



2018-2019
Graduate Programs
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 Rd
Concord, MA 01742

Philip H. Ryan Health Science Center
One Denslow Road
East Longmeadow, Massachusetts 01028

The American Women's College
Springfield Administrative & System Support Offices
1350 Main Street, Suite 700
Springfield, Massachusetts 01103

www.baypath.edu

Use of the Graduate Programs Academic Catalog

The information and policies contained in the Catalog describe in more detail the expectations for respectful behavior in and beyond the classroom. This information also describes your rights and responsibilities while at Bay Path. Rights and responsibilities are inseparable; you cannot have one without the other. Please take time to ensure you understand your rights as a member of the Bay Path University community *and* your responsibilities. This understanding is important to your success while here and once you graduate.

Changes to Published Information

While every effort is made to ensure the accuracy of the information provided in the *Catalog* as of its publication date in August 2018, Bay Path University reserves the right to make changes at any time, without prior notice, to programs, policies and regulations, procedures, fees and charges, and other information that is described in this *Catalog* or on any page that resides under the DNS registration of *baypath.edu*.

Bay Path University provides its website, *Student Guidebook*, *Catalog*, handbooks, and any other printed materials or electronic media for general guidance. Individuals assume any risks associated with relying upon such information without checking other credible sources such as the student's faculty advisor, the Vice Provost for Academic Affairs, the Dean of the student's School or Division, the Assistant Dean of Students, or the University Registrar. In addition, a student's or prospective student's reliance upon information contained within these sources when making academic decisions does not constitute, and should not be construed as, a contract with the University.

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CATALOG IN BRIEF

Welcome to the 2017 – 2018 Academic Year! At the start of the academic term, students are expected to familiarize themselves with a wealth of information concerning Bay Path policies, academic programs, resources, and the responsibilities and privileges of campus life. To help students navigate the information landscape, Bay Path offers graduate students this Catalog in Brief of key academic policies and resources.

Academic Integrity & Classroom Behavior

The maintenance of academic integrity within the University is the responsibility of each faculty member and each student. Examples of dishonorable behavior include:

- Plagiarism, (including self-plagiarism);
- the use of unauthorized sources of information or violation of copyright and/or license agreements;
- any disruption or obstruction of teaching and learning.

Students may report allegations of academic integrity to any faculty member or administrator who will forward the report by email to integrity@baypath.edu.

[See full text here](#)

Sexual Misconduct and Civil Rights

In compliance with Title IX, the University prohibits sexual misconduct and has procedures in place to investigate reports made by students, faculty and staff. Sexual misconduct includes but is not limited to sexual assault, sexual harassment, sexual violence, sexual exploitation, relationship violence, stalking, cyber-stalking, bullying and cyber-bullying, aiding or facilitating the commission of a violation, and retaliation. The University also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

Relevant Resources

- Title IX Coordinator, Dr. Kathy Martin – 413-565-6896
- Assistance is available from the University 24 hours a day year-round by calling the Campus Public Safety (413-565-1225).

[See full text here](#)

Anti-Harassment & Anti-Discrimination

The University is committed to establishing and maintaining an environment free of all forms of harassment and discrimination for all University community members. The University does not discriminate on the basis of race, color, religion, ancestry, national origin, age, disability, veteran status, or sexual orientation or any other protected class.

All Bay Path community members are strongly encouraged to report information regarding any incident of discrimination and/or misconduct to the Title IX coordinator.

Relevant Resources

- Assistance is available from the University 24 hours a day year-round by calling the Campus Public Safety (413-565-1225).

[See full text here](#)

Satisfactory Academic Progress and Financial Aid

Satisfactory Academic Progress is evaluated at the end of each semester. To be considered in good academic standing, students must maintain a term and cumulative grade point average (CGPA) of 3.0 or higher while achieving a passing grade in 67% of credits attempted. Cumulative credits accrued include repeated, forgiven, withdrawn and incomplete courses. Some programs may also require that a student meet minimum grade requirements to remain in good academic standing.

Academic Warning

During any semester, if a student's term or CGPA falls below a 3.0 they will be placed on academic warning. Students on academic warning will receive a letter from the Registrar's Office and are required to schedule an appointment to meet with their Program Director to devise an academic success plan.

Students on academic warning may not participate in any major student activity, participate in an intercollegiate sport, hold office, or represent the University publicly. Students should also contact Student Financial Services regarding their continued eligibility to receive financial aid.

Academic Dismissal

A graduate student who does not meet the progress standards for the semester following the one for which they were placed on warning and/or students who do not meet the minimum grade requirements for their program will be dismissed, thereby preventing the student from re-enrollment at Bay Path for at least one semester.

Related Policies

- Financial Aid Eligibility, Application, & Renewal
- Leave of Absence & Stop Out
- Reinstatement, Re-entry, & Re-admittance

Relevant Resources

- Administrative Offices – Advising, Registrar, & Student Financial Services
- Information Services – Hatch Library & Information Services
- Tutoring Services – Catok Learning Commons

[See full text here](#)

Student Complaint Policy and Process

Complaints concerning academic matter should be discussed 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.

The policy does not include issues related to final course grades (see Challenge of Final Course Grade policy in Registration & Course Information section of this academic catalog). 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).

[See full text here](#)

Add / Drop

In both the graduate 8-week and 15-week calendars, students have a period of time to add or drop courses without penalty. Students in programs following the 8-week calendar have a deadline prior to first day of the course in which to add or drop courses. Students in program following the 15-week calendar have a deadline of the second Tuesday of the semester in which to add or drop courses. After these dates students should refer to the course withdrawal policy.

Related Policies and Resources

- Satisfactory Academic Progress
- Undergraduate Tuition & Fees
- [Add/Drop information and forms](#)

[See full text here](#)

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 Program Director and the Dean of the applicable school/division within 14 days of the issue of the final grade report. The faculty member should respond by e-mail reply to the student within three weeks with copies to the Program Director, the University Registrar, and the Dean of the applicable school/division. Final appeal decisions are made by the Dean.

[See full text here](#)

Withdrawal from the University

A graduate student wishing to voluntarily withdraw from the University must complete an Enrollment Status Change Form and submit it to the Registrar's Office after obtaining the signatures of their respective Program Director and a staff member from Student Financial Services.

Related Policies and Resources

- Reinstatement, Re-entry, & Re-admittance
- [Enrollment Status Change Form](#)

[See full text here](#)

BAY PATH UNIVERSITY PROFILE

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Mission

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

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

History of the University

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

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

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

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

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

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

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

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

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

Profile

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

At the undergraduate level, Bay Path University offers career focused and liberal arts degree programs in Biology, Business, Communications, Community Health, Computer Science, Criminal Justice, Cybersecurity, Forensic Science, Health and Human Services, Health Services Administration, Leadership and Organizational Studies, Legal Studies, Liberal Studies, Medical Science, Neuroscience, Nursing, 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; Doctorate 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 Communications; Master of Science in Clinical Mental Health Counseling; 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 Higher Education Administration; Master of Science in Information Management; Master of Science in Healthcare Management; Master of Science in Leadership and Negotiation; Master of Science in Nonprofit Management and Philanthropy; 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**

Bay Path University includes the main campus in Longmeadow, MA, instructional locations in Sturbridge, Concord and East Longmeadow, MA and the administrative offices of the American Women's College Online located in downtown Springfield, MA. The main administrative and academic offices are located on the Longmeadow Campus. Students who attend classes at any campus location are welcome to use the facilities of the main campus. Commencement for all campuses is held jointly each year in May.

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 and sits on 11 acres in East Longmeadow. The 58,000 square foot building houses doctoral and Master's degree programs in occupational therapy and Master's degree programs in physician assistant studies, education, psychology and genetic counseling.

Central Massachusetts Campus (CMC)

**One Picker Road
Sturbridge, Massachusetts 01566**

Bay Path University launched the Central Massachusetts Campus (CMC) in 2003. The campus is located on Route 20, east of Sturbridge near the Sturbridge/Charlton line. 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. CMC provides students with all of the support services of the main campus including access to library services, administrative/academic deans, student financial services, and the Registrar's Office.

Bay Path University in Concord

**521 Virginia Rd
Concord, MA 01742**

Bay Path University launched the Eastern Massachusetts Campus (EMC) in January of 2017. 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.

The American Women's College Online

**Springfield Administrative & System Support Offices
1350 Main Street, Suite 700
Springfield, Massachusetts 01103**

The Springfield, MA, location houses the administrative and system-wide support offices for the American Women's College Online and the One Day A Week program comprised of: student and career services, technical/analytic and online support, academic program directors, frontline student financial services, and admissions.

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.

Catok Learning Commons/Bashevkin Center for Academic Excellence

Catok Learning Commons offers a comfortable, quiet, and collaborative space for students to study individually or in groups. The Learning Commons provides free, on-going tutoring services to Bay Path University students and tutors are available by appointment. The Learning Commons also offers support from professional tutors in the areas of math and writing. Other services offered in the Learning Commons include: disability services, academic coaching, academic success workshops, and computers for working on papers, online assignments, or for use with adaptive equipment.

Hatch Library and Information Services and the Hatch Virtual Library

The [recently renovated](#) Hatch Library offers an inviting atmosphere, not only for individual study, but also collaborative learning in our group study rooms. We have an up-to-date collection of over 400,000 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 from WorldCat: an international network of academic, public, and specialized libraries.

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.

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. Reference librarians at Hatch Library 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 One Day programs in English and WELL ([Women as Empowered Learners and Leaders](#)) courses.

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 Burlington, MA.

Hatch Library 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: <http://bit.ly/baypathapp>

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, Assistant 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/Assistant to the Provost for Diversity and Inclusion, and the Athletic Director.

ACADEMIC CALENDARS

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Graduate Program Calendar

This calendar is utilized by the following graduate programs: Doctorate of Nursing Practice, Post-Professional Occupational Therapy Doctorate, Master of Business Administration in Entrepreneurial Thinking & Innovative Practices, Master of Public Health, M.S. Applied Behavior Analysis, M.S. Applied Data Science, M.S. Clinical Mental Health Counseling, M.S. Communications, M.S. Communications and Information Management, M.S. Cybersecurity Management, M.S. Developmental Psychology, M.S. Education, M.S. Education in Curriculum & Instruction, M.S. Genetic Counseling, M.S. Healthcare Management, M.S. Higher Education Administration, M.S. Information Management, M.S. Leadership and Negotiation, M.S. Nonprofit Management and Philanthropy, M.S. Strategic Fundraising and Philanthropy, Specialist in Education, and all graduate certificates.

Summer 2018	
June 25	Classes Begin for Summer Session I Last Day to Add/Drop for Summer Session I (deadline: 6:00 PM)
July 4	University Closed – Independence Day
August 3	Last Day to Withdraw for Summer Session I (deadline: 5:00 PM)
August 13	Fall 2018 Portal Registration Opens (start: 6:00 PM)
August 18	Classes End for Summer Session I
August 24	Final Grades Due in Portal for Summer Session I (deadline: 5:00 PM)
August 27	Classes Begin for Summer Session II Last Day to Add/Drop for Summer Session II (deadline: 6:00 PM)
August 31	Fall 2018 Portal Registration Closes (deadline: 11:59 PM)
September 3	University Closed – Labor Day
October 5	Last Day to Withdraw for Summer Session II (deadline: 6:00 PM)
October 8	University Closed – Columbus Day
October 20	Classes End for Summer Session II
October 26	Final Grades Due in Portal for Summer Session II (deadline: 5:00 PM)

Fall 2018	
October 22	Classes Begin for Fall Session I Last Day to Add/Drop for Fall Session I (deadline: 6:00 PM)
November 22-25	Thanksgiving Break
November 26	Classes Resume
November 31	Last Day to Withdraw for Fall Session I (deadline: 5:00 PM)
December 10	Spring 2019 Portal Registration Opens (start: 6:00 AM)
December 15	Classes End for Fall Session I
December 24-Jan 1	University Closed - Winter Recess
December 21	Final Grades Due in Portal for Fall Session I (deadline: 5:00 PM)
December 28	Spring 2019 Portal Registration Closes (deadline: 11:59 PM)
January 2	Classes Begin for Fall Session II Last Day to Add/Drop for Fall Session II (deadline: 6:00 PM)
January 21	No Classes – Martin Luther King Day
February 8	Last Day to Withdraw for Fall Session II (deadline: 6:00 PM)
February 18	University Closed – President’s Day
February 23	Classes End for Fall Session II
March 1	Final Grades Due in Portal for Fall Session II (deadline: 5:00 PM)

Spring 2019	
February 25	Classes Begin for Spring Session I Last Day to Add/Drop for Spring Session I (deadline: 6:00 PM)
April 5	Last day to Withdraw for Spring Session I (deadline: 5:00 PM)
April 15	Classes Will be Held – Patriot’s Day Summer 2019 Portal Registration Opens (start: 6:00 AM)
April 20	Classes End for Spring Session I
April 26	Final Grades Due in Portal for Spring Session I (deadline: 5:00 PM)
April 29	Classes Begin for Spring Session II Last Day to Add/Drop for Spring Session II (deadline: 6:00 PM)
May 3	Summer 2019 Portal Registration Closes (deadline: 11:59 PM)
May 19	Commencement
May 27	University Closed – Memorial Day
June 7	Last Day to Withdraw for Spring Session II (deadline: 6:00 PM)
June 22	Classes End for Spring Session II
June 28	Final Grades Due in Portal for Spring Session II (deadline: 5:00 PM)

Graduate Full-Term Calendar

This calendar is utilized by the following graduate programs: Master of Fine Arts in Creative Nonfiction Writing, Master of Occupational Therapy and M.S. in Applied Laboratory Science and Operations.

Fall 2018	
August 26	Residential Graduate Students Arrive
August 27	First Day of Classes
September 3	University Closed – Labor Day
September 4	Last Day to Add/Drop Courses (deadline: 6:00 PM)
October 8	University Closed – Columbus Day
November 5	Spring and Summer 2019 Portal Registration Opens (start: 6:00 PM)
November 9	Last Day to Withdraw from a Course (deadline: 5:00 PM)
November 16	Spring and Summer 2019 Portal Registration Closes (deadline: 11.59 PM)
November 21	Classes End and University Closes at Noon – Thanksgiving Break
November 22-25	University Closed – Thanksgiving Break
November 26	Classes Resume
December 7	Last Day of Classes
December 10-14	Final Exam Week
December 12 & 14	Make-up Period for Final Exams from 3:15 PM - 5:15 PM
December 21	Final Grades Due in Portal (deadline: 5:00 PM)
December 24-Jan 1	University Closed – Winter Recess

Spring 2019	
January 20	Residential Graduate Students Arrive
January 21	No Classes – Martin Luther King Day
January 22	First Day of Classes
January 29	Last Day to Add/Drop Courses (deadline: 6:00 PM)
February 18	University Closed – President’s Day
March 11-15	No Classes – Spring Break
March 18	Classes Resume
March 29	Women’s Leadership Conference
April 8	Fall 2019 Portal Registration Opens (start: 6:00 AM)
April 10*	Celebration of Academic Achievement Day Marcia Conrad Awards Ceremony
April 12	Last Day to Withdraw from a Course (deadline: 5:00 PM)
April 15	Classes Will be Held – Patriot’s Day
April 19	Fall 2019 Portal Registration Closes (deadline: 11:59 PM)
May 3	Last Day of Classes
May 6-10	Final Exam Week
May 8 & 10	Make-up Period for Final Exams: 3:15 PM - 5:15 PM
May 13	Final Grades Due in Portal (deadline: 5:00 PM)
May 19	Commencement

Summer 2019

The start and end dates of the summer schedule differ by program. Please check courses in the Portal or with your Program Director for the specific information relative to your program.

