha yoga as stress and toxins are released from the center of the body.

**PHY 120: Meditation (1 credit)**

This course will explore the methods used across cultures and time to deepen and broaden awareness, as well as relax the nervous system. As an introduction to the practice of meditation, the focus will be on providing students with tools to develop a daily meditation practice. The principal method of meditation explored and practiced will be mindfulness meditation. This practice can lead to many benefits including decreasing anxiety and perceived stress, cultivating compassion, increasing focus, lowering blood pressure, reducing pain, improved quality of sleep, along with an overall sense of well-being. The class will consist of weekly topics, guided meditation videos, group discussions and personal reflections.

**PHY 130: Boxing (1 credit)**

Learn the basic punches, correct footwork, and basic patterns of movement while getting a great workout. This class will improve your cardiovascular conditioning, core strength, and functional strength. Boxing gloves are required and can be purchased for ten dollars.

**PHY 210: Nutrition: Keys to Healthy Living (1 credit)**

University is a key time where nutrition habits and attitudes can contribute to the establishment of healthy or unhealthy daily behaviors that remain for life. In this course students will learn to establish healthy eating habits and attitudes about food.

## **PSYCHOLOGY**

**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, learning, personality theories, and psychological disorders.

**PSY 102: Introduction to Psychology II (3 credits)**

This course is a continuation of PSY 101 and is required for all general psychology majors. It continues the exploration of the broad variety of areas studied in psychology, including motivation, memory, cognition, consciousness, and stress and health.

*Prerequisite: A grade of C or higher in PSY 101*

**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: PSY 101*

**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: PSY 101*

**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: PSY 101*

**PSY 210: Sport Based Youth Development (3 credits)**

This service learning course examines historical and social factors impacting youth development in urban settings. Students will explore the effect of socioeconomic and sociopolitical factors on children's development, specifically relating to health, nutrition, psychosocial growth, and educational opportunities. Students will examine how sport and physical activity programming can be leveraged to address problems faced by youth in urban communities. In addition, students will be required to participate in after-school sport based youth programming in the community. Students will be encouraged to build upon their understanding gained in the course to develop projects that will promote positive youth development.

**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: PSY 101*

**PSY 221: Death, Dying, and Bereavement (3 credits)**

This course introduces the principles explored in thanatology, including hospice care, the grief process, cultural variations in the mourning process, and the various religious views of the afterlife.

*Prerequisite: PSY 101*

**PSY 224: Effective Youth Development and Mentoring (3 credits)**

This course serves as an introduction to best practices of working with youth through the development and mentoring process. Issues include goals of youth development/mentoring, protective factors affecting healthy youth, at-risk youth, resilience, ethics of mentoring, and the involvement of family, school, and community. Competencies of youth workers will also be addressed. The course involves an integrated service learning project in which students are paired with at-risk youth for weekly mentoring at a local agency/school.

**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: PSY 101*

**PSY 260: Cooperative Education (3 credits)**

Students work a total of 100 hours in a professional setting off campus. In addition, they take a weekly seminar course to process their experience and make theory-practice connections.

*Prerequisite: A grade of C or higher in PSY 101, Psychology major, successful application process, and approval by the Faculty Advisor for the Co-Op Program*

**PSY 270: Special Topics in Psychology (3 credits)**

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

*Prerequisite: To be determined based on course offering*

**PSY 280: Positive Psychology (3 credits)**

This course offers opportunities to deepen the understanding of the essential elements of positive psychology including the history and its place in the field of psychology as an empirical based practice. Strategies for integrating positive psychology to develop healthy living practices will also be addressed.

*Prerequisite: PSY 101*

**PSY 299: Psychology Internship (3 credits)**

(This course is graded Pass/Fail)

Students are given an opportunity to receive supervised training from practicing professionals. 120 hours required.

*Prerequisite: minimum of cgpa of 2.0, Psychology major, and Sophomore status*

**PSY 300: Childhood Psychopathology (3 credits)**

This course presents the etiology of childhood disorders (emotional, social, and cognitive), as well as intervention techniques.

*Prerequisite: PSY 205*

**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: PSY 101 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: PSY 101 and Junior status*

**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: PSY 101 and Junior status*

*Offered in alternate years*

**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: PSY 240 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: PSY 150, PSY 240, 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: PSY 101 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 government and the legal system to this disease.

*Prerequisites: PSY 101*

**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.

*Prerequisite: PSY 101*

**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: PSY 205*

**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: PSY 101 and Junior status*

**PSY 380: Interviewing & Counseling (3 credits)**

This course introduces fundamental skills used in the helping profession including interviewing, developing rapport, and elements of the counseling process. Ethical and legal considerations, issues of diversity, non-verbal behavior, and self-care will also be addressed. In addition, students learn about career options as a helping professional.

*Prerequisites: PSY 101 and Junior status*

**PSY 415: Suicide: Assessment and Treatment (3 credits)**

This course will provide the student with an understanding of the many factors involved with both suicide and parasuicide (self-harming behavior). A broad spectrum of approaches will be covered, including psychological, sociological, physiological, and existential. Students will also be presented with information about the assessment, treatment, and prevention of this leading cause of death.

*Prerequisites: PSY 240 and Junior status*

**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: PSY 205 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: PSY 101, PSY 240, and Junior status*

**PSY 432: Cognitive Psychology (3 credits)**

The Cognitive Psychology course introduces the basic principles and models that fall under the wide umbrella of Cognition. The course includes: models of cognitive psychology, and examination of the basic principles and theories pertinent to the study of thought processes, problem solving, perception, attention, memory, linguistics, neuropsychology, thinking and intelligence, information processing and Cognitive Behavioral Therapy (CBTP). The course is designed to permit a large degree of student discussion, with examples to apply the information to the real world.

*Prerequisite: PSY 101*

**PSY 438: Community Youth Development (3 credits)**

This course explores contemporary issues facing community-based youth organizations in the United States. Students will explore respective social, cultural, political, and/or organizational underpinnings of issues as focused in two major domains: (1) contemporary issues facing community-based youth serving organizations themselves (e.g., evolving missions, funding, paid and volunteer staff, collaborations, etc.); and (2) contemporary issues facing the youth audiences

served by the organizations (e.g., substance abuse, truancy and drop-out, workforce development, sexual activity, etc.)

*Prerequisite: PSY 101*

**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: PSY 150, two upper-level (300+) courses in psychology, and Junior 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 and Senior status*

*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 and Senior status*

*This course is graded pass/fail*

**PSY 515: Childhood and Adolescent Development (3 credits)**

This course will focus on issues that affect continued growth and development during early, middle and late adolescence. Theoretical perspectives on adolescence help students to appreciate various conditions that influence both the mind and the body. For example, concepts such as identity, sexuality, puberty, autonomy, friendship, and family will be addressed along with implications for counseling the child and adolescent.

**PSY 535: Ethics and Professional Conduct in Counseling (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. Students will demonstrate knowledge and understanding of the standards set by the code of ethics of the American Counseling Association and the American Mental Health Counselors Association, and of licensure and regulatory practices.

**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's substance use counseling. Role playing will be utilized to demonstrate

appropriate skill development as it relates to substance use counseling. This class, including role playing, will provide opportunities for students to apply theoretical knowledge to clinical situations.

**PSY 552: Bullying and Coercive Behavior (3 credits)**

This course will examine the overwhelming evidence of how this anti-social behavior impacts the youth of today at home, in school, and in the community. Students will investigate the causes and kinds of bullying as well as how parenting styles either contribute to or empower the child against bullying. Strategies for the educator, psychology professional, and parents will be studied.

## SCIENCE

**SCI 200: History and Philosophy of Science (3 credits)**

This course engages students in an exploration of scientific thought throughout the ages. Students will examine the contributions of historical scientists, the interaction of scientific reasoning on culture and society, the relationship between science and religion, and the adaptation of scientific thinking to an ever changing world.

**SCI 204: Introduction to Human Disease (3 credits)**

This course is an introduction to human anatomy with a general study of disease mechanisms and the effects on normal human physiology. Topics include electrolyte imbalances, tissue alterations, hypersensitivities, genetic disorders, cancer, and system pathology.