Add/Drop Deadline = 6:00 PM on the first day of classes

Withdrawal Deadline = 6:00 PM on the business day marking 75% of course completion

Grade Deadline = 5:00 PM of the Friday after the last day of classes

M.S. Accounting Program Calendar

Summer 2018	
July 23	Classes Begin for Summer Session I Last Day to Add/Drop for Summer Session I (deadline: 6:00 PM)
August 13	Fall 2018 Portal Registration Opens (start: 6:00 AM)
August 27	Last Day to Withdraw for Summer Session I (deadline: 6:00 AM)
August 31	Fall 2018 Portal Registration Closes (deadline: 11:59 PM)
September 3	University Closed – Labor Day
September 8	Classes End for Summer Session I
September 14	Final Grades Due in Portal for Summer Session I (deadline: 5:00 PM)
September 17	Classes Begin for Summer Session II Last Day to Add/Drop for Summer Session II (deadline: 6:00 PM)
October 8	University Closed – Columbus Day
October 22	Last Day to Withdraw for Summer Session II (deadline: 6:00 PM)
November 3	Classes End for Summer Session II
November 9	Final Grades Due in Portal for Summer Session II (deadline: 5:00 PM)

Fall 2018	
November 5	Classes Begin for Fall Session I Last Day to Add/Drop for Fall Session I (deadline: 6:00 PM)
November 22-25	Thanksgiving Break
November 26	Classes Resume
December 10	Last Day to Withdraw for Fall Session I (deadline: 6:00 PM) Spring 2019 Portal Registration Opens (start: 6:00 AM)
December 22	Classes End for Fall Session I
December 24-Jan 1	University Closed – Winter Recess
December 28	Final Grades Due in Portal for Fall Session I (deadline: 5:00 PM) Spring 2019 Portal Registration Closes (deadline: 11:59 PM)

Spring 2019	
April 15	Classes Will be Held – Patriot’s Day Classes Begin for Spring Session I Last Day to Add/Drop for Spring Session I (deadline: 6:00 PM) Summer 2019 Portal Registration Opens (start: 6:00 AM)
May 3	Summer 2019 Portal Registration Closes (deadline: 11:59 PM)
May 14	Last Day to Withdraw for Spring Session I (deadline: 6:00 PM)
May 19	Commencement
May 25	Classes End for Spring Session I
May 27	University Closed – Memorial Day
May 28	Classes Begin for Spring Session II Last Day to Add/Drop for Spring Session II (deadline: 6:00 PM)
May 31	Final Grades Due in Portal for Spring Session I (deadline: 5:00 PM)
July 1	Last Day to Withdraw for Spring Session II (deadline: 6:00 PM)
July 13	Classes End for Spring Session II
July 19	Final Grades Due in Portal for Spring Session II (deadline: 5:00 PM)

Administrator in Special Education Program Calendar

This calendar is utilized by the following graduate programs:

- Ed.S with a concentration in Administrator in Special Education
- M.S. Education with a concentration in Administrator in Special Education portal.

Fall 2018	
October 22	Classes Begin for Fall Session I Last Day to Add/Drop for Fall Session I (deadline: 6:00 PM)
November 22-25	Thanksgiving Break
November 26	Classes Resume
November 31	Last Day to Withdraw for Fall Session I (deadline: 5:00 PM)
December 10	Spring 2019 Portal Registration Opens (start: 6:00 AM)
December 15	Classes End for Fall Session I
December 24-Jan 1	University Closed - Winter Recess
December 21	Final Grades Due in Portal for Fall Session I (deadline: 5:00 PM)
December 28	Spring 2019 Portal Registration Closes (deadline: 11:59 PM)
January 2	Classes Begin for Fall Session II Last Day to Add/Drop for Fall Session II (deadline: 6:00 PM)
January 21	No Classes – Martin Luther King Day
February 8	Last Day to Withdraw for Fall Session II (deadline: 6:00 PM)
February 18	University Closed – President’s Day
February 23	Classes End for Fall Session II
March 1	Final Grades Due in Portal for Fall Session II (deadline: 5:00 PM)

Spring 2019	
February 25	Classes Begin for Spring Session I Last Day to Add/Drop for Spring Session I (deadline: 6:00 PM)
April 5	Last day to Withdraw for Spring Session I (deadline: 5:00 PM)
April 15	Classes Will be Held – Patriot’s Day
April 20	Classes End for Spring Session I
April 26	Final Grades Due in Portal for Spring Session I (deadline: 5:00 PM)
April 29	Classes Begin for Spring Session II Last Day to Add/Drop for Spring Session II (deadline: 6:00 PM)
May 19	Commencement
May 27	University Closed – Memorial Day
June 7	Last Day to Withdraw for Spring Session II (deadline: 6:00 PM)
June 22	Classes End for Spring Session II
June 28	Final Grades Due in Portal for Spring Session II (deadline: 5:00 PM)

M.S. Physician Assistant Studies Program Calendar

Summer 2018	
June 4	Classes Begin for Summer Session
July 4	University Closed – Independence Day
August 10	Classes End for Summer Session

Fall 2018	
August 20	Classes Begin for Fall Session I
September 3	University Closed – Labor Day
October 8	University Closed – Columbus Day
October 12	Classes End for Fall Session I
October 22	Classes Begin for Fall Session II
November 21	Classes End and University Closes at Noon – Thanksgiving Break
November 22-25	University Closed - Thanksgiving Break
November 26	Classes Resume
December 14	Classes End for Fall Session II
December 24-Jan 1	University Closed – Winter Recess

Spring 2019	
January 2	Classes Begin for Spring Session I
January 21	No Classes – Martin Luther King Day
February 18	University Closed – President’s Day
February 22	Classes End for Spring Session I
March 4	Classes Begin for Spring Session II
April 15	Classes Will be Held – Patriot’s Day
April 26	Classes End for Spring Session II
May 19	Commencement

Second Year Students	
May 7, 2018-May 3, 2019	Clinical Rotation

Didactic and clinical schedule is subject to change without warning or notice from the program. Please contact the Program Director with any questions related to schedule of offerings.

ACCREDITATION



New England Commission of Higher Education (NECHE) and Massachusetts Department of Education Contact Information

Bay Path University is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Associate of Schools and Colleges, Inc.). Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact: New England Commission of Higher Education, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514; (781-425-7785); E-Mail: info@neche.org. Massachusetts Department of Higher Education, One Ashburton Place, Room 1401, Boston, MA 02108; 617-994-6950; www.mass.edu.



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 level 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 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. The phone number is 301-652-AOTA.



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.



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.

Distance Learning Complaint Process for Out of State Students

While attending Bay Path University, Bay Path students residing outside of the Commonwealth of Massachusetts, who desire to resolve a grievance should first follow the University's student grievance procedure; however if a grievance cannot be resolved internally, a grievance may be filed in the student's state of residence. State contact information can be found by opening the link below. State Contact Information: <http://www.sheeo.org/node/434>

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

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

The University understands that choosing the right institution may require more time for some students than others. Therefore, Bay Path offers "rolling admissions" for many programs 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.

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. This commitment includes a Bay Path University policy that expressly prohibits discrimination and harassment based on sex, age, race, color, national origin or ancestry, disability, religion, sexual orientation, military status or veteran's status, gender identity, genetic testing or information.

Individuals who are interested in applying for admission to the Master's degree programs and Graduate Certificate programs listed below should submit all required admissions materials to the Graduate Admissions Office. The Dean of Graduate Admissions & International Recruiting and the Graduate Faculty Committee will review the completed application packet, interview candidates, and make recommendations regarding admission to the program. Any exceptions to the admissions standards will be determined by the Dean of Graduate Admissions & International Recruiting, Graduate Faculty Committee, and the Program Director. Applicants who have not demonstrated competencies in requisite areas may be required to enroll in additional courses, which disseminate the required knowledge, before starting the desired program.

Doctoral Programs:

- Doctorate of Nursing Practice
- Post-Professional Occupational Therapy Doctorate

Specialist in Education (Ed.S) Programs:

- Specialist in Education in Administrator in Special Education Concentration
- Specialist in Education in Applied Behavior Analysis Concentrations
- Specialist in Education in Early Childhood Education Concentrations
- Specialist in Education in Elementary Education Concentrations
- Specialist in Education in Reading and Literacy Instruction Concentrations
- Specialist in Education in Special Education Concentrations
-

Master's Degree Programs:

- Master of Business Administration in Entrepreneurial Thinking and Innovative Practices
- Master of Fine Arts in Creative Nonfiction Writing

- Master of Occupational Therapy
- Master of Occupational Therapy: Bridge Program
- 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: Administrator in Special Education
- Master of Science in Education: Early Childhood Education
- Master of Science in Education: Elementary Education
- Master of Science in Education: English as a Second Language
- Master of Science in Education: Reading and Literacy Instruction
- Master of Science in Education: Special Education
- Master of Science in Genetic Counseling
- Master of Science in Higher Education Administration
- Master of Science in Healthcare Management
- 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 Physician Assistant Studies
- Master of Science in Strategic Fundraising and Philanthropy

Graduate Certificate Programs:

- Certificate in Autism Spectrum Disorders
- Certificate in Early Intervention Specialist
- Certificate in Emerging Media and Communications
- Certificate in English Communication Skills
- Certificate in Enrollment Management/Ruffalo Noel-Levitz
- Certificate in Information Management
- Certificate in Language & Literacy
- Certificate in Leadership and Negotiation
- Certificate in Nonprofit Governance
- Certificate in Nonprofit Management
- Certificate in Online Teaching and Program Administration
- Certificate in Strategic Fundraising

Graduate Admissions Requirements

Each graduate program has distinct admission requirements, which are provided below.

Occupational Therapy Doctorate

- Successful completion of an entry-level, accredited occupational therapy program at the Master's or Baccalaureate degree level:
- If the entry-level program is not at the Master's level, the student must have completed a Master's level program in a related field (i.e., psychology)
- Students must have a cumulative GPA of 3.0 (on a 4.0 scale) in the Master's level program with no grades below a C

- A minimum of two years of full-time clinical experience as an OT with continuing part- or full-time work while in the program
- Two letters of recommendation
- Resume/curriculum vitae
- Official transcripts from all colleges attended
- Essay
- In person, phone, or virtual interview
- Students for whom English is not their primary language must take either the TOEFL (Test of English as a Foreign Language) or the Internet-Based version (iBT) with the following minimum scores: Writing; 22; Speaking 22; Reading 25; and Listening 21
- Copy of the NBCOT certificate or other evidence of certification
- Special Note for graduates of the BPU Master of Occupational Therapy program: Graduate students who have completed the BPU MOT graduate degree and wish to transfer six credits from the MOT program into the 36-credit post-professional OTD program may do so pending the approval of the graduate program coordinator. A total of six credits can be requested to be reviewed to be transferred into the OTD program. A grade of a B+ or better is required in the courses that will be transferred.

Specialist in Education in Administrator Special Education Levels: All Concentration

This graduate program is for students who currently hold either:

- An initial license in special education, or a certificate as a school guidance counselor, school principal/assistant school principal, school psychologist, school social worker/school adjustment counselor, or speech, language and hearing disorders teacher and completion of three full years of employment in a district-wide, school-based, or other educational setting; or
- Completion of at least three full years of employment in law, public policy, higher education, or other related field accepted by the Department of Elementary and Secondary Education.

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application
- An original essay of 300 - 500 words on the topic "Why the EdS in Special Education Administrator is important to me, my career and professional goals?";
- Official copies of undergraduate and graduate transcripts (GPA 3.0 or preferred);
- A current resume;
- Two recommendations
- Signed Program Requirement Form;
- A copy of your current teaching license; and
- A copy of your passing scores on the Communication and Literacy Skills portions of the Massachusetts Test for Educator Licensure (MTEL).

Specialist in Education in Applied Behavior Analysis Concentration

Prospective students may apply to this program for fall admittance. For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application;
- An original essay of 300 - 500 words on the topic "Why the EdS in Applied Behavior Analysis is important to me, my career and professional goals?";

- Official copies of undergraduate and graduate transcripts (GPA 3.0 or preferred);
- A current resume;
- Two recommendations
- Signed Program Requirement Form;
- A copy of your current teaching license (optional); and
- A copy of your passing Massachusetts Test for Educator Licensure (MTEL) scores (optional).
- If you are enrolled in a combined M.S.Ed / Ed.S. Degree Program, you must be accepted in both degree programs and enrolled in courses every semester if you are combining courses and/or degree. Please see admissions for additional information. It is the student's responsibility to work with advisor each semester prior to registering for courses.

Specialist in Education in Early Childhood or Elementary Education Concentrations

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application;
- An original essay of 300 - 500 words on the topic "Why the EdS in Early Childhood Education or Elementary Education is important to me, my career and professional goals?";
- Official copies of undergraduate and graduate transcripts (GPA 3.0 or preferred);
- A current resume;
- Two recommendations;
- Signed Program Requirement Form;
- A copy of your current teaching license (optional); and
- A copy of your passing Massachusetts Test for Educator Licensure (MTEL) scores (optional).
- See additional admission requirements under Master of Science in Education

Specialist in Education: Reading & Literacy Instruction

Prospective students may apply for admission to the MEd/EdS in Reading & Literacy Instruction throughout the year. Each candidate will be reviewed by the Graduate Faculty Committee to determine the right course of study for each applicant.

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application;
- An original essay of 300 - 500 words on the topic "Why the EdS in Reading & Literacy Instruction is important to me, my career and professional goals?";
- Official copies of undergraduate and graduate transcripts (GPA 3.0 or preferred);
- A current resume;
- Two recommendations
- Signed Program Requirement Form;
- A copy of your current teaching license (optional); and
- A copy of your passing Massachusetts Test for Educator Licensure (MTEL) scores (optional).

Teachers who want to pursue a Massachusetts Reading Specialist License must successfully complete the Reading & Literacy Instruction degree courses, pass the Reading Specialist Licensure and Communication and Literacy Massachusetts Tests for Educator Licensure

(MTELS), have at least an initial teaching license and have taught under that license for one year, and complete a practicum field experience in a Massachusetts public school setting or a Massachusetts approved private special education school.

Bay Path University offers a degree, but not endorsement or certification to out of state teachers. Out of state teachers enrolled in the Reading & Literacy Instruction degree program interested in their state's reading specialist licensure/certification requirements must contact their state's department of education directly to find their state requirements and see how our program coursework can be applied toward your state's reading specialist licensure/certification.

Specialist in Education in Special Education Concentrations

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application;
- An original essay of 300 - 500 words on the topic "Why the EdS in Special Education is important to me, my career and professional goals?";
- Official copies of undergraduate and graduate transcripts (GPA 3.0 or preferred);
- A current resume;
- Two recommendations;
- Signed Program Requirement Form;
- A copy of your current teaching license (optional); and
- A copy of your passing Massachusetts Test for Educator Licensure (MTEL) scores (optional).

Master of Business Administration in Entrepreneurial Thinking & Innovative Practices (MBA)

Prospective students may apply for admission to the Master of Business Administration program throughout the year. For consideration of admission to the Bay Path MBA, applicants must submit the following:

- A completed online application;
- An original essay of at least 250 words on the topic, "Why the Master of Business Administration in Entrepreneurial Thinking and Innovative Practices is important to me, my career goals, and my life and professional goals?";
- Undergraduate and graduate transcripts (the required undergraduate degree must be from an accredited institution, with a minimum GPA of 3.0 based on a 4.0 scale);
- Evidence of two years of professional experience; and
- Two letters of recommendation.

Candidates who do not approach MBA Admission with a minimum GPA of 3.0 or at least two years' work history will be considered for acceptance only with the approval of the Program Director.

Master of Fine Arts in Creative Nonfiction Writing (MFA)

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application;
- An original essay of at least 250 words on the topic "Why I am interested in the MFA in Creative Nonfiction and what I will bring to the program as a learner and writer?" (a personal statement of no more than one page);

- Undergraduate and graduate transcripts from an accredited institution (3.00 GPA or grades at the “B” level or higher in English and/or writing classes);
- One 10-page writing sample or two 5-page writing samples (personal essay, profile, column, or article); and
- Two letters of recommendation.

Master of Occupational Therapy (MOT)

Prospective students may apply for admission to the Master of Occupational Therapy program throughout the year. All admissions materials must be received prior to the application deadline including the following:

- A completed online application
- An original essay following the prompt on our website. Essays should be no more than two pages, double spaced, with references if appropriate.
- Transcript(s) from all colleges attended and a bachelor’s degree from an accredited college institution with a cumulative grade point average of 3.0 or higher at the undergraduate level;
- The applicant should have taken the following courses or their equivalent at an accredited institution with final grades of B- or higher within the five years prior to beginning the program:
 - Anatomy and Physiology I (four-credit with lab)
 - Anatomy and Physiology II (four-credit with lab)
 - Developmental Psychology Through the Lifespan
 - Statistics
 - Sociology or Culture or Anthropology
- Two letters of recommendation; and
- A signed Essential Functions Form.

Admission is competitive, with a 3.0 minimum GPA required for consideration. For those meeting that minimum standard, every piece of the application is evaluated and crucial to determining if an applicant will be accepted into the program. Each year we have more applicants than we can accommodate. Some applicants may be offered a place on the wait list pending available spots in the class.

A student with lower than a 3.0 cumulative undergraduate grade point average may apply to the program; however the applicant may be requested to petition the department for acceptance into the program. The petition must include the following:

- An explanation for the lower GPA and/or grade; and
- A reflective learning plan, including a description of the steps the student will take to be successful in the program.

The department will review each petition and make a determination on an individual basis. The student will also be interviewed by the Program Director (or his/her designee) by phone or in person. Special consideration will be given to:

- Personal or professional experience in OT-related areas;
- Grades in similar courses (such as other lab science courses for grades in A&P courses);
- Grades earned in the most recent 60 credits;

- The explanation provided for the lower GPA and/or grade; and/or
- The learning plan.

If the student fails to earn a 3.0 GPA in the first semester or receives any grade lower than a B-, they will be dismissed from the program.

Master of Occupational Therapy: Bridge Program

Track 1: A student with an associate's degree in either OTA or PTA will be required to take 99 credits over the course of three years to earn their Master of Occupational Therapy (MOT) degree.