## SCIENCE HONORS

**SHN 101: Scientific Frontiers: A Look at how STEM Fields will Meet the Pressing Needs Facing Society Today (1 credit)**

This one-credit science honors course introduces science honors students to the STEM fields and the paradigm shift within this field brought about by a crucial need for greater integration within and between the various STEM fields. This new synthetic approach has developed as a response to a pressing need to find solutions to a number of crucial and current societal needs: environment/ecosystem restoration, energy production, sustainable food and water production, and improvement in human health. Students will explore these societal needs and will begin a research project into the environmental challenge, which will include input from scientists from other countries.

**SHN 102: Sustainable Good and Biofuels (1 credit)**

The WISH Program offers a four-year curriculum to a select group of science honors students consisting of Integrated and advanced study and research for dedicated future women scientists. Heavy focus is placed on original scientific research activities and project-based learning within a milieu of investigations into primary literature and acquiring skills necessary to engage in high-level scientific work. Mentoring from upper-class mentors and faculty and scientists from diverse fields and diverse countries is stressed.

**SHN 201: Why Studying Sex can Strengthen Science (1 credit)**

This course examines the biological basis for gender-related differences in health, the influence of gender in biomedical research and on disease expression and treatment. The new field of Darwinian Medicine will be explored as a possible explanation for why we get sick in the context of evolved defense systems brought about by natural selection (e.g., morning sickness). In addition sex differences in the brain, sex differences in drug development, and considerations

regarding how women experience differently than men will be explored as well as unique health challenges faced by women throughout their lives.

**SHN 202: Leaping from Electrons to DNA Fingerprinting (1 credit)**

This course investigates the intricate connection between science and technology and how they influence each other and propel each other forward. The iterative phenomenon of how scientific knowledge allows us to build new technologies, which allow us to make new observations, which, in turn, allow us to accrue even more scientific knowledge that then inspires another technology will be explored. Students will learn how a single simple scientific idea can serve as a catalyst and then trace its applications and impact through several different fields of science and technology culminating in sophisticated modern techniques and discoveries that profoundly impact the human condition. Students will examine connections made by single technology to many different scientific and technological advances as well as how many different areas of scientific knowledge converge in a single technology. In addition, considerations regarding the unique challenges faced by women and technological fields will be explored.

**SHN 401: WiSH Honors Thesis (3 credits)**

This course is designed for students in the WiSH Honors Program undertaking a thesis during their final two years. The student will work under the guidance of a faculty thesis director and should complete a thesis prospectus formally outlining the thesis by the beginning of the second semester of their junior year, and have the prospectus approved by the faculty thesis director and chair of their department (may be the same individual). The student will then work with the faculty advisor (may be more than one) in reviewing relevant literature and carrying out research related to the thesis. During the final semester of the Senior year, the student should register for the three credit WiSH Honors Thesis Course and complete the thesis. Upon completion, the student should arrange for a presentation to the campus community. A written thesis should be at least 30 pages in length. The thesis will be evaluated by the faculty advisor and should include original research and work. It is expected that the thesis will represent the highest standards of academic excellence.

*Prerequisite: SHN 101, SHN 102, SHN 201, and SHN 202*

## **SOCIOLOGY**

**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: PSY 101 or SOC 100*

**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: PSY 101 or SOC 100*

**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: PSY 101 or SOC 100, Junior status*

**SOC 310: Race, Class and Gender (3 credits)**

Race, class, and gender are axes of stratification, identity, and experience. This course will address the multiple and intersecting ways these concepts shape society, individual life-chances, and daily social interactions. Students will explore the “socially-constructed” nature of race, class, and gender, and the meanings and values attached to them. Using comparative and historical perspectives on group formation, students will examine how these issues present in work, families, media, education, and social policies. In addition, solutions to social inequality and strategies for social change will be evaluated.

*Prerequisites: PSY 101 or SOC 100*

**SOC 315: Youth in Society (3 credits)**

This course examines the state of youth in the United States through sociological, media and political perspectives. Students will learn how to critically analyze public opinion and perceptions about youth, including youth culture, narcissism, pathology, and political engagement. In-depth ethnographies will be used to examine the socially fragmented experiences of youth and the transition to adulthood, providing useful information to guide how society and policy makers can successfully support youth today.

*Prerequisite: PSY 101 or SOC 100*

**SOC 425: The Sociology of Digital Technology & Social Media (3 credits)**

Social media, and other forms of cyber-communication, have profound effects on our attitudes, behavior, and relationships and can contribute enormously to the socialization process. This course will explore the connections among media, technology and society. Students will use blogs, Facebook, wikis, etc., to explore the impact of social media in areas such as self-identity, family, work, and leisure. Students will also observe and analyze their own technology habits and those of others. This course is offered online.

*Prerequisites: PSY 101 or SOC 100*

## **SPANISH**

**SPA 113: Spanish Language and Culture I (3 credits)**

The first course in the four-course Spanish language sequence, SPA 113 is designed to develop basic skills in oral expression, aural comprehension, reading writing, and grammar. Course learning activities also introduce students to beginning levels of conversation, composition, and cultural understanding in the target language.

**SPA 114: Spanish Language and Culture II (3 credits)**

The second course in the four-course Spanish language and culture sequence continues the study of basic skills in oral expression, aural comprehension, reading, writing, and grammar. Intermediate level skills in conversation, composition, and cultural understanding are also introduced.

*Prerequisite: SPA 113 or appropriate placement test score*

**SPA 213: Spanish Language and Culture III (3 credits)**

This third course in the four-course Spanish language and culture sequence moves students to an intermediate level of oral expression, aural comprehension, reading, writing, and grammar skills. Cultural awareness is integrated into the course through the use of Spanish films and videos, appropriate books, articles, and other authentic materials that provide meaningful contexts for conversation activities, intermediate level reading and writing, and the study of diversity in Spanish-speaking cultures.

*Prerequisite: SPA 114 or appropriate placement test score*

**SPA 214: Spanish Language and Culture IV (3 credits)**

The final course in the four-course Spanish language and culture sequence, SPA 214 completes the development of oral expression, aural comprehension, reading, writing, and grammar skills. Cultural awareness is emphasized in the course through student exposure to Spanish films and videos, appropriate books, articles, and other authentic materials that provide meaningful contexts for conversation activities, intermediate level reading and writing, and the study of diversity in Spanish-speaking cultures. SPA 214 students are encouraged to go on to obtain a Minor in Spanish Language, Literature, and Film by taking additional coursework in the study of Spanish literature and/or film (one additional course beyond SPA 214 needed for the minor).

*Prerequisite: SPA 213 or appropriate placement test score*

**SPA 270: Special Topics in Spanish (3 credits)**

Spanish courses in literature and film are offered at an intermediate to advanced level, allowing students to deepen their understanding of Spanish language and culture and to earn a Minor in Spanish Language, Literature, and Film (15 credits in Spanish needed for the Minor). Different courses are offered from semester to semester, including introductions to Spanish film, as well as special topics courses, such as “Repression and Resistance: The Struggle for the Human Rights in Latin America Through Film.”

*Prerequisite: To be determined based on course offering*

## **SPECIAL EDUCATION**

**SPE 205/505: Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum (3 credits)**

This course examines best practices for teaching children preschool through secondary with disabilities in inclusive settings. The focus is on identifying and adapting for students’ instructional and social emotional needs utilizing the Massachusetts Curriculum frameworks. Topics include: educational terminology; team teaching and collaboration; preparing, implementing, and evaluating IEPs; design or modification of curriculum and materials; reasonable accommodations; teaching techniques; behavior and classroom management strategies; social and emotional learning; instruction on the appropriate use of augmentative and alternative communication and other assistive technologies; and ways to prepare and maintain students in general education; relationship of related services and family members, and assessment strategies for team effectiveness and student learning.

**SPE 211/511: 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.

*Prerequisite: Acceptance into the Severe Special Needs program or an approved Minor in Special Education.*

### **SPE 215/515: Foundations for Understanding Inclusive Schools (3 credits)**

Students focus on the historical, philosophical, legal, and ethical perspectives of educational services for learners with disabilities and services offered by outside agencies, including vocational, work study, and transitioning options. The focus is on designing or modifying curriculum; identifying and adapting for students' instructional and social emotional developmental needs utilizing the Massachusetts Curriculum Frameworks. Because legislation and subsequent litigation, related to the education of children and youths with disabilities has become increasingly specific and mandatory, this course will review relevant federal and state special education law and how it applies to the education of students with special needs; educational terminology; instruction on the appropriate use of augmentative and alternative communication and other assistive technologies; preparing, implementing, and evaluating IEPs; ways to prepare and maintain students in general education; social and emotional learning; techniques for developing skills to facilitate placement in the least restrictive environment; and current models and best practices in public school settings.