Requirements:

- Successful completion of an Associate's degree in OTA or PTA;
- Currently hold an OTA or PTA license; and
- Have at least one year of full-time practice experience.

Track 2: A student with an Associate's degree in either OTA or PTA and a bachelor's Degree (in any field) will be required to take 68 credits over the course of two years to earn their Master of Occupational Therapy (MOT) degree.

Requirements:

- Successful completion of an Associate's degree in OTA or PTA;
- Successful completion of a Bachelor's degree in any field;
- Currently hold an OTA or PTA license; and
- Have at least one year of full-time practice experience.
- One course in each of the following must be completed (preferably within the last 5 years) with a grade of B- or better:
 - Anatomy & Physiology I (with lab);
 - Anatomy & Physiology II (with lab);
 - Human Development Through the Lifespan (birth to death);
 - Statistics
 - Sociology, or Culture, or Anthropology.

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application
- All undergraduate transcripts (GPA of 3.0 is preferred);
- An original essay following the prompt on our website. Essays should be no more than two pages, double spaced, with references if appropriate.
- A current resume;
- Two recommendations;
- Signed Essential Functions form submitted with a handwritten signature;
- A copy of your OTA/PTA license;
- Documentation confirming a minimum of one year full-time paid employment as an occupational therapy assistant or a physical therapy assistant; and
- Interview (to be determined by Admissions).

Master of Public Health (MPH)

3+2 B.A./M.P.H. Option:

For students entering Bay Path with an interest in completing the 3+2 program, the pathway is designed to be seamless and smooth. Students will enter Bay Path as a declared 3+2 MPH student, with their academic progress evaluated regularly consistent with the Satisfactory Academic Progress policy. Students who meet those standards will complete their undergraduate degree while taking up to two MPH courses during each of their fall and spring semesters of their fourth year and matriculate fully into the MPH program in year five. The following courses are recommended for students in year four to accelerate their MPH studies:

- Senior year (fall semester): MPH 500 Foundations in Public Health Practice; MPH 502 Biostatistics and Epidemiology
- Senior year (spring semester): MPH 510 Cultural Competency in Healthcare; MPH 517 Health Behavior Theory and Practice for Public Health

Students with an undergraduate degree applying to the graduate MPH Program:

Students who already have earned an undergraduate degree may apply to the Bay Path University's MPH program following the conferral of their undergraduate degree. The process aligns with that of other graduate programs at Bay Path. Specifically, the admission requirements are as follows:

- Completion of an undergraduate degree from a regionally-accredited program.
- Completed application through SOPHAS, the centralized application system for schools and programs of public health: <http://www.sophas.org/>.
- 3.00 GPA
- Admission essay
- Two letters of recommendation
- An interview with the MPH program director.

Master of Science in Accounting (MSA)

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application
- Two letters of recommendation;
- Official copies of undergraduate and graduate transcripts (undergraduate degree must be from a college or university whose accreditation is recognized by accredited institutions, with a minimum GPA of 3.0 based on a 4.0 scale);
- An interview with the Program Director (in person or phone);
- A current resume

Additional courses in accounting, economics, management, marketing and statistics may also be required for students with undergraduate degrees in disciplines other than accounting.

Work experience in the accounting profession may be considered in lieu of some of the courses listed above, at the discretion of the Program Director.

Requirements for the state in which the candidate seeks licensure as a CPA should be verified to ensure compliance.

Master of Science in Applied Behavior Analysis

Prospective students may apply to this program for fall admittance. For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application;
- An original essay of 300 - 500 words on the topic “Why the MS in Applied Behavior Analysis is important to me, my career, and professional goals?”;
- Official copies of undergraduate and graduate transcripts (GPA 3.0 or preferred);
- A current resume;
- Two recommendations;
- Signed Program Requirement Form;
- A copy of your current teaching license (optional); and
- A copy of your passing Massachusetts Test for Educator Licensure (MTEL) scores (optional).

Master of Science in Applied Data Science

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application;
- An original essay of at least 250 words on the topic “Why the MS in Applied Data Science is important to me, my career and professional goals?” (For seasoned data analysts, please include references to projects that demonstrate your competency in math and statistics that will allow you to successfully complete the math and statistics courses in this program);
- Undergraduate and graduate transcripts (GPA 3.0 or greater). For applicants without field experience in data analytics, an undergraduate major or degree in a quantitative discipline is required (e.g., math, statistics, economics, computer science);
- A current resume; and
- Two recommendations who can speak to your readiness for this program.

The successful completion of the following courses (or their equivalents) is required for admission:

For seasoned business analysts:

- Proven ability in data analysis through work projects;
- Computing experience.

For recent graduates:

- Calculus 1 and 2;
- One course in statistics; and
- Computing experience.

Master of Science in Applied Laboratory Science and Operations

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application;
- An original essay of at least 250 words on the topic “Why the MS in Applied Laboratory Science & Operations is important to me, my career and professional goals?”;

- Official copies of undergraduate and graduate transcripts (the required undergraduate degree must be from an accredited institution, and a CGPA of 3.0 or greater is preferred)
- A current curriculum vitae or resume; and
- Two recommendations.

A Bachelor of Science in a natural science (i.e. Biology, Chemistry, Physics) is required. The successful completion of the following courses (or their equivalents), to be approved by the Program Director, are highly recommended for admission:

- Two semesters of General Biology;
- Two semesters of General Chemistry;
- Two semesters of Organic Chemistry;
- Genetics;
- Cell Biology, Molecular Biology *or* Biochemistry; and
- Statistics.

Master of Science in Clinical Mental Health Counseling

A Bachelor's degree in Psychology or a related field is preferred for entrance into the programs. Applicants must have a cumulative GPA of 3.0 or above to be accepted as a matriculated student. It is strongly recommended that students have a working knowledge of statistics, research methods, abnormal psychology, personality, and development. Applicants not meeting these requirements may apply to the program, and may be accepted conditionally. This means that these students, without an appropriate academic background, would be allowed to take three of the first four courses in the sequence and must achieve a 3.0 to matriculate into the program.

All prospective students under consideration for acceptance into this program must undergo a successful interview with a member of the Graduate Admissions Staff and must be formally accepted by the Director of the Graduate Program. In addition to the personal interview, applicants must submit the following information:

- A completed online application;
- An original essay of 300 - 500 words on the topic "Why the MS in Clinical Mental Health Counseling is important to me, my career and professional goals?";
- Official copies of undergraduate and graduate transcripts (GPA 3.0 or preferred);
- A current resume;
- Two recommendations from outside the Bay Path Psychology department;
- Signed Program Requirement Form;

Master of Science in Communications

Prospective students may apply for admission to the Master of Science in Communications, program throughout the year. For consideration into the M.S. in Communications applicants must submit the following:

- A completed online application
- An original essay of at least 250 words on the topic, "Why the Master of Science in Communications is important to me, my career goals, and my life and professional goals?";
- Undergraduate and graduate transcripts (the required undergraduate degree must be from an accredited institution, with a minimum CGPA of 3.0 based on a 4.0 scale); and
- Two letters of recommendation.
- A current resume.

Master of Science in Communications & Information Management (CIM)

Prospective students may apply for admission to the Master of Science in Communications & Information Management program throughout the year. For consideration into the M.S. in Communications and Information Management, applicants must submit the following:

- A completed online application
- An original essay of at least 250 words on the topic, “Why the Master of Science in Communications and Information Management is important to me, my career goals, and my life and professional goals?”
- Undergraduate and graduate transcripts (the required undergraduate degree must be from an accredited institution, with a minimum CGPA of 3.0 based on a 4.0 scale); and
- Two letters of recommendation.
- A current resume.

Master of Science in Cybersecurity Management

Prospective students may apply for admissions to the MS in Cybersecurity Management throughout the year. Applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application
- Undergraduate and graduate transcripts from from an accredited post-secondary institution of learning – any discipline can apply;
- Student must have an undergraduate cumulative grade point average of 3.0 or higher;
- Submit an admissions essay of at least 250 words on the topic of “Why the Master of Science in Cybersecurity Management is important to me, my career goals, and my life and professional goals?”;
- Provide two letters of recommendation.
- A current resume

Students will be admitted by the Program Director in cooperation with Graduate Admissions according to current practice with the other graduate programs at Bay Path University.

Master of Science in Developmental Psychology

A Bachelor’s degree in Psychology or a related field is preferred for entrance into the programs. Applicants must have a cumulative GPA of 3.0 or above to be accepted as a matriculated student. It is strongly recommended that students have a working knowledge of statistics, research methods, abnormal psychology, personality, and development. Applicants not meeting these requirements may apply to the program, and may be accepted conditionally. This means that these students, without an appropriate academic background, would be allowed to take three of the first four courses in the sequence and must achieve a 3.0 to matriculate into the program.

All prospective students under consideration for acceptance into this program must undergo a successful interview with a member of the Graduate Admissions Staff and must be formally accepted by the Director of the Graduate Program. In addition to the personal interview, applicants must submit the following information:

- A completed online application;
- An original essay of 300 - 500 words on the topic “Why the MS in Developmental Psychology is important to me, my career and professional goals?”;
- Official copies of undergraduate and graduate transcripts (GPA 3.0 or preferred);
- A current resume;

- Two recommendations from outside the Bay Path Psychology department; and
- Signed Program Requirement Form.

Master of Science in Education: Administrator in Special Education

This graduate program is for students who currently hold either:

- An initial license in special education, or a certificate as a school guidance counselor, school principal/assistant school principal, school psychologist, school social worker/school adjustment counselor, or speech, language and hearing disorders teacher and completion of three full years of employment in a district-wide, school-based, or other educational setting; or
- Completion of at least three full years of employment in law, public policy, higher education, or other related field accepted by the Department of Elementary and Secondary Education.

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application
- An original essay of 300 - 500 words on the topic “Why the MEd in Special Education Administrator is important to me, my career and professional goals?”;
- Undergraduate and graduate transcripts (GPA 3.0 or preferred);
- A current resume;
- Two recommendations
- Signed Program Requirement Form;
- A copy of your current teaching license; and
- Passing scores on the Communication and Literacy Skills portions of the Massachusetts Test for Educator Licensure (MTEL).

Master of Science in Education: Early Childhood or Elementary Education

Prospective students may apply to the M.S. in Education throughout the year. Students typically begin the program in the fall semester. For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application;
- An original essay of 300 - 500 words on the topic “Why the MEd in Early Childhood Education or Elementary Education is important to me, my career and professional goals?”;
- Official copies of undergraduate and graduate transcripts (GPA 3.0 or preferred);
- A current resume;
- Two recommendations;
- Signed Program Requirement Form;
- A copy of your current teaching license (optional); and
- A copy of your passing Massachusetts Test for Educator Licensure (MTEL) scores (optional).
- If you are enrolled in a combined MEd/EdS Degree Program, you must be accepted in both degree programs and enrolled in courses every semester if you are combining courses and/or degrees. Please see admissions for additional information.

Master of Science in Education: English as a Second Language

A graduate student who is interested in the post-baccalaureate education programs is encouraged to make an appointment with the Graduate Admissions Department and also attend an admissions event. Through these forums, a student is given information, both in print and orally, about the program, format, and requirements. By meeting with a graduate admissions counselor, each student has a contact person who can answer questions and guide him/her through the application process.

Graduate admissions counselors are knowledgeable in the education programs. Using the appropriate advising form, the counselor works out a plan for the student in which all required courses are laid out.

A prospective student is also encouraged to contact the Program Coordinator for more information. As was done for the special education, early childhood education, and elementary education post-baccalaureate programs, a Coordinator for English as a Second Language will be appointed. This individual is the program manager and will be available to answer questions and help each accepted student.

A student applying for the post-baccalaureate programs in education must submit the following:

- A completed online application
- Proof of an undergraduate degree from an accredited institution;
- Official transcripts from accredited institutions from every college and university attended since the completion of high school;
- A current résumé that discusses employment and volunteer experiences the Bay Path Admissions Committee may find relevant to the applicant's candidacy;
- Two recommendations for admission;
- A 300-500 word Statement of Purpose of why the candidate has decided to enter the field of education and pursue this licensure;
- Signed program requirement form;
- An interview with the Program Coordinator, or graduate admissions staff;
- Results from the Test of English as a Foreign Language (TOEFL) required of all applicants whose first language is not English. The program requires a score of 550 or higher; and
- Officially translated and evaluated transcripts are required for transcripts not written in English. Only transcripts translated and evaluated by authorized organizations are accepted.

If seeking an initial license in English as a Second Language, a student must hold a CGPA of 3.0 or higher in their courses and pass the required MTEL tests, prior to entering practicum.

Because the ESL courses are generally on an online and weekend format, Saturday luncheon meetings will be held to better assist the student during the program and to allow for more personal interaction. To further encourage communication, the Program Coordinator in English as a Second Language will create an electronic system for information dissemination. Both the luncheon advising and e-advising models have been very successful at Bay Path in our current graduate programs, where students are on campus on mostly week-ends only.

As a student moves through the program, the Coordinator tracks his/her progress. The Coordinator also maintains a licensure folder for every enrolled student. Stored in these folders are records of all pre-practicum experiences, college transcripts, MTEL scores, waiver forms, and

any other material that reflects student progress as she/he moves through the program. A second folder is maintained in the Education Licensure Office for all students, across all campuses.

Each student is given every possible option and opportunity to comply with the program requirements. Should a student have difficulty meeting the criteria to continue in the program, the Program Coordinator works with the student to see how the student can best be served.

For initial licensure, there will be no waivers for the practicum. Waivers are granted for required program components when they meet with approval of the Program Coordinator of English as a Second Language program. Waiver forms are signed by all required individuals and are retained in the student's licensure file in the Education Licensure Office. To support the waiver, appropriate documentation is required.

To qualify for any master's degree, a candidate must:

- Complete a specific minimum number of approved graduate credits with a grade of B or better in every course;
- Complete all designated courses as outlined in the curriculum and, if required in his/her program, submit a completed portfolio which becomes the property of the University;
- Complete degree requirements within time allotted by the statute-of-limitations;
- Complete a minimum of two-thirds of degree credits at Bay Path University to meet the residency requirement. A student will only be allowed to transfer in up to two courses for a total of six credits;
- Complete the Application for Graduation sent to a prospective graduating student early in the final semester; and
- Receive faculty approval for the award of the degree.

Master of Science in Education: Reading & Literacy Instruction

Prospective students may apply for admission to the MEd/EdS in Reading & Literacy Instruction throughout the year. Each candidate will be reviewed by the Graduate Faculty Committee to determine the right course of study for each applicant.

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application ;
- An original essay of at least 300-500 words on the topic "Why the MEd in Reading & Literacy Instruction is important to me, my career and professional goals?";
- Undergraduate and graduate transcripts (GPA 3.0 or preferred);
- A current resume;
- Two recommendations;
- Signed Program Requirement Form;
- A copy of your current teaching license (optional); and
- A copy of your Massachusetts Test for Educator Licensure (MTEL) results (optional).

Teachers who want to pursue a Massachusetts Reading Specialist License must successfully complete the Reading & Literacy Instruction degree courses, pass the Reading Specialist Licensure and Communication and Literacy Massachusetts Tests for Educator Licensure (MTELEs), have at least an initial teaching license and have taught under that license for one year,

and complete a practicum field experience in a Massachusetts public school setting or a Massachusetts approved private special education school.

Bay Path University offers a degree, but not endorsement or certification to out of state teachers. Out of state teachers enrolled in the Reading & Literacy Instruction degree program interested in their state's reading specialist licensure/certification requirements must contact their state's department of education directly to find their state requirements and see how our program coursework can be applied toward your state's reading specialist licensure/certification.

Master of Science in Education: Special Education

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application;
- An original essay of 300 - 500 words on the topic "Why the MEd in Special Education is important to me, my career and professional goals?";
- Official copies of undergraduate and graduate transcripts (GPA 3.0 or preferred);
- A current resume;
- Two recommendations;
- Signed Program Requirement Form;
- A copy of your current teaching license (optional); and
- A copy of your passing Massachusetts Test for Educator Licensure (MTEL) scores (optional).

Master of Science in Genetic Counseling

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application
- An original essay of no more than three typed pages on the topic "Why the MS in Genetic Counseling is important to me, my career and professional goals?";
- Undergraduate and graduate official transcripts (GPA 3.0 or greater);
- GRE scores (within the last 5 years);
- International Students - TOEFL (within the last year);
- A current resume; and
- Three recommendations.
- Applicants selected for an interview will be contacted by phone or email. Interviews will be at [The Philip H. Ryan Health Science Center](#), located at 1 Denslow Road, East Longmeadow, Massachusetts. Interviewees can choose to interview on-campus OR via Skype. Skype interviewees should visit the campus virtually by [clicking here](#).
- **Genetic Counseling Admissions Match**
The Bay Path University MS in Genetic Counseling program participates in the Genetic Counseling Admissions Match through National Matching Services (NMS). The GC Admissions Match has been established to enhance the process of placing applicants into positions in Master's-level genetic counseling programs that are accredited by the Accreditation Council for Genetic Counseling (ACGC). The Match uses a process that takes into account both applicants' and programs' preferences. All applicants must first register for the Match with NMS before applying to participating genetic counseling graduate programs. At the conclusion of all program interviews, both applicants and programs will submit ranked lists of preferred placements to NMS according to

deadlines posted on the NMS website. The binding results of the Match will be released to both applicants and programs simultaneously in late April.

The successful completion of the following courses (or their equivalents) is required for admission:

- Biology
- Molecular and/or Cellular Biology;
- Chemistry;
- Biochemistry;
- Organic Chemistry;
- Genetics;
- Psychology (general);
- Developmental Biology/Embryology; and
- Statistics.

The Genetic Counseling Program will allow the transfer in of up to six credits from accredited institutions as per the Bay Path University graduate transfer policy. Please review the list of coursework for the curriculum. If you believe you have taken a course that covered the content of one of the Genetic Counseling Program required courses, include a letter to the Admissions Committee to this effect when submitting your application materials. This letter is a written request to the members of the Genetic Counseling Program Admissions Committee for formal review of specific graduate course syllabi from another institution(s) for acceptability as transfer credit(s). Please submit a detailed syllabus for the course(s) to be reviewed. The Genetic Counseling Program Admissions Committee will review the applicant's course transcripts and syllabi to determine allowable credit(s) ONLY if the applicant is selected for an interview.

Master of Science in Healthcare Management

Prospective students may apply for admissions to the M.S. in Healthcare Management program throughout the year. Students typically begin the program in the fall semester. Applicants do not need to have an undergraduate degree in this field to apply. For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application;
- Undergraduate and graduate transcripts (undergraduate degree must be from an accredited institution, with a minimum GPA of 3.0 based on a 4.0 scale);
- An original essay of at least 250 words on the topic, "Why the Master of Science in Healthcare Management is important to me, my career goals, and my life and professional goals?"
- Two recommendations
- A current resume

Master of Science in Higher Education Administration

Prospective students may apply for admissions to the M.S. in Higher Education Administration program throughout the year. For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application;
- An original essay of at least 250 words on the topic, "Why the Master of Science in Higher Education Administration is important to me, my career goals, and my life and professional goals?"

- Official copies of undergraduate and graduate transcripts (undergraduate degree must be from an accredited institution, a CGPA of 3.0 is preferred)
- Two letters of recommendation;
- A current resume

Master of Science in Information Management

Prospective students may apply for admission to the Master of Science in Information Management program throughout the year. ~~Students generally begin the program in the fall semester with CIM 600 Orientation Seminar, a requirement of the program.~~ For consideration into the M.S. in Information Management, applicants must submit the following:

- A completed online application
- An original essay of at least 250 words on the topic, “Why the Master of Science in Information Management is important to me, my career goals, and my life and professional goals?”;
- Undergraduate and graduate transcripts (the required undergraduate degree must be from an accredited institution, with a minimum CGPA of 3.0 based on a 4.0 scale); and
- Two letters of recommendation
- A current resume.

Master of Science in Leadership and Negotiation

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed online application;
- An original essay of at least 250 words on the topic “Why the MS in Leadership & Negotiation is important to me, my career and professional goals?”;
- Undergraduate and graduate transcripts (GPA 3.0 or greater);
- A current resume; and
- Two recommendations.

Master of Science in Nonprofit Management and Philanthropy (NMP)

Prospective students may apply for admissions to the Master of Science in Nonprofit Management program throughout the year. For consideration, applicants must submit the following to the Office of Graduate Admissions:

- A completed online application
- An original essay of at least 250 words on the topic: “Why the Master of Science in Nonprofit Management is important to my career goals and to me personally?”
- Official copies of undergraduate and graduate transcripts (undergraduate degree must be from an accredited institution, a CGPA of 3.0 is preferred)
- Two letters of recommendation;
- A current resume

Master of Science in Physician Assistant Studies

Prerequisite Coursework

All prerequisite courses listed below must be completed with a grade of “C” or better and a cumulative GPA of 3.0.

- 15 semester hours of biological sciences, which must include Human Anatomy and Physiology I & II with lab, and Microbiology;
- 15 semester hours of chemical/physical sciences, which must include Organic or Biological Chemistry;
- One college level statistics course;
- One college level ethics course; and
- Applicants can apply with up to two pending prerequisite courses.

Admission Requirements

For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A baccalaureate or graduate degree from an accredited US institution with a cumulative GPA of 3.0;
- A minimum of 500 patient contact hours are required. Examples of patient contact hours can include but are not limited to EMT, Paramedic, CNA, Nurses Aid, Respiratory Therapist, Clinical Research, Medical Assistant, Phelbotomist, or clinical experiences with direct patient contact;
- A minimum of 24 hours of documented PA shadowing is required;
- A personal statement of interest and intent is required;
- All prerequisites must be completed within 10 years;
- The BPU-PA Program will not allow advanced standing for any professional courses or clinical experiences;
- For International Students: English Second Language – TOEFL score of 90 int. – 233 computer – 550 paper; and
- No GMAT or GRE required.

Master of Science in Strategic Fundraising and Philanthropy (SFP)

Prospective students may apply for admissions to the Master of Science in Strategic Fundraising and Philanthropy program throughout the year. For consideration, applicants must submit the following to the Office of Graduate Admissions:

- A completed online application
- An original essay of at least 250 words on the topic: “Why the Master of Science in Nonprofit Management is important to my career goals and to me personally?”
- Official copies of undergraduate and graduate transcripts (undergraduate degree must be from an accredited institution, a CGPA of 3.0 is preferred);
- Two recommendations
- A current resume

Graduate Certificates

Prospective students may apply for admissions to the Graduate Certificate programs throughout the year. For consideration, applicants must submit the following to the Office of Graduate Admissions (the same admissions requirements apply to students who will enroll to only one course):

- A completed online application
- Undergraduate and graduate transcripts (undergraduate degree must be from an accredited institution;

- An original essay of at least 250 words on the topic: “Why A Graduate Certificate in (insert name of specific certificate) is important to my career goals and to me personally?”;
- A current resume; and
- Signed Program Requirement Form if required for specific degree program.

Waiver of Graduate Admissions Standards

Admissions standards outlined in the program requirements may be waived by a committee consisting of the Provost, the Dean of the applicable School/Division, the Graduate Faculty Committee and the Dean of Graduate Admissions & International Recruitment if there is sufficient evidence that the applicant will be successful in the Graduate School.

Graduate Application Process

Applications for admission to graduate programs at Bay Path University are distributed by the Graduate Admissions and may be found on the graduate website: graduate.baypath.edu. Please refer to the graduate website for detailed information on application deadlines, and notification dates.

Longmeadow Campus:

Graduate Admissions, Bay Path University
588 Longmeadow Street
Longmeadow, MA 01106

Concord Instructional Location:

Graduate Admissions, Bay Path University
521 Virginia Road
Concord, MA 01742

Sturbridge Instructional Location:

Graduate Admissions, Bay Path University
One Picker Road
Sturbridge, MA 01507

Admissions Appeals

Students who wish to appeal an admissions decision should submit the appeal in writing to the Dean of Graduate Admissions. Included with the written appeal should be documentation to support the reasons for the appeal. All appeals will be forwarded to the Director of the Program and will be reviewed by the Director and the Dean. Students will receive notification of the final decision within 30 days.

Health Insurance

Please reference the Student Accident and Sickness Insurance Program found within the Financial Information section of this catalog for more information.

Health Records

Applicants to all graduate programs must submit a completed health form and a complete medical history, which includes immunization records for vaccinations against measles, mumps, rubella, diphtheria, tetanus, and Hepatitis B series before they are permitted to register and attend classes. This is mandated by Massachusetts General Laws Chapter 76, Section 15c. Students may contact the Health Services Office, which is located on the first floor of Theinert

Hall, with any questions regarding health forms or immunization requirements. The University's Registered Nurse is available by appointment and for emergency calls Monday through Friday.

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Deposits

All graduate programs require a one-time, non-refundable reservation deposit that is applied to the student's first bill. The deposit amounts for the 2018-2019 academic year are:

Master of Occupational Therapy	\$300.00
Master of Occupational Therapy – Bridge Program	\$100.00
M.S. in Physician Assistant Studies	\$750.00
All remaining graduate programs	\$100.00

Tuition and Fees

The tuition and fees for the 2018-2019 academic year are:

Doctoral Programs

Doctorate of Nursing Practice (per credit)	\$950.00
Occupational Therapy Doctorate (per credit)	\$975.00

Specialist in Education Programs

Ed.S. in Administrator in Special Education Concentration (per credit)	\$695.00
Ed.S. in Applied Behavior Analysis Concentrations (per credit)	\$695.00
Ed.S. in Education Concentrations (per credit)	\$520.00

Master Degree Programs

M.B.A. in Entrepreneurial Thinking & Innovative Practices (per credit)	\$830.00
M.F.A. in Creative Nonfiction Writing (per credit)	\$730.00
Master of Occupational Therapy (per credit)	\$960.00
Master of Occupational Therapy – Bridge Program (per credit)	\$805.00
Master of Public Health (per credit)	\$750.00
M.S. in Accounting (per credit)	\$830.00
M.S. in Applied Behavior Analysis (per credit)	\$695.00
M.S. in Applied Data Science (per credit)	\$830.00
M.S. in Applied Laboratory Science and Operations (per credit)	\$850.00
M.S. in Clinical Mental Health Counseling (per credit)	\$835.00
M.S. in Communications (per credit)	\$830.00
M.S. in Communications and Information Management (per credit)	\$830.00
M.S. in Cybersecurity Management (per credit)	\$820.00
M.S. in Developmental Psychology (per credit)	\$835.00
M.S. in Education (per credit)	\$520.00
M.S. in Education: Administrator in Special Education Concentration (per credit)	\$695.00
M.S. in Education: English as a Second Language Concentration (per credit)	\$520.00
M.S. in Genetic Counseling (per credit)	\$1,075.00
M.S. in Healthcare Management	\$695.00
M.S. in Higher Education Administration (per credit)	\$780.00
M.S. in Information Management (per credit)	\$835.00
M.S. in Leadership and Negotiation (per credit)	\$800.00
M.S. in Nonprofit Management and Philanthropy (per credit)	\$695.00
M.S. in Physician Assistant Studies (per trimester)	\$16,275.00
M.S. in Strategic Fundraising and Philanthropy (per credit)	\$695.00
Graduate Student Non-Matriculating	\$675.00

Student Accident and Sickness Insurance Program – Full Term/Full Year students	\$3,327.00
Lost Campus Card 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.

Course Lab Fees

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

ASO 500	Applied DNA Biology	\$300.00
ASO 605	Toxicology and Drug Analysis	\$300.00
ASO 670	Capstone I	\$300.00
BIO 108	Fundamental Concepts in Science	\$130.00
BIO 110	Biology I for Science Majors	\$125.00
BIO 111	Biology I for Non-Science Majors	\$125.00
BIO 112L	Biology II for Science Majors Lab	\$150.00
BIO 150L	Anatomy and Physiology I Lab	\$150.00
BIO 151L	Anatomy and Physiology II Lab	\$150.00
BIO 210L	Genetics Lab	\$250.00
BIO 240L	Plants Rock Lab	\$230.00
BIO 260L	Microbiology Lab	\$250.00
BIO 300L	Biochemistry Lab	\$250.00
BIO 314L	Botany Lab	\$250.00
BIO 316L	Musculoskeletal Anatomy Lab	\$150.00
BIO 320L	Cell and Molecular Biology Lab	\$250.00
BIO 350L	Developmental Biology Lab	\$250.00
BIO 431L	Comparative Vertebrate Anatomy Lab	\$250.00
BIO 440L	Mammalogy Lab	\$250.00
BSC 150L	Anatomy and Physiology I Lab	\$150.00
BSC 151L	Anatomy and Physiology II Lab	\$150.00
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	\$250.00
CHE 121L	Chemistry II Lab	\$250.00
CHE 220L	Organic Chemistry I Lab	\$250.00
CHE 221L	Organic Chemistry II Lab	\$250.00
CHE 300L	Analytical Chemistry Lab	\$250.00
CRJ 316	Handgun Safety	\$50.00
FSC 105L	Criminalistics Lab	\$150.00
FSC 420L	Forensic Chemistry Lab	\$250.00
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	\$235.00

FSS 220	Food Chemistry I with Laboratory	\$90.00
FSS 250	Food Chemistry II with Laboratory	\$90.00
HUM 273	French Canadian Cultural Immersion	\$300.00
LAW 241	Computer Assisted Legal Research	\$80.00
LAW 415	Advanced Legal Research and Writing	\$80.00
NEU 100L	Neuroscience I Lab	\$125.00
NEU 200L	Neuroscience II Lab	\$125.00
NEU 250	Research Methods in Neuroscience	\$150.00
OTP 502	Integrated Anatomy	\$200.00
OTP 505	Professional Behavior and Leadership Competencies	\$75.00
OTP 509	Professional Development III	\$150.00
OTP 512	Professional Development III	\$150.00
OTP 513	Professional Development IV	\$75.00
OTP 530	Psychological/Social/Cognitive Components of Living I	\$50.00
OTP 531	Psychological/Social/Cognitive Components of Living II	\$50.00
OTP 540	Sensorimotor Components of Living I	\$50.00
OTP 541	Sensorimotor Components of Living II	\$50.00
OTP 542	Sensorimotor Components of Living III	\$50.00
OTP 550	Developmental Components of Living I	\$50.00
OTP 551	Developmental Components of Living II	\$50.00
PHS 201L	College Physics I Lab	\$150.00
PHS 202L	College Physics II Lab	\$150.00

*There is no lab fee when course runs through The American Women's College

Other Charges

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 to www.gallagherstudent.com 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. Students interested in waiving this plan must do so prior to attending classes. **Only students enrolled in the following graduate programs are eligible to enroll in or waive the health insurance: Master of Science in Physician Assistant Studies, Master of Occupational Therapy, Master of Occupational Therapy Bridge and Master of Science in Applied Laboratory Science and Operations.**

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.

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.

Billing Process

Students are billed on a semester basis with each semester consisting of two (2) eight-week sessions. This means your bill will consist of the tuition and fees for 2 sessions. You must reconcile your bill with the Student Financial Services Office prior to attending class.

Students in the Master of Fine Arts in Creative Nonfiction Writing, Master of Occupational Therapy, Master of Applied Laboratory Science and Operations, and Master of Science in Physician Assistant Studies degrees are billed on a semester basis and must pay for each semester at least two weeks prior to the start of that semester.

Payment Options

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

1. Students may apply for a Direct Federal unsubsidized Loan. All financial aid information must be submitted to the Student Financial Services Office at least three weeks prior to the start of the semester. If the financial aid award does not cover the entire bill for the semester, students must pay this amount in full at least two weeks prior to the start of the semester, or apply for an alternative loan (see the Student Financial Services Office for more information).
2. If students are receiving reimbursement from employers, please refer to the section entitled "Employer Reimbursement Policy" for payment options.
3. Students in the Occupational Therapy Doctorate, Master of Business Administration in Entrepreneurial Thinking and Innovative Practices, Master Science in Accounting, Master of Science in Applied Behavior Analysis, Master of Science in Applied Data Science, 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, 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 Higher Education Administration, Master of Science in Information Management, Master of Science in Leadership and Negotiation, Master of Science in Nonprofit Management and Philanthropy, and Master of Science in Strategic Fundraising and Philanthropy degrees are billed on a semester basis with each semester consisting of either two eight-week sessions or one 15-week semester. This means their bills will consist of the tuition and fees for both sessions. In these programs, there are three semesters in an academic year. If they are not receiving financial aid or employer reimbursement, they must pay for each SESSION at least two weeks prior to the start of that session and sign the payment agreement.
4. Students in the Master of Fine Arts in Creative Nonfiction Writing, Master of Occupational Therapy, Master of Applied Laboratory Science and Operations, and

Master of Science in Physician Assistant Studies degrees are billed on a semester basis and must pay for each semester at least two weeks prior to the start of that semester.

Payment Methods

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 MyBayPath Portal or by calling the Cashier.

Students in the Master of Fine Arts in Creative Nonfiction Writing, Master of Occupational Therapy, Master of Applied Laboratory Science and Operations, and Master of Science in Physician Assistant Studies degrees are billed on a semester basis and must pay for each semester at least two weeks prior to the start of that semester. Only these programs are eligible to use the Payment Plan listed below.

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. The payment plan is a 10 month plan and a \$70 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, call TMS at (888) 216-4258 or apply online at www.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.

Alternative loans are available for both students and parents. Contact the Student Financial Services Office for more information. Students receiving reimbursement from their employer can apply with the Student Financial Services Office to defer payment until the end of the semester (see below).