### **SPE 331/531: Teaching and Assessing Students with Severe Disabilities (3 credits)**

This course is intended to give students the knowledge base to understand the characteristics and instructional implications of severely disabling conditions in order to provide challenging and comprehensive instruction designed to help students make progress against state and local standards, as well as individual needs related to disability. This course will also cover strategies for collaboration and consultation with other caregivers and professionals, including transition to post-secondary education activities. In addition, this course will cover certain components of the IEP process such as summary writing of findings in given assessments, goal writing and transition planning, necessary to provide free and appropriate public education (FAPE) and entry into the adult services system.

### **SPE 520: Learners with Special Needs (3 credits)**

This course provides an overview of types of disabilities in learners' preschool through secondary according to federal and state laws in special education. Emphasis is on identification of disabling conditions and techniques used to promote successful inclusion of learners with and without special needs in educational settings. Topics covered include the teaching of Math; the teaching of English language arts; preparing, implementing, and evaluating IEP's; equipment adaptations, theories of language development; design or modification of curriculum intervention and instructional strategies for diverse learners using the Massachusetts Curriculum Frameworks; theories of child development, instruction on the appropriate use of augmentative and alternative communication and other assistive technologies; ways to prepare and maintain students in general education; educational terminology utilized with students with special needs; source and operation of orthotic devices, medical technologies and prosthetic devices; understanding collaborative partnerships with families; and working with community and

outside agency resources. At least 10 hours of instruction covering the teaching of mathematics and at least 10 hours of instruction covering the teaching of English Language Arts are delivered in this course.

**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, and concepts of digital literacy are introduced. 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 I 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.

## **THEATRE**

**THR 200: Theatre Workshop (1 credit each semester)**

(This course is graded Pass/Fail when taken for credit and Satisfactory/Unsatisfactory when participation does not include earning credit.)

Theatre Workshop is open to all students interested in actively participating in theatre projects. All phases of play production design, construction, management, and performance are covered in workshop sessions. Students are required to participate in some phase of the University's annual theatrical productions.

**THR 211: Acting I (3 credits)**

This is a performance course designed to familiarize the student with the basic techniques of the craft of acting. Students are provided an opportunity to develop acting skills through pantomime, improvisation, and traditional methods based on a technique approach. For the student not interested in following an acting career, this course enables them to develop evaluation standards for performances and an appreciation and understanding of the theatre experience.

**THR 212: Acting II (3 credits)**

A continuation of the basic acting course, Acting II gives students a variety of roles to interpret and the opportunity to interact with others through exercises and scenes from one-act and full-length plays. The course provides familiarity with a range of dramatic styles and acting techniques.

*Prerequisite: THR 211 or permission of the instructor*

**THR 301: Theatre History (3 credits)**

This course traces the origins and development of theatre from the myths and rituals of ancient culture, through classical Greece, Rome, the Middle Ages, Renaissance, Romanticism, Realism, and the 20th Century. Emphasis is placed on the historical changes in production-performance. Representative readings, film and, when possible, live presentations are used to enhance the survey perspective.

## **WOMEN AS EMPOWERED LEARNERS AND LEADERS**

**WEL 100: Women as Empowered Learners and Leaders (3 credits)**

An interdisciplinary course, designed to give all students entering Bay Path University a common experience and foundation for their education. This course is an introduction to the University, to

academic study, and to various approaches to thinking about personal potential, to understand the process of becoming a learner, a leader, and composing a life, to appreciate beauty, and work actively toward establishing community and justice in the context of being a woman at the beginning of the 21st century.

**WEL 200: Present Yourself (3 credits)**

Persuasive speaking is about achieving a specific outcome. It is aimed at getting an audience to take certain action. But to succeed, you must first either change their attitudes and beliefs or reinforce attitudes and beliefs they already hold. You begin by planning and preparing and by focusing clearly on the outcome you want to achieve and the means to achieve it. This course is designed to help students build the skills necessary to achieve these results. Students will be asked to present weekly, under different circumstances and to different audiences.