Employer Reimbursement Policy

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

Credit Balance Policy

Some students may receive a credit balance on their account due to an overpayment or by applying for loan funds above and beyond the cost of tuition and fees. For a student to receive a refund, all funds must be received by the University and posted to the student's account. During the academic year, Bay Path University will partner with Tuition Management Systems (TMS) for disbursement of credit balance refunds. TMS offers students more options and faster access to their credit balance refund. Students select a refund choice through an easy to use, secure online tool and enter the required personal and contact information for the refund method they have chosen. If a credit balance is available, the refund will be processed based upon the student's chosen method of payment: direct deposit, a reloadable Visa prepaid card or paper check. Credit balance refunds are processed within two weeks of Bay Path's receipt of funds. Until the TMS option is available, students will receive a refund check. 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.

Institutional Refund Policy

To be considered withdrawn from the University, students must complete an Enrollment Status Change Form with the Registrar's Office. To be considered withdrawn from a course, students must inform the Registrar's Office and complete the necessary forms as determined by the Registrar's Office.

Any student withdrawing from the University who is not receiving Federal Title IV financial assistance will follow the Institutional Refund Policy stated below:

Sessions containing 15 weeks

Prior to the first scheduled class	100% Refunded
Within the first week	80% Refunded
Within the 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
Within the first week	90% Refunded
Within the second week	30% Refunded
After the second week	No Refund

Sessions containing 4 to 6 weeks

Prior to the first scheduled class	100% Refunded
Within the first week	90% Refunded
After the first week	No Refund

Sessions containing 3 weeks or less

Prior to the first scheduled class	100% Refunded
After the first scheduled class	90% Refunded
After the second scheduled class	No Refund

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

Refund Policy for Education Courses

To be considered withdrawn from a course or the University, students must inform the Registrar's Office and complete the necessary forms as determined by the Registrar. If a student withdraws from the University, they will be subject to either the Institutional or the Federal Refund Policy described below. Students receiving Federal Title IV financial assistance will be subject to the Federal Refund Policy.

Students withdrawing from a course (but not from the University) at least 10 days prior to the first scheduled class will have their bill adjusted and no drop fee will be reflected for the dropped course. Students receiving financial aid will have their financial aid package recalculated.

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

Institutional Course Withdrawal Refund Policy:

<u>Withdrawal Date</u>	<u>% of Tuition Refunded</u>
Prior to the first scheduled class:	100% Refunded
Prior to the second scheduled class	90% Refunded
After the second scheduled class	No Refund

Federal Refund Policy

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

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

Print Management System

All public printers on the Longmeadow and East Longmeadow campuses are equipped with a print management system, called Pharos, which will allow students to make prints and copies using their Campus Card. Students will be provided 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 a web-link on the portal.

General Information

Bay Path University reserves the right to change tuition and fees. The tuition and fee schedules for the 2019-2020 academic year will be announced to all current students and applicants in the spring of 2019.

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.

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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 Bay Path University, federal, state, and private sources. Bay Path University strives to make enrollment possible for all academically qualified students who are willing to undertake some financial responsibility for meeting expenses.

Financial Aid Eligibility, Application, and Renewal

Eligibility – Applicants seeking consideration for aid must be enrolled as matriculated (degree seeking) students on at least a half-time basis (6 credit hours per semester) to qualify for financial aid. 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.

Application – All applicants (incoming and returning) must complete a Free Application for Federal Student Aid (FAFSA). Applicants are encouraged to complete the FAFSA online at www.fafsa.ed.gov. Bay Path University's Department of Education code number is 002122.

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 to the Executive Director of Student Financial Services. Financial aid information is considered confidential.

Students selected for verification by the federal processor upon completion of the FAFSA, may be asked to submit additional documentation to the Student Financial Services Office. Documentation may include a copy of the most recent IRS tax transcript and W-2 forms, along with a completed Verification Worksheet.

Renewal – All forms of financial aid loans are committed for the period of one academic year only. Students must reapply for aid annually. Awards are granted on an annual basis, unless otherwise noted on the award notification, and are applied equally to each semester of a student's account. Students must meet the University standards of satisfactory academic progress to receive financial aid. (See the Satisfactory Academic Progress section on pg. 241).

Federal financial aid guidelines limit the number of classes a student can complete within a program. If a student is switching between program options and/or degrees, or adding certificates to the program of study, it is the student's responsibility, if seeking financial aid, to work with the Student Financial Services Office to ensure coursework will be covered.

Bay Path Scholarships for Graduate Students

Trustees' Leadership Development Scholarship

Graduate students enrolled in the Nonprofit Management and Philanthropy degree programs who are employed full-time at a nonprofit organization (as designated by the IRS tax code 501 (c) (3), 501 (c), (4), or 501 (c), (6) may apply for this need based scholarship. Students must be enrolled at least part-time and complete an application certifying they are employed at a non-

profit agency/company. Students must also be accepted and matriculated into a Nonprofit Management and Philanthropy Program including the MS degree, related graduate certificates, or Nonprofit Management/Philanthropy graduate courses at Bay Path. Award amounts range from \$400 to \$1,600 per semester based on need and enrollment. Applicants must also submit a completed FAFSA to be considered for this scholarship. Students who receive this scholarship are not qualified for other graduate scholarships. Scholarships are only applied against tuition.

Town of Longmeadow Scholarships

To Town employees based on available space and application eligibility. Graduate degree program: \$5,000 grant provided for up to two full-time students annually in Special Education program (including Board Certified Behavioral Analyst program).

Bay Path University Graduate Grant

As part of Bay Path University Education Stimulus Plan, this grant is for traditional graduates to continue their education at the University and earn a Master's degree. This grant may be used toward any current Bay Path Master of Science program with the exception of the Master in Occupational Therapy program, the Master in Physician Assistant, and the Master in Genetic Counseling program. Eligibility is for students who attend Bay Path as a full-time traditional undergraduate. Amount of awards are \$1,000 for each year attended at Bay Path up to a maximum award of \$4,000. Students must attend Bay Path as an undergraduate without any breaks between undergraduate and graduate enrollment. A standard graduate school application must be submitted. Students enrolled part-time or full-time as a graduate student are eligible. Students are eligible for the grant for a two year period and cannot qualify for any other Bay Path Scholarships. Eligibility is not need-based; however, if student is receiving tuition reimbursement, the scholarship amount will be limited. Tuition reimbursement funding will be applied first towards tuition. The amount of the grant will be applied against tuition.

Government Support Programs

A Federal Direct Unsubsidized Stafford Loan is not awarded on the basis of financial need. Students will be charged interest from the time the loan is disbursed until it is paid in full. Students may elect to have the interest accrue while in school however, the interest will be capitalized.

The maximum loan eligibility graduate students may borrow up to in the Direct Unsubsidized Stafford Loan is \$20,500 per academic year.

Private Alternative Funding Sources

Private alternative loans are an additional source of funding for graduate students. 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.

Federal Direct Grad Plus Loan

Students may apply for this loan program up to their cost of education less financial aid received. A test for credit worthiness is required. Students who would like further information regarding these loan programs should contact Bay Path University Student Financial Services.

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Academic Advising

Students enrolled in graduate programs at Bay Path University are advised by Program Directors and faculty members within each program.

Access Services (see Services for Students with Disabilities)

Career Development

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.

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.

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 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 her 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 University Provost. 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.

Disabilities (See Services for Students with Disabilities)

Division of Research and Academic Resources

The Division of Research and Academic Resources includes the Center for Student Scholarship, Research, and Creative Work, 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 and the Bashevkin Center for Academic Excellence.

Center for Student Scholarship, Research, and Creative Work

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 collaborative learning in our group study rooms. We have an up-to-date collection of over 450,000 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.

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 the signing of the Honor Pledge at fall convocation 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 that their research complies with federal regulations for the protection of human subjects.

Center for Online and Digital Learning

The Center for Online & Digital Learning provides dedicated teaching and learning support services for faculty and students engaged in online learning at Bay Path. This support includes formally orienting new faculty and students to online learning, supporting students with learning and creating with educational technologies like the Canvas and the iPads, as well as with the 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 students at Bay Path University. Support services include peer tutoring, writing tutoring, academic coaching, and other resources. Peer tutors, Professional Tutors, and Academic Coaches meet individually or in study groups and provide academic assistance in understanding course content, preparing for tests, writing papers, etc. individual assistance is by appointment arranged by an online scheduling system.

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. A café is available at the Philip H. Ryan Health Sciences Center, with hours posted at the location.

Health and Wellness Services

Bay Path University encourages students to attend to mind, body, and spirit. Students taking courses on campus have access to the Breck Fitness Center.

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 April.

Services for Students with Disabilities

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 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 Coordinator of AccessAbility Services. See the documentation guidelines on the office's website for more detail.
- Meet with the Coordinator of AccessAbility Services for an intake meeting, to review the request and discuss reasonable accommodations.

After reviewing the request and documentation, the Coordinator of AccessAbility Services 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 Coordinator work together with the faculty and staff to ensure that the accommodations are implemented. Students must request services each semester, and they must also discuss any changes to disability status or to the nature of the disability resulting in new accommodation requests with the Coordinator. 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 the Coordinator's decision by making a written request to the Director of Student Academic Support Services, who will meet with the Coordinator and student to make a decision about reasonable accommodations. All participation in services for students with disabilities is voluntary.

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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 the Traditional, One-Day, and Graduate programs. The Committee is chaired by a member of the full-time faculty who, working collaboratively with the University administration, 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 including the President, Provost, Dean, Department Chair, or Program Director concerning any matter involving academic integrity or classroom behavior shall be directed to the Chair of the Standing Committee. Any faculty or staff 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 Chair of the Standing Committee. The Chair of the Standing Committee can be contacted at integrity@baypath.edu.

Academic and Classroom Behavior

The maintenance of academic integrity and classroom behavior within the University is the responsibility of each faculty member and each student. Dishonorable behavior may be *academic* or *classroom* or both. Issues involving violations of this Policy fall under the aegis of the Standing Committee on Academic Integrity & Classroom Behavior.

Academic Integrity

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

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

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

Process for Academic Integrity Policy Violations

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

When conduct involving academic dishonesty occurs in the faculty member's class, they may elect to attempt to resolve the matter informally through the process for informal resolution set forth below. In the alternative, the faculty member may elect to refer the matter directly to Academic Affairs by emailing integrity@baypath.edu for disposition by the Standing Committee through a Hearing Board. A student whose conduct is the focus of a matter referred directly to the Committee for consideration by a Hearing Board may request that the Chair of the Standing Committee investigate the possibility of informal resolution of the matter. The 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 Chair of the Standing Committee by email (integrity@baypath.edu) of the facts and circumstances of the alleged violation. The faculty member will notify the student of the complaint and the faculty member's intent to resolve the matter through informal resolution, by email in a form approved by the Standing Committee. The student will be asked to respond to the complaint and will be advised of a respondent's rights under the Policy, including the right to seek the advice of a faculty liaison and to meet with the Chair of the Standing Committee. If the student accepts the informal disposition of the matter, the faculty member should notify the Chair of the Standing Committee by sending the student's response to integrity@baypath.edu. Documentation of the matter and its resolution will be kept on file by the Office of Academic Affairs. If the faculty member elects to resolve the matter through the informal process, the faculty member, in consultation with the 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 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 Chair of the Standing Committee and the Office of Academic Affairs through email at integrity@baypath.edu. For all matters under consideration at the end of a term, an Incomplete ("I") shall be entered as the student's grade until the matter is resolved.

Reporting – Responsibilities & Sanctions

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

Self-Report and Non-Disciplinary Response

Any student who is involved in conduct constituting a violation of the Policy on Academic Integrity and Classroom Behavior or who finds themselves in an ethically compromising situation may self-report the situation to their academic advisor, the 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 of Academic Affairs or upon request by the faculty member or the student, the 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. 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. The Hearing Board will consist of the Chair of the Standing Committee (or their 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 Hearing Board and the student, who will receive notice of the composition of the Hearing Board, may seek disqualification of one faculty member and two student representatives. The Chair of the Standing Committee 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. 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 Chair of the Standing Committee for consideration by the Board. The Chair of the Standing Committee will also interview witnesses identified by the complainant and others in preparation for the hearing. The Disciplinary Board, presided over by the Chair of the Standing Committee, or their designee, 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 Chair by email (integrity@baypath.edu) a written request that states the reasons for separate hearings. The Chair or their designee 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 Chair 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 Hearing Board upon consideration of sanctions. The respondent and complainant faculty member, as well as others invited by the Chair of the Hearing Board, 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 Provost 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 the following:

- All sanctions 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
- Suspension from the University for a specified period of time; and/or

- Dismissal from the University for an indefinite period with conditions for re-admission, if any, defined by the Provost at the time dismissal occurs; and/or
- Permanent expulsion from the University with documentation on their permanent record.

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

Appeal

A respondent who believes the decision of the Hearing Board is unsupported by or contrary to the evidence, or is the result of procedural error or bias, or who seeks reconsideration of any sanctions imposed, may appeal within seven (7) days of receiving the notification from the Hearing Board. This appeal must be made in writing and sent by email at integrity@baypath.edu, and directed to the attention of the Provost who will review the matter. The Provost will determine whether the appeal has merit and, if so, may render a decision or return the matter to the Hearing Board for further consideration. Newly discovered evidence, unknown at the time of the hearing, may be raised on appeal in support of a request for further consideration by the Board or in support of a request for reconsideration of sanctions. Such newly discovered evidence should be sent (by email at integrity@baypath.edu) to the Chair of the Standing Committee who will forward the evidence to the Provost. Upon receipt of the evidence, the Provost 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 Provost and Vice President for 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 Standing Committee. Action for dishonorable *classroom behavior* will be taken by the Standing Committee or the Provost and the Office of Planning and Student Development depending on the circumstances. Any faculty member who perceives or suffers from such behavior by any student or group of students while pursuing duties in the instructional process may request that the student or students leave the immediate learning environment. If, in the faculty member's judgment, the student or students will not respond to direction by the faculty member, they may contact campus Public Safety for assistance. The faculty member must report the conduct in writing (by email at integrity@baypath.edu) as soon as possible to the Chair of the Standing Committee and, if appropriate, file an incident report with the Campus Public Safety Office. The 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 Chair will also advise the student that they may contact 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 Chair of the Standing Committee, in consultation with the Provost's designee in Academic Affairs, and the appropriate administrators, will

determine whether summary process is appropriate or whether the matter should be dealt with by the Committee through the formal hearing process. For serious social 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 summary process, without recourse to the formal hearing process or involvement of a faculty liaison.

The Chair of the Standing Committee will promptly investigate the matter in consultation with the Office of Student Development, the Office of Academic Affairs, and Campus Public Safety. The Vice President for Planning and Student Development and/or the Provost's designee from Academic Affairs may, on their own initiative, or upon request by the Chair of the Standing Committee, 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 classroom 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 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 social conduct through summary process faces sanctions that include removal from the classroom, suspension from class, or involuntary withdrawal from the class. Students may also be suspended from the University, barred from campus, or expelled from the University with either the privilege of readmission at some later time, subject to conditions determined by the University, or with no opportunity for readmission. Students found responsible for dishonorable social misconduct 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 social misconduct has the same right of appeal as a student found responsible for academic dishonesty. A student found responsible through summary process may be heard by the Provost in mitigation of responsibility or sanction but has no right of appeal. A decision by the Provost and/or the Vice President for Planning and Student Development is final. In any case in which the conduct is criminal in nature, the Provost and/or Vice President for Planning and Student Development may act summarily or seek the assistance of the Committee, but a report will be made to Campus Public Safety and referrals and reports made to the appropriate law enforcement agency and/or the District Attorney for Hampden County.

Academic Technology Policies

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

- The official method of communication with students and members of the Bay Path community is via e-mail and the 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).

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: regulations 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 President for Planning and Student Development, the Dean of Student Success, the Director of Residence Life, or the Director of 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:

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.

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

Student Learning Outcomes Assessment

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

Attendance Policy

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

Due to the unique cohort nature of Bay Path University's graduate programs, auditing graduate courses is not permitted.

Challenge Examinations for Graduate Level Courses

In general, students at the graduate level may not take challenge examinations to substitute for courses required in a graduate program; however, if a student has demonstrated competence in a required course for a degree, the student may petition to the director of the program for a course waiver with the substitution of an elective course to fulfill the requirement. The director may require an examination and/or other documentation to verify knowledge and competencies. Students may not petition to demonstrate competence in elective courses; rather, graduate students should enroll in elective courses that broaden their knowledge and competencies. The decision of the program director on challenge examinations for required courses is final.

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.

Confidentiality of Student Records (FERPA)

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

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

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

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write 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 her 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 CoursEval. 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.

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.

Federal Credit Hour Policy

A credit represents the work or equivalent of at least 15 class hours a semester. According to the U.S. Department of Education guidelines, a credit hour is defined as, "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:

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

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, practicums, studio work, and other academic work leading to the award of credit hours."

The normal class schedule of full-time graduate students is 9 credits. Graduate students carrying fewer than 9 credits are classified as part-time students. In the majority of the graduate programs offered by Bay Path University, a semester is usually comprised of two consecutive eight-week terms while select programs may choose to run a full 15-week term.

Institutional Review Board (IRB) Policy

In 1974, as a result of national and international concerns regarding the protection and respect of human research participants, the federal government enacted the National Research Act that established the Institutional Review Board (IRB) system. The IRB standards are overseen by the Department of Health and Human Services (DHHS) in Title 45 Part 46 of the Code of Federal Regulations. By federal law, institutions that accept research funding from the federal government must have an IRB to review all research involving human subjects (even if a given research project does not involve federal funds) and safeguard the rights and welfare of people (and animals) participating in research. In addition, the IRB at Bay Path University has the authority to approve or disapprove research proposals or require modification in research proposals to have the proposals meet the IRB guidelines. Proposals for research that have been approved by the Bay Path University IRB are further subjected to review and possible disapproval by the University administration but the administration cannot approve applications that have previously been denied approval by the IRB. Members of the IRB committee will not participate in the review of any research application to the IRB that may constitute a conflict of interest.

The Role of the IRB

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

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

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

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

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

IRB Procedures

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

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

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

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 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 Change 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 Change 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, s/he 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 Change Form. Enrollment Status Change 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 Assistant Provost & Dean, Division of Student Engagement & Liberal Studies.

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

Financial Aid Implications of a Leave of Absence

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

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

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

Student Loan Repayment of a Leave of Absence

If students are on a leave of absence from the University and do not meet the above criteria, their lender or federal loan service agency will move their loan from an in-school status to a grace or repayment status as required. While on a leave of absence, students may be able to postpone repayment by obtaining a deferment or forbearance from their loan servicer(s) as a result of unemployment or economic hardship. Students should contact their loan servicer(s) for more

information about loan repayment. Students may review their federal loan history and determine their loan service agencies by visiting the National Student Loan Data System website at www.nslds.ed.gov. Once they re-enroll on a half-time or greater basis, they may be able to request deferment for “in-school” status.

Military Leave of Absence

The following options exist for a student called to active duty in the military during an academic semester. The student may select one of the first three options and option four, if applicable, by immediately contacting their academic advisor or the Registrar’s Office. The student must also file written verification of the activation order as soon as it becomes available with the Registrar at Bay Path University.

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 elect to have an I (Incomplete) grade recorded at the end of the semester provided that a limited number of class meetings remain and both student and faculty member agree to this option. A student intending to remove the I grade will have up to 90 days from completion of active duty to remove the I grade. Faculty of students electing the I option must place on file with their academic advisor or the Registrar’s Office a specific course completion requirements for each student. A student not completing the course work within the 90-day period after active duty may need to repeat the course; in this case, unless there are extenuating circumstances that extend the course completion time, the I grade would be treated as an F, 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 a grade of W (military leave) will be awarded.
3. A student can elect to withdraw from one or more courses with a grade of W (military leave) at any time during the semester by informing the Registrar’s Office. 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.

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 Change 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 Change 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.nsls.ed.gov. Once they re-enroll on a half-time or greater basis, they may be able to request deferment for "in-school" status.

Financial Aid Implications of a Stop Out

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

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

Student Loan Repayment of a Stop Out

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

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 chair of the program in which the course is offered, to the Dean of the applicable school, or, as appropriate, to the Center for Online and Digital Learning.

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 program chair or director and the Dean of the applicable school, 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

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

Reinstatement after Academic Dismissal

Reinstatement applies to students who were dismissed or suspended from Bay Path University for academic reasons. Not all students are eligible for reinstatement based upon program requirements. Students should first contact the Registrar's Office regarding eligibility for reinstatement.

To be considered for reinstatement, the student must submit a letter of appeal to the University Registrar at least 30 days prior to the term begin date that:

1. Explains the reason for dismissal and the reason for requesting reinstatement;
2. Briefly lists the issues that caused the student to be academically dismissed and that might challenge the student's success in college classes today;
3. Describes in detail the support systems and strategies the student has put into place and intends to use to address each of these issues; and
4. Supplies any additional documentation upon request.

Reinstatement is not automatic. Students may not be reinstated until at least one semester has elapsed since they were academically dismissed. Appeals are facilitated by the University Registrar and will include appropriate campus personnel. If more than 12 months have elapsed since last enrollment, a student must also apply for re-entry to the University through the Office of Graduate Admissions as stated below in the Re-Entry and Re-Admittance policy.

Students whose appeals are granted must meet with the Director of Student Academic Support Services and complete an academic success plan before they will be reinstated. Reinstated students will return on an academic and financial aid probation.

Re-Entry and Re-Admittance Students

U.S. students who have been absent from Bay Path University for fewer than 12 months and were not dismissed may re-enter by submitting a formal letter to the Registrar's Office requesting a return. If more than 12 months have elapsed since last enrollment, a U.S. student must apply for

re-admittance to the University through the Office of Graduate Admissions. All international students must apply for re-admittance through the Office of Graduate Admissions regardless of the time away from the University.

Official transcripts of any academic work attempted or completed since leaving the University must be submitted prior to the beginning of classes in the semester in which a student would like to register. Depending on the academic program intended and the nature of the academic standing at the time of last enrollment, the student may need to provide evidence of the GPA for any coursework taken in the interim. Graduate coursework will not transfer.

For re-entry generally, a request to return to Bay Path will be received by the Registrar's Office and will be considered with the Department Chair/Program Chair/Academic Director and Dean or Deputy Chief Learning Officer of the division to which a student plans to return if the student:

- a) desires to change academic program or major;
- b) has a previous Bay Path University undergraduate cumulative grade point average below 2.0 or graduate cumulative grade point average below 3.00;
- c) did not meet satisfactory academic progress standards or was otherwise not in good academic standing; or
- d) since leaving Bay Path, has completed additional college study with a grade point average of below 2.0.

The review of the request will include a complete audit of the student's academic record by the University Registrar (Traditional and Graduate) and the Chief Learning Officer (TAWC). The academic standing of students upon their departure from the University will be in effect upon their re-entry or re-admittance to the University.

Changing Catalog Years

Undergraduate and graduate students are subject to requirements based on a particular catalog, referred to as the student's "catalog year." The catalog year is determined for new students as the catalog in effect at the time of their initial enrollment in courses at Bay Path, provided there is no break of more than 12 months in enrollment. The student's catalog year determines both the major and general education requirements for degree completion; therefore, students who are reinstated to Bay Path after leaving in poor standing will be placed on the catalog in effect when they return.

Religious Beliefs (Absence Dictated by)

See Absences Dictated by Religious Beliefs policy above.

Satisfactory Academic Progress Policy 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 3.00 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.

Additional Program Standards

Master of Science in Applied Laboratory Science and Operations

Students in the Master of Science in Applied Laboratory Science and Operations are also required to earn grades of B- or better in all courses in their program. Students must retake any course with a grade below B- at their own expense.

Programs in Applied Behavior Analysis, Education, Genetic Counseling, Occupational Therapy Bridge, Occupational Therapy Doctorate and Psychology

Students in graduate programs in Applied Behavior Analysis, Education, Genetic Counseling, Occupational Therapy Bridge, Occupational Therapy Doctorate and Psychology are also required to earn grades of B or better in all courses in their program. Students earning a B- must retake the course at their own expense. A grade of C+ or below will result in automatic dismissal from the program.

Master of Occupational Therapy Programs

Students in the stand-alone Master of Occupational Therapy (MOT) or the Liberal Bachelor of Arts in Pre-Occupational Therapy Studies to Master of Occupational Therapy (BA/MOT) program must earn grades of B- or better in all classes, must receive a passing grade on Level One Fieldwork and a rating of average or above on the Professional Behavior Rating Scale used in selected classes. Students who do not meet all criteria will be dismissed from the program. Students enrolled in these Occupational Therapy programs also are expected to observe policies of the university and clinical affiliates and to follow acceptable ethical rules of professional and personal conduct as outlined by the American Occupational Therapy Association (AOTA) and the Bay Path University Academic Catalog.

A BA/MOT student must have a cumulative GPA of 3.00 or higher and meet all prerequisite requirements with a grade of B- or better to start 500-level coursework in the final year of their Bachelor's degree. Once an MOT or BA/MOT student begins 500-level coursework, they must meet the 3.00 cumulative and term GPA standards with grades of B or better. Students who earn a grade of B- are required to retake the course. If a student fails to meet these standards, they are dismissed from the Master of Occupational Therapy program. If a BA/MOT student that has not yet completed their Bachelor's degree is dismissed from the program, they may only continue progress towards their Bachelor's degree if they change their major within 14 days of the date they were emailed and mailed notice of the dismissal from the Master of Occupational Therapy program. All students dismissed from the Occupational Therapy program also has the option to appeal the dismissal (see Appeals Process section below). If an appeal is granted, the student will be required to repeat and repay for any course for which they have received a grade below the minimum allowed. Having to repeat a

course will require the student to move into a revised course sequence, delaying graduation.

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 36 credits for graduation will be eligible for financial aid during the first attempted 48 hours as an graduate student. All attempted hours are counted, including transfer hours, regardless of whether or not financial aid was received or the course work was completed successfully.

Academic Standing Status Definitions

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

Academic Warning: Graduate students who do not meet the 3.00 minimum cumulative and/or term grade point average standards are placed on academic warning. A student who is 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 their Program Director 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: Graduate 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 the residence of record as notification of this status. A financial aid warning status is not noted on the academic transcript.

Academic Dismissal: Graduate students who do not meet the 3.00 cumulative and/or term grade point average standards in the semester after the one in which they were being placed on academic warning or those students who fail to meet specific program standards (see Additional Programs section above) 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 the residence of record. The academic dismissal will be recorded on the student's academic transcript.

Students who wish to appeal their dismissal must follow the Appeals Process outlined below. The notice sent by the Registrar's Office will include clarity regarding the the student's enrollment status during the appeal process.

Financial Aid Suspension: Graduate 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 by email and U.S. Postal Service to her residence of record as notification of this status. Financial aid suspension is not noted on the academic transcript.

Academic Probation: Graduate 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 their Program Director 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 their Program Director 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 the term grade point average standard will be academic dismissed and appeals of the dismissal will not be considered.

Financial Aid Probation: Graduate 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 either the Academic Dismissal Appeal Form or 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 web site. Questions can be directed to Dr. Kristine Barnett, Title IX Coordinator, at kamartin@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 in Registration & Course Information section of this academic catalog). 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 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.

How do student's find out their Bay Path University student ID number?

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 Association of Schools and Colleges (NEASC).

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

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

Compliance

Bay Path University employs a secure login and pass code for student accounts. Upon enrollment, each Bay Path student is assigned a sequentially generated nine-digit student identification number. All Bay Path University students are provided credentials for secure access to University systems, including for distance learning. Students are responsible for providing their complete and true identity information in any identification verification process.

Bay Path students are required to follow the acceptable use policy, which includes stipulations that they may not provide someone his 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 Policy and Residency Requirement

Residency Policy

Once admitted and enrolled in a graduate program at Bay Path University, students are not allowed to take and transfer in credit from other institutions. To qualify for any graduate degree, students must complete a minimum of two-thirds of degree credits at Bay Path in order to meet the residency requirement.

Transfer Credit Approval Process

- Credits transferring from other institutions: For courses taken at other institutions prior to matriculation in Bay Path University's Graduate School, only courses with a grade of "B" or better will be considered for transfer approval. Students seeking transfer credit approval for courses taken prior to matriculation must submit official copies of their transcript to the admissions office and must meet with their graduate program director for review and approval. The graduate program director makes the ultimate decision about the acceptance of transfer credit. The Graduate School transfer credit approval form must be completed and signed by the graduate program director and submitted to the registrar's office.
- Credits transferring from a Bay Path University graduate degree program: Graduate students who have completed one Bay Path University graduate degree and wish to

transfer credit from this program into another Bay Path University graduate degree program may do so pending the approval of the graduate program director for the additional degree program. Students seeking an additional graduate degree must complete a minimum of two-thirds of degree credits at Bay Path in this additional program (in addition to credit already earned in previous Bay Path University graduate programs) in order to meet the residency requirement for the additional degree.

Withdrawal from the University

A graduate student wishing to voluntarily withdraw from the University must complete an Enrollment Status Change Form and submit it to the Registrar's Office after obtaining the signatures of their respective Program Director and a staff member from Student Financial Services. The Registrar's Office will send 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 absence or course withdrawal be made in accordance with the University refund policy. A student must complete all appropriate paperwork to be entitled to any refund. Further details about the University refund policy are found in the Financial Information section of this academic catalog.

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Overview

All graduate students will receive registration materials electronically prior to each semester. Registration should be completed online using the MyBayPath portal; however, add/drop forms will be accepted during times in which the portal is not available. Students are expected to register for the complete semester prior to the add/drop deadline. In accelerated graduate programs students must register for all 8-week terms within the semester prior to the start of the end of the add/drop period in the first subterm.

Registration Restrictions

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.

Registration Dates

Registration dates differ by academic calendar. Students are recommended to review the academic calendar associated with their respective degree program for additional information.

Adding or Dropping a Course

In both the graduate 8-week and 15-week calendars, students have a period of time to add or drop courses without penalty. Students in programs following the 8-week calendar have a deadline prior to first day of the course in which to add or drop courses. Students in program following the 15-week Graduate Full-Term calendar have a deadline of the second Tuesday of the semester in which to add or drop courses. After these dates students should refer to the course withdrawal policy.

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 Program Director and the Dean of the applicable school/division within 14 days of the issue of the final grade report. 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 Program Director, the University Registrar, and the Dean of the applicable school/division. The student or the faculty member may refer the matter to the Program Director, or the Dean of the applicable school/division if the Program Director is the faculty member who issued the grade. The Dean is the final appeal. Conferral of a degree closes all challenges. In matters of academic integrity, grade challenges may be referred to the Committee on Academic Integrity and Classroom Behavior (see policy on Academic Integrity).

Course Availability

Bay Path University reserves the right to change the time a course is offered, change to course modality or cancel any course if there is insufficient student demand for the course, to schedule courses both during the day and in the evening to optimize enrollment and to ensure quality instruction. The University also reserves the right to change the delivery format of a course (e.g. from on campus to online) for any reason. The University may limit enrollment in a course to ensure the best experience for all students. Responsibility to register for courses and to be cognizant of the proper sequence to meet the requirements of her 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 typically start with a 600 designation.

Course Prerequisites

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

Course Withdrawal

A graduate student may withdraw from a course prior to 75% of the course being completed. Graduate student should complete the Course Withdrawal Form to notify both their Program Director and the Registrar's Office. The day on which the Registrar's Office receives notification in writing becomes the official day of withdrawal. Notice to the faculty member of intention to withdraw or to add a course is not sufficient. Faculty members may not officially add, drop, or withdraw students from classes. Failure to attend a class does not constitute notice of withdrawal.

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. Any student who does not officially withdraw and who does not fulfill the requirements of a course will receive a grade of "F."

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.

Students should refer to the Refund Policy regarding the impact withdrawing from a course has on their bill or financial aid.

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. Graduate students are required to receive a grade based on the defined credit type for the course (i.e. students cannot take a course pass/fail or satisfactory/unsatisfactory if the course is setup to offer traditional letter grades or vice versa).

Letter Grades

The majority of on-ground, hybrid, and online courses are 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. "Pass" is defined by earning 70-100% (equivalent to 'A' through 'C') and "fail" is defined as below 70%. Students who earn a passing grade receives credit in the course, but there is no effect on the grade point average computation. The transcript will reflect a 'P' grade for a student who passes a pass/fail course. A student who earns a failing grade receives no credit and the failing grade has the same effect on academic standing as a regular letter grade of 'F.' The transcript will reflect an 'F' grade for a student who fails a pass/fail course.

Satisfactory/Unsatisfactory

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

Graduate 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	2.00	70-79
F	0.00	69 and below

Other Grading Options

AU	Audit
I	Incomplete*
P/F	Pass/Fail
S	Satisfactory
TR	Transfer
U	Unsatisfactory
W	Withdrawal
WIP	Work in Progress*

* Temporary Grades

Grade Point Computation

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

Courses with a credit type of satisfactory/unsatisfactory and courses graded as a "Pass" are not included in the cumulative grade point average computation. Although transfer credits can count towards fulfillment of quantitative graduation requirements, these credits are input as 'TR' grades and they are also not included in the cumulative grade point average computation. If a

student repeats a course, both grades remains on the permanent record but only the higher grade is computed in the cumulative grade point average.

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 he or she has 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. If the instructor agrees to assign an incomplete grade, the instructor will sign the form and give to the Registrar's Office for processing. The Registrar's Office will notify the student, instructor, and Program Director that the incomplete has been approved and will provide a final deadline date.

All work for courses with incomplete grades must be completed within eight weeks after the course with the incomplete "I" grade. Instructors must notify the Registrar's Office of any grade change using the appropriate form. All incomplete grades not changed by the deadline will become "F" grades. The only exceptions are the completion of the portfolio and final essay requirement in CIM 670 in the M.S. in Communications and Information Management degree, MBA 690 in the M.B.A. in Entrepreneurial Thinking and Innovative Practices degree and NMP/MHE 670 and SFP 675 in the Nonprofit Management, Higher Education Administration and Strategic Fundraising degree programs. All work in these courses must be completed by the agreed upon deadline, and no later than three weeks before the May Commencement. All work for the MBA 690 must be completed within three weeks of the end of the fall semester. Any other exceptions to this policy must be approved by Academic Affairs.