**WEL 310: Strategies for Career and Personal Growth (1 credit)**

Strategies for Career and Personal Growth builds on the foundation created in WEL100 to deepen students' knowledge, skills, and attitudes related to career development. Through a focus on well-being and lifelong learning, students strategically delve into opportunities to build passion, purpose and potential through reflection on strengths and experiences, researching and learning about career paths related to one's major field of study and leveraging the career portfolio. This one-credit course is the mid-level requirement of our Women Empowered as Learners and Leaders Curriculum.

*This course is typically completed during the spring semester of the sophomore year or fall semester of the junior year.*

**WEL 400: Women as Empowered Learners and Leaders: In Practice (3 credits)**

This course focuses on the planning, design, and implementation of a project in partnership with a community organization. While each section of WEL400 will partner with a different organization, all sections combine academic work with hands-on learning. Students will engage in research pertaining to the focus of the course, and practice critical thinking and problem-solving skills while learning about a central topic. Trips to local sites and interaction with those in the community are integral components of WEL400. This blended-learning course combines face-to-face and online learning, serves as the capstone for the WELL program, and requires students to complete the Bay Path e-Portfolio.

*This course is typically completed during the fall semester of the senior year with an exception for Pre-Occupational Therapy Studies majors needing this course in their junior year.*

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## ***The Board of Trustees***

*Date following each name indicates year of initial election to the Board.*

### **Kirk Arnold (2018)**

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

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ABA Supervisor & Clinical Instructor

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Director, Performance Studies

Instructor

B.A., Emerson College; Circle in the Square Theatre School, Professional Workshop Certificate;

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### **Kristine E. Barnett (2009)**

Vice Provost for Academic Affairs

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Assistant Clinical Coordinator and Advisor for Concord & Sturbridge

Instructor

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### **Mark Benander (2012)**

Director, M.S. in Developmental Psychology and M.S. in Clinical Mental Health Counseling

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Director, Information Technology and Security - TAWC

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Program Director for Graduate Program in Genetic Counseling  
Assistant Professor of Genetic Counseling  
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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  
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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  
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**Laurie Bonavita (2017)**

ABA Supervisor and Clinical Instructor  
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**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

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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

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**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

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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

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Professor of Practice, Leadership and Negotiation

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**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

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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

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Assistant Professor of Physician Assistant Program  
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Director, Didactic Education, Physician Assistant Program  
Assistant Professor of Physician Assistant Program  
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Director, M.S. in Applied Laboratory Science and Operations  
Associate Professor of Biology  
B.S., Ph.D., University at Albany – SUNY

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Assistant Dean, Curriculum Development and Instruction  
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Associate Director, Education and Justice Studies – TAWC  
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Assistant Professor of Chemistry  
B.A., St. Anselm College; M.Ed., Harvard University

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Assistant Professor, Management  
B.S., American International College; M.B.A., Bay Path University; doctoral coursework, University of Rhode Island

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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

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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

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Assistant Professor of OT

B.S., Westfield State College; B.S., Worcester State College; M.B.A., Anna Maria College, OTD,  
Chatham University

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Coordinator, Undergraduate Science Research

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Chair, Undergraduate Accounting Department

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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

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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

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Director, Cybersecurity and Computer Science Programs  
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**Rae Ann Smith (2020)**

Professor of Practice, Occupational Therapy  
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**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

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ABA Supervisor and Clinical Instructor  
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**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

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Professor of Practice, Master of Science in Higher Education Administration  
B.S., University of Rhode Island; M.Ed., Keene State College; Ph.D., University of New Hampshire

**Jeanne Zobel-Lachiusa (2014)**

Assistant Professor, Occupational Therapy  
B.S., Springfield College; M.A., University of Southern California; Ed.D., University of Massachusetts, Amherst; OTR/L

# ADDENDUM

11/20/20 – added six new MUS courses (MUS231, MUS241, MUS242, MUS243, MUS244, MUS245) to the Course Descriptions section

12/7/20 – updated degree requirements for the B.A. in Pre-Occupational Therapy Studies