Repeating a Course

Generally only courses with grades of "C" or "F" may be repeated. Students in the School of Education, Human and Health Sciences as well as the Applied Laboratory Science and Operations degree program are required to repeat a course where grades of "B-" was received. 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. Students are only allowed two repeats of a previously attempted course and cannot repeat a previously passed course. Students should contact Student Financial Services to discuss tuition or financial aid implications prior to registering for a course repeat.

Statute of Limitations

The statute of limitations governing graduate study at the master's level at Bay Path University is five years from date of initial enrollment in the graduate degree program. After five years the student may apply for readmission to the program, but all courses previously completed for the degree may not apply to the degree upon readmission. The Program Director will determine which courses will apply to the degree upon reacceptance into the degree program. Please note due to outside licensure requirements for some programs, requirements might change during this time period.

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.

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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:

1. Complete all degree requirements specified by the degree program within the time allotted by the statute of limitations;
2. Meet the residency requirement of successfully completing a minimum of two-thirds of the degree Bay Path University;
3. Achieve Bay Path's minimum cumulative grade point average for graduate students (3.0);
4. Complete the Graduation Application and Graduating Student Survey sent to prospective graduating students during their final academic year.

Conferral of Degrees

Bay Path University confers degrees at the end of each semester and eligibility is based on the completion date of a student's degree requirements falling between the end of the previous semester and the last day of classes in the current semester. The conferral date is equivalent to the last day of classes in the respective semester with the exception for the Graduate Full-Term academic calendar's summer semesters (a June 30 conferral date is applied if requirements are met on or prior to that date and an August 31 conferral date is applied if requirements are met after July 1). 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 respective Dean, University Registrar, and the Office of Academic Affairs.

Participation in Commencement

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 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 program's final semester within the academic year are eligible to participate. For graduate students, this means both being enrolled in all outstanding requirements by April 30th and being on pace to complete all outstanding requirements by the end of the academic year. Students who are not on pace to complete their degree requirements during the academic year 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, 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.

National Honor Societies

Kappa Delta Pi Honor Society

Kappa Delta 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. Graduate students must have a minimum GPA of 3.8 and 12 credit hours completed toward a Master's/Ed.S. degree.

Psi Chi Honor Society

Psi Chi is the National Honor Society in Psychology, founded nationally in 1929, and started at Bay Path University in 2004, for the purpose of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Candidates at the graduate level must have a CGPA of 3.8 or better after completion of a minimum of 18 graduate credits in their Bay Path Graduate Psychology program. Induction takes place annually.

DOCTORAL DEGREE PROGRAMS

DOCTORATE OF NURSING PRACTICE [107](#)

OCCUPATIONAL THERAPY DOCTORATE [110](#)

Doctorate of Nursing Practice

The Bay Path University Doctor of Nursing Practice (DNP) is a 70-credit online non-residency post-master's degree program that will support the development of advanced nursing practitioners in family medicine. Applicants to this program will be nurses who wish to obtain the skills to be advanced nurse practitioners with a specialization in family practice.

In this role, nurses incorporate evidence-based practices into the preparation of the next generation of nurses, establish plans of care for specialized groups of patients, promote health and wellness at a community level, and develop a clinically and culturally competent workforce. Through the clinical capstone course, students will partner with mentors and focus on the responsibilities of the family nurse practitioner's effect on the health care delivery system.

Student Learning Outcomes

Graduates of the Doctorate of Nursing Practice program are expected to be able to:

- Integrate science-based theories and concepts into advanced nursing practice;
- Critically evaluate effective strategies for improvement in practice, including risk assessment and quality care delivery approaches that meet current and future needs of patient populations;
- Apply current research knowledge to solve complex practice situations. (Essential 3)
- Use information systems/technology to support and improve patient care and health-care systems;
- Assume leadership to design, implement, and advocate for health-care policy that addresses issues of access, resource management, and equity in health care;
- Promote transformation of health care through inter-professional collaboration, policy development and technology utilization within an area of specialized advanced nursing practice;
- Evaluate care delivery models and concepts to provide health promotion and risk reduction/illness prevention strategies; and
- Evaluate outcomes of evidence-based research and design appropriate interventions for specialized area of advanced nursing practice to improve the health of individuals, groups, and populations.

Required Courses and Electives

Doctorate of Nursing Practice: Family Practice Concentration Requirements (70 credits):

Course Code	Course Name
DNP 500	Advanced Pathophysiology and Genetics
DNP 502	Biostatistics and Epidemiology
DNP 505	Nursing Theory and Health Promotion
DNP 510	Utilization of Research in Evidence-Based Medicine
DNP 513	Managing Healthcare Delivery Systems
DNP 515	Healthcare Informatics
DNP 520	Advanced Pharmacology Across the Lifespan
DNP 525	Professional Development: Advocacy, Cultural Competence, Ethics, and Legislative Issues
DNP 527	Advanced Leadership and Negotiation Concepts
DNP 530	Diagnostic Reasoning and Clinical Decision Making for the FNP
DNP 535	FNP Primary Care Adolescents and Adult Patients
DNP 540	FNP Women's Health
DNP 545	Population Health: Analysis and Evaluation
DNP 550	FNP Pediatrics
DNP 555	FNP Mental Health
DNP 560	FNP Geriatric & Chronic Illness
DNP 565	Nurse as Educator
DNP 570	DNP Forum and Role Transformation
DNP 575	DNP Capstone Project

**ACADEMIC REQUIREMENTS FOR:
Doctorate of Nursing Practice (DNP)
Family Practice Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Family Practice concentration of the Doctorate of Nursing Practice. This sequence assumes a fall semester start.

Three-Year Sequence	
Fall Semester - Year One	Credits
DNP 500: Advanced Pathophysiology and Genetics	3
DNP 502: Biostatistics and Epidemiology	3
DNP 505: Nursing Theory and Health Promotion	3
Spring Semester -Year One	Credits
DNP 510: Utilization of Research in Evidence-Based Medicine	3
DNP 513: Managing Healthcare Delivery Systems	3
DNP 515: Healthcare Informatics	3
Summer Semester - Year One	Credits
DNP 520: Advanced Pharmacology Across the Lifespan	3
DNP 525: Professional Development: Advocacy, Cultural Competence, Ethics, and Legislative Issues	3
DNP 527: Advanced Leadership and Negotiation Concepts	3
Fall Semester - Year Two	Credits
DNP 530: Diagnostic Reasoning and Clinical Decision Making for the FNP	3
DNP 535: FNP Primary Care Adolescents and Adult Patients	6
Spring Semester - Year Two	Credits
DNP 540: FNP Women's Health	6
DNP 545: Population Health: Analysis and Evaluation	3
Summer Semester - Year Two	Credits
DNP 550: FNP Pediatrics	5
DNP 555: FNP Mental Health	5
Fall Semester - Year Three	Credits
DNP 560: FNP Geriatric & Chronic Illness	6
DNP 565: Nurse as Educator	3
Spring Semester - Year Three	Credits
DNP 570: DNP Forum and Role Transformation	3
DNP 575: DNP Capstone Project	3

Occupational Therapy Doctorate

The post-professional Occupational Therapy Doctorate (OTD) program is a clinical doctorate program intended for occupational therapists who have already completed an entry level, accredited occupational therapy program at the Master or Baccalaureate degree level. If the entry level program is not at the Master's level, the student must have completed a Master level program in a related field. Applicants must have a minimum of one year of full time clinical experience as a licensed occupational therapist. The program is designed with a set of core courses for all students to take, as well as a designated specialty track allowing students to focus their doctoral work in a specific area of interest or practice. Students choose from one of the following concentrations:

- Administration
- Advanced General Practice
- Autism Spectrum Disorders
- Education
- Mental Health

This flexible program is offered completely online with no residency requirement. Students will attend an online orientation with their cohort at the beginning of their coursework. A synchronous online presentation is required at the end of the program to present/defend their capstone project.

Student Learning Outcomes

Graduates who complete any concentration within the Post-Professional Occupational Therapy Doctorate are expected to be able to:

- Demonstrate advanced reasoning and critical thinking related to occupational therapy theory, models of practice, and evidence-based evaluations/interventions;
- Value the occupational core of the profession and the profession's focus on occupational performance outcomes for those receiving OT services;
- Be critical consumers of and contributors to research generated within and outside the discipline of OT;
- Advocate for, and actively promote, occupational therapy and the clients/consumers served;
- Demonstrate leadership behaviors that impact occupational therapy programs and services;
- Understand the importance of being a lifelong learner that is committed to updating their knowledge;
- Continue to uphold the ethical standards, values, and attitudes of the occupational therapy profession;
- Successfully complete a specialty track within the OTD curriculum (teaching, rehabilitation, pediatrics); and
- Add to the knowledge base of the profession through completion of a scholarly doctoral project.

Program Requirements

The Post-Professional Occupational Therapy Doctorate requires the completion of 36 credits to meet degree requirements. All students are required to complete the Occupational Therapy Doctorate core courses and the 12 credits associated with the selected concentration.

Required Courses and Electives

OTD: Administration Concentration Requirements (36 credits):

Course Code	Course Name
HCM 502	Managing Healthcare Delivery Systems
HCM 510	Six Sigma Lean Methodology in Healthcare
HCM 511	Continuous Improvement Tools and Techniques
HCM 513	Economics and Finance in Healthcare
OTD 701	Utilization of Research in Evidence-Based Practice
OTD 702	Application of Occupational Science
OTD 703	Community Practice, Program Development, and Entrepreneurship
OTD 704	Bioethics
OTD 705	Leadership and Advocacy
OTD 797	Capstone Professional Writing and Proposal
OTD 798	Capstone Project Implementation and Evaluation
OTD 799	Capstone Project Dissemination

OTD: Advanced General Practice Concentration Requirements (36 credits):

OTD 701	Utilization of Research in Evidence-Based Practice
OTD 702	Application of Occupational Science
OTD 703	Community Practice, Program Development, and Entrepreneurship
OTD 704	Bioethics
OTD 705	Leadership and Advocacy
OTD 797	Capstone Professional Writing and Proposal
OTD 798	Capstone Project Implementation and Evaluation
OTD 799	Capstone Project Dissemination
	Electives (12 credits)

Students must select six credits from the following list: ABA 501: The Science of ABA: Concepts and Principles, HCM 502: Managing Healthcare Delivery Systems, HCM 513: Economics and Finance in Healthcare, MHE 500: Introduction to Higher Education Administration, MHE 505: Organization and Governance of Higher Education, PSY 620: Psychopathology, PSY 660: Social and Cultural Foundations, and SPE 546: Teaching Children with Autism Spectrum Disorders.

Students must also select six additional credits from the following list: HCM 510: Six Sigma Lean Methodology in Healthcare, HCM 511: Strategies for Continuous Improvement in Healthcare, MHE 610: Higher Education Curriculum Development, HME 620: The Contemporary College Student, PSY 654: Drugs, Medication, and Society, PSY 657: Counseling and Co-Occurring Disorders, SPE 552: Problem Solving and Program Analysis in Autism, and SPE 560: Advanced Techniques and Process for Behavior Change.

OTD: Autism Spectrum Disorders Concentration Requirements (36 credits):

Course Code	Course Name
ABA 501	The Science of ABA: Principles and Concepts
OTD 701	Utilization of Research in Evidence-Based Practice
OTD 702	Application of Occupational Science
OTD 703	Community Practice, Program Development, and Entrepreneurship
OTD 704	Bioethics
OTD 705	Leadership and Advocacy
OTD 797	Capstone Professional Writing and Proposal
OTD 798	Capstone Project Implementation and Evaluation

OTD 799	Capstone Project Dissemination
SPE 546	Teaching Children with Autism Spectrum Disorders
SPE 552	Problem Solving and Program Analysis in Autism
SPE 560	Advanced Techniques and Process for Behavior Change

OTD: Education Concentration Requirements (36 credits):

Course Code	Course Name
MHE 500	Introduction to Higher Education Administration
MHE 505	Organization and Governance of Higher Education
MHE 610	Higher Education Curriculum Development
MHE 620	The Contemporary College Student
OTD 701	Utilization of Research in Evidence-Based Practice
OTD 702	Application of Occupational Science
OTD 703	Community Practice, Program Development, and Entrepreneurship
OTD 704	Bioethics
OTD 705	Leadership and Advocacy
OTD 797	Capstone Professional Writing and Proposal
OTD 798	Capstone Project Implementation and Evaluation
OTD 799	Capstone Project Dissemination

OTD: Mental Health Concentration Requirements (36 credits):

Course Code	Course Name
OTD 701	Utilization of Research in Evidence-Based Practice
OTD 702	Application of Occupational Science
OTD 703	Community Practice, Program Development, and Entrepreneurship
OTD 704	Bioethics
OTD 705	Leadership and Advocacy
OTD 797	Capstone Professional Writing and Proposal
OTD 798	Capstone Project Implementation and Evaluation
OTD 799	Capstone Project Dissemination
PSY 620	Psychopathology
PSY 654	Drugs, Medication and Society
PSY 657	Counseling and Co-Occurring Disorders
PSY 660	Social and Cultural Foundations

**ACADEMIC REQUIREMENTS FOR:
Occupational Therapy Doctorate (OTD)
Administration Track**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Administration concentration of the Occupational Therapy Doctorate. This sequence assumes a fall semester start.

Two-Year Sequence	
Fall Semester - Year One	Credits
OTD 701: Utilization of Research in Evidence-Based Practice	3
OTD 702: Application of Occupational Science	3
Spring Semester -Year One	Credits
OTD 703: Community Practice, Program Development, and Entrepreneurship	3
OTD 704: Bioethics	3
Summer Semester - Year One	Credits
OTD 705: Leadership and Advocacy	3
OTD 797: Capstone Professional Writing and Proposal	3
Fall Semester - Year Two	Credits
HCM 600: Healthcare Economics and Finance	3
HCM 601: Managing Healthcare Delivery Systems	3
OTD 798: Capstone Project Implementation and Evaluation	3
Spring Semester - Year Two	Credits
HCM 610: Six Sigma Lean Methodology in Healthcare	3
HCM 611: Continuous Improvement Tools and Techniques	3
OTD 799: Capstone Project Dissemination	3

**ACADEMIC REQUIREMENTS FOR:
Occupational Therapy Doctorate (OTD)
Advanced General Practice Track**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Advanced General Practice concentration of the Occupational Therapy Doctorate. This sequence assumes a fall semester start.

Two-Year Sequence	
Fall Semester - Year One	Credits
OTD 701: Utilization of Research in Evidence-Based Practice	3
OTD 702: Application of Occupational Science	3
Spring Semester -Year One	Credits
OTD 703: Community Practice, Program Development, and Entrepreneurship	3
OTD 704: Bioethics	3
Summer Semester - Year One	Credits
OTD 705: Leadership and Advocacy	3
OTD 797: Capstone Professional Writing and Proposal	3
Fall Semester - Year Two	Credits
OTD 798: Capstone Project Implementation and Evaluation	3
Elective from Group 1	3
Elective from Group 1	3
Spring Semester - Year Two	Credits
OTD 799: Capstone Project Dissemination	3
Elective from Group 2	3
Elective from Group 2	3

**ACADEMIC REQUIREMENTS FOR:
Occupational Therapy Doctorate (OTD)
Autism Spectrum Disorders Track**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Autism Spectrum Disorders concentration of the Occupational Therapy Doctorate. This sequence assumes a fall semester start.

Two-Year Sequence	
Fall Semester - Year One	Credits
OTD 701: Utilization of Research in Evidence-Based Practice	3
OTD 702: Application of Occupational Science	3
Spring Semester -Year One	Credits
OTD 703: Community Practice, Program Development, and Entrepreneurship	3
OTD 704: Bioethics	3
Summer Semester - Year One	Credits
OTD 705: Leadership and Advocacy	3
OTD 797: Capstone Professional Writing and Proposal	3
Fall Semester - Year Two	Credits
ABA 501: The Science of ABA: Concepts and Principles	3
OTD 798: Capstone Project Implementation and Evaluation	3
SPE 546: Teaching Children with Autism Spectrum Disorders	3
Spring Semester - Year Two	Credits
OTD 799: Capstone Project Dissemination	3
SPE 552: Problem Solving and Program Analysis in Autism	3
SPE 560: Advanced Techniques and Process for Behavior Change	3

**ACADEMIC REQUIREMENTS FOR:
Occupational Therapy Doctorate (OTD)
Education Track**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Education concentration of the Occupational Therapy Doctorate. This sequence assumes a fall semester start.

Two-Year Sequence	
Fall Semester - Year One	Credits
OTD 701 Utilization of Research in Evidence-Based Practice	3
OTD 702 Application of Occupational Science	3
Spring Semester - Year One	Credits
OTD 703 Community Practice, Program Development, and Entrepreneurship	3
OTD 704 Bioethics	3
Summer Semester - Year One	Credits
OTD 705 Leadership and Advocacy	3
OTD 797 Capstone Professional Writing and Proposal	3
Fall Semester - Year Two	Credits
MHE 500 Introduction to Higher Education Administration	3
MHE 505 Organization and Governance of Higher Education	3
OTD 798 Capstone Project Implementation and Evaluation	3
Spring Semester - Year Two	Credits
MHE 610 Higher Education Curriculum Development	3
MHE 620 The Contemporary College Student	3
OTD 799 Capstone Project Dissemination	3

**ACADEMIC REQUIREMENTS FOR:
Occupational Therapy Doctorate (OTD)
Mental Health Track**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Mental Health concentration of the Occupational Therapy Doctorate. This sequence assumes a fall semester start.

Two-Year Sequence	
Fall Semester - Year One	Credits
OTD 701 Utilization of Research in Evidence-Based Practice	3
OTD 702 Application of Occupational Science	3
Spring Semester - Year One	Credits
OTD 703 Community Practice, Program Development, and Entrepreneurship	3
OTD 704 Bioethics	3
Summer Semester - Year One	Credits
OTD 705 Leadership and Advocacy	3
OTD 797 Capstone Professional Writing and Proposal	3
Fall Semester - Year Two	Credits
OTD 798 Capstone Project Implementation and Evaluation	3
PSY 620 Psychopathology	3
PSY 660 Social and Cultural Foundations	3
Spring Semester - Year Two	Credits
OTD 799 Capstone Project Dissemination	3
PSY 654 Drugs, Medication and Society	3
PSY 657 Counseling and Co-Occurring Disorders	3

SPECIALIST IN EDUCATION (ED.S) PROGRAMS

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Administrator in Special Education

Bay Path University has partnered with Massachusetts Administrators of Special Education (ASE) to join efforts to conceive and develop a new organizational vision and model for cultivating and retaining administrators of special education. The new model will be responsive and aligned with the new Massachusetts Teacher/Administrator Evaluation system/standards. It will also include targeted curriculum on effective communication skills (an essential element to successful leadership and student outcomes). ASE will initially serve in an advisory task force capacity as the program and curriculum is designed and constructed. The members of the advisory board represent districts from across the Commonwealth that are urban, suburban, rural, large, small, high need, and diverse. ASE member districts will serve as model practicum sites, ASE members will serve as expert faculty and trainers, and ASE will serve in an advisory capacity for support curriculum refinements. Students must select one of the following concentrations:

- Administrator in Special Education Levels: All
- Administrator in Special Education Non-Licensure

The Specialist in Education degree program in Administrator in Special Education Levels: All offers post-baccalaureate initial licensure for students who currently hold either:

- An Initial license in special education, or as school guidance counselor, school principal/assistant school principal, school psychologist, school social worker/school adjustment counselor, or speech, language and hearing disorders teacher and completion of three full years of employment in a district-wide, school-based, or other educational setting, or
- Completion of at least three full years of employment in law, public policy, higher education, or other related field accepted by the Department.

The Specialist in Education degree program in Administrator in Special Education Non-Licensure is intended for students whose career plans do not require Massachusetts licensure or who are already licensed as an Administrator of Special Education and wish to further their knowledge, and skills. This program offers elective credits in order to support the acquisition of pedagogy and content.

Student Learning Outcomes

Graduates who complete an Ed.S: Administrator in Special Education concentration are expected to be able to:

- 1) **Instructional Leadership:** Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.
- 2) **Management and Operations:** Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.
- 3) **Family and Community Engagement:** Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.
- 4) **Professional Culture:** Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Program Requirements

The Specialist in Education program with an Administrator in Special Education concentration requires the 39 credits to meet degree requirements. Students in the Administrator in Special Education Levels: All concentration are required to complete the approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (500 hours) in the special education administrator role and have achieved a passing score on the Communication and Literacy Skills test prior to beginning the program. The Administrator in Special Education Non-Licensure concentration does not require the completion of a practicum experience.

Required Courses and Electives

Ed.S: Administrator in Special Education Levels: All Concentration Requirements (39 credits):

Course Code	Course Name
SEA 601	Educational Leadership
SEA 602	Educational Leadership Practicum
SEA 603	Supervision & Evaluation
SEA 604	Supervision & Evaluation Practicum
SEA 605	Business Administration
SEA 606	Business Administration Practicum
SEA 607	Organizational Management
SEA 608	Organizational Management Practicum
SEA 609	Communication & Interpersonal Skills
SEA 610	Communication & Interpersonal Skills Practicum
SEA 611	Law, Policy, and Practice
SEA 612	Law, Policy, and Practice Practicum
SEA 613	Cultural Ethics
SEA 614	Cultural Ethics Practicum
SEA 615	Community Relations
SEA 616	Community Relations Practicum
SEA 617	Law, Policy, and Practice II
SEA 630	Capstone I
SPE 540	Research in Education

Ed.S: Administrator in Special Education Non-Licensure Concentration Requirements (39 credits):

Course Code	Course Name
SEA 601	Educational Leadership
SEA 603	Supervision & Evaluation
SEA 605	Business Administration
SEA 607	Organizational Management
SEA 609	Communication & Interpersonal Skills
SEA 611	Law, Policy, and Practice
SEA 613	Cultural Ethics
SEA 615	Community Relations
SEA 617	Law, Policy, and Practice II
SEA 630	Capstone I
SPE 540	Research in Education
	Electives* (8 credits)

*Students can select from a wide number of approved graduate elective courses offered in the Education, Special Education, Applied Behavior Analysis, or Psychology disciplines.

**ACADEMIC REQUIREMENTS FOR:
Specialist in Education (Ed.S)
Administrator in Special Education Levels: All Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Ed.S. for licensure in Special Education Administrator Levels: All. This sequence assumes a fall semester start.

Two-Year Sequence	
Fall Semester - Year One	Credits
SEA 613: Cultural Ethics	3
SEA 614: Cultural Ethics Practicum	1
SEA 615: Community Relations	3
SEA 616: Community Relations Practicum	1
SEA 617: Law, Policy, and Practice II	2
Spring Semester - Year One	Credits
SEA 601: Educational Leadership in Special Education	3
SEA 602: Educational Leadership in Special Education Practicum	1
SEA 605: Business Administration	3
SEA 606: Business Administration Practicum	1
SPE 540: Research in Education	3
Summer Semester - Year One	Credits
None	
Fall Semester - Year Two	Credits
SEA 603: Supervision and Evaluation	3
SEA 604: Supervision and Evaluation Practicum	1
SEA 611: Law, Policy, Practice	3
SEA 612: Law, Policy, Practice Practicum	1
Spring Semester - Two	Credits
SEA 607: Organizational Management	3
SEA 608: Organizational Management Practicum	1
SEA 609: Communication and Interpersonal Skills	3
SEA 610: Communication and Interpersonal Skills Practicum	1
SEA 630: Capstone I	2

**ACADEMIC REQUIREMENTS FOR:
Specialist in Education (Ed.S)
Administrator in Special Education Non-Licensure Concentration**

*Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Ed.S.:
Administrator in Special Education Non-Licensure concentration. This sequence assumes a fall semester start.*

Two-Year Sequence	
Fall Semester - Year One	Credits
SEA 613: Cultural Ethics	3
SEA 615: Community Relations	3
SEA 617: Law, Policy, and Practice II	2
Elective	3
Spring Semester - Year One	Credits
SEA 601: Educational Leadership in Special Education	3
SEA 605: Business Administration	3
SPE 540: Research in Education	3
Elective	2
Summer Semester - Year One	Credits
None	
Fall Semester - Year Two	Credits
SEA 603: Supervision and Evaluation	3
SEA 611: Law, Policy, Practice	3
Elective	3
Spring Semester - Two	Credits
SEA 607: Organizational Management	3
SEA 609: Communication and Interpersonal Skills	3
SEA 630: Capstone I	2

Applied Behavior Analysis

The Specialist in Education program with a concentration in Applied Behavior Analysis (ABA) fulfills both the coursework and supervision requirements necessary to pursue certification in ABA. This program includes a carefully crafted sequence of courses, pre-approved by the Behavior Analyst Certification Board (BCBA®), interwoven with a supervised learning experience (75 hours of supervision during 1500 supervised independent fieldwork hours over-seeing all required supervision activities). The program is designed to prepare educators, special educators, clinicians, and practitioners to apply behavioral principles to instruction, treatment of problem behavior, and special learning and behavior challenges.

Student Learning Outcomes

Graduates who complete the Applied Behavior Analysis concentration are expected to be able to:

- Foundational Knowledge/ Verbal Description of the Science: state examples and non-examples of behavior analytic practice correctly;
- Research (EdS students only): produce research that contributes to ABA Literature;
- Assessment: implement/ conduct behaviorally based assessments (functional behavioral assessment/ skill based behavioral assessment) and present the results of assessment to a team;
- Intervention/ Methodologies: implement behaviorally-based tactics and methods with individuals/ clients/ students receiving ABA services under the supervision of a BCBA;
- Ethical Practice: Practice according to the Professional and Ethical Compliance Code for Behavior Analysts;
- Foundational Knowledge/ Philosophical Assumptions: Explain the connection between behavior analytic practices/ tactics/ systems and the philosophical assumptions of science;
- Measurement, Experimentation and Analysis: design measurement systems, conduct experiments, and evaluate the results of measurement and experimentation;
- Management and Supervision: design, implement, and evaluate systems for management, training, and supervision;
- BCBA Examination: qualify to sit for the certification exam in applied behavior analysis.

Program Requirements

Students who complete the Specialist in Education with a concentration in Applied Behavior Analysis must complete 39 credit hours to meet degree requirements. Students must also complete a supervised learning experience (75 hours of supervision during 1500 supervised independent fieldwork hours over-seeing all required supervision activities).

Required Courses and Electives

Ed.S: Applied Behavior Analysis Concentration Requirements (39 credits):

Course Code	Course Name
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ABA 501	The Science of Applied Behavior Analysis: Concepts and Principles
ABA 502	Ethical Practice in Applied Behavior Analysis
ABA 603	Research Methods in Applied Behavior Analysis
ABA 604	Behavioral Assessment and On-Going Evaluation
ABA 605	Interventions and Behavior Change Procedures
ABA 606	Behavioral Systems in Education
ABA 607	Pre-Supervision in Applied Behavior Analysis
ABA 608	Supervision 1 in Applied Behavior Analysis
ABA 609	Supervision 2 in Applied Behavior Analysis
ABA 610	Supervision 3 in Applied Behavior Analysis
ABA 611	Supervision 4 in Applied Behavior Analysis
ABA 620	Group Supervision 1 in Applied Behavior Analysis
ABA 621	Group Supervision 2 in Applied Behavior Analysis
ABA 630	Qualifying Comprehensive Exam 1
ABA 631	Qualifying Comprehensive Exam 2
SPE 540	Research in Education

*ABA 612 Supervision 5 in Applied Behavior Analysis may also be required in some instances.

**ACADEMIC REQUIREMENTS FOR:
Specialist in Education (Ed.S)
Applied Behavior Analysis Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Specialist in Education degree with a concentration in Applied Behavior Analysis. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Course Sequence	
Fall Semester - Year One	Credits
ABA 501: The Science of Applied Behavior Analysis: Principles and Concepts	3
ABA 502: Ethical Practice in Applied Behavior Analysis	3
ABA 607: Pre-Supervision in Applied Behavior Analysis	0
Spring Semester - Year One	
ABA 604: Behavioral Assessment and On-Going Evaluation	3
ABA 608: Supervision 1 in ABA	1-5
SPE 540: Research Methods in Education	3
Summer Semester - Year One	
ABA 603: Research Methods in Applied Behavior Analysis	3
ABA 609: Supervision 2 in ABA	1-5
Fall Semester - Year Two	
ABA 605: Interventions and Behavior Change Procedures	3
ABA 610: Supervision 3 in ABA	2
ABA 620: Group Supervision 1 in Applied Behavior Analysis	2
ABA 630: Qualifying Comprehensive Examination 1	0
Spring Semester - Year Two	
ABA 606: Behavioral Systems in Education	3
ABA 611: Supervision 4 in Applied Behavior Analysis	2
ABA 621: Group Supervision 2 in Applied Behavior Analysis	2
ABA 631: Qualifying Comprehensive Examination 2	0

Early Childhood Education

The Educational Specialist (Ed.S) degree program in an Early Childhood Education concentration will provide students with an intensive study of content and pedagogy for improved classroom practice. The program is intended to deepen the content/subject matter knowledge base for teachers at the elementary level. Didactic and pedagogical applications enable students to consider new practices that result in improved classroom performance. Students must select one of the following concentrations:

- Early Childhood Education Non-Licensure
- Initial Early Childhood Education Licensure

Student Learning Outcomes

Graduates of this program are expected to demonstrate achievement in all areas of the program. Specifically, the program will:

- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (1) Curriculum, Planning, and Assessment standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (2) Teaching All Students standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (3) Family and Community Engagement standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (4) Professional Culture.
- Students will demonstrate effective oral and written communication skills through in-class assignments and presentations, to be applied in the teaching-learning process.

Program Requirements

The Ed.S: Early Childhood Education Non-Licensure concentration requires completion of 39 credit hours. The Ed.S: Initial Early Childhood Education concentration require completion of a minimum of 39 credit hours. Students in this concentration who elect to complete the 12-credit year-long internship experience instead of the 9-credit fall-only semester-long practicum must complete a 42 credit hour degree program.

Additional Program Information

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 Pass Rates on the Massachusetts Tests of Educator Licensure (MTEL), 2016-2017

Pass rates are based on the 2016-2017 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:

- Number of Program Completers = 63
- Pass Rate on the MTEL = 100%

Required Courses and Electives

Ed.S: Early Childhood Education Non-Licensure Concentration Requirements (39 credits):

Course Code	Course Name
EDU 506	Learning Theory & Designing Instruction for the Inclusive Classroom
EDU 563	English Language Arts Content, Applications and Assessment
EDU 565	Science Content, Applications and Assessment
EDU 567	Social Studies Content, Applications and Assessment
SPE 510	Managing Challenging Behaviors
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 540	Research in Education
SPE 545	Mathematics Content, Applications and Assessment
	Early Childhood Education Electives (12 credits)

Ed.S: Initial Early Childhood Education Licensure Concentration Requirements (39-42 credits):

Course Code	Course Name
EDU 506	Learning Theory & Designing Instruction for the Inclusive Classroom
EDU 553	Pre-Practicum and Seminar I
EDU 557	Pre-Practicum and Seminar II
EDU 563	English Language Arts Content, Applications and Assessment
EDU 565	Science Content, Applications and Assessment
EDU 567	Social Studies Content, Applications and Assessment
SPE 510	Managing Challenging Behaviors
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 540	Research in Education
SPE 545	Mathematics Content, Applications and Assessment
SPE 548	Reading and Language Arts for English Language Learners Practicum*

*Students have the option to complete EDU 571 Practicum in Early Childhood Education (with Seminar) Fall Only (9 credits) OR they can complete EDU 573: Year-long Internship in Early Childhood Education (with Seminar) (6 credits) twice.

**ACADEMIC REQUIREMENTS FOR:
Specialist in Education (Ed.S)
Early Childhood Education Non-Licensure Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Early Childhood Non-Licensure concentration of the Specialist in Education degree program. This sequence assumes a fall semester start. Please see program director for specific course sequence.

Two-Year Sequence	
Fall Semester - Year One	Credits
EDU 567: Social Studies Content, Applications and Assessment	3
SPE 525: Multisensory Language and Literacy Strategies	3
SPE 540: Research in Education	3
Spring Semester - Year One	Credits
EDU 563: English Language Arts Content, Applications and Assessment	3
SPE 545: Mathematics Content, Applications and Assessment	3
Elective	3
Summer Semester - Year Two	Credits
EDU 506: Learning Theory & Designing Instruction for the Inclusive Classroom	3
SPE 510: Managing Challenging Behaviors	3
SPE 520: Learners with Special Needs	3
Fall Semester - Year Two	Credits
Elective	3
Elective	3
Spring Semester - Year Two	Credits
EDU 565: Science Content, Applications and Assessment	3
Elective	3

**If a student enrolls in a non-licensure program, or switches to a non-licensure program, and elects to take SPE 548, Bay Path University cannot endorse the student for SEI through DESE*

**ACADEMIC REQUIREMENTS FOR:
Specialist in Education (Ed.S)
Initial Early Childhood Education Licensure Concentration with 9-Credit Practicum**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Initial Early Childhood Licensure concentration of the Specialist in Education degree program. This sequence assumes a fall semester start. Please see program director for specific course sequence.

Two-Year Sequence	
Fall Semester - Year One	Credits
EDU 567: Social Studies Content, Applications and Assessment	3
SPE 525: Multisensory Language and Literacy Strategies	3
SPE 540: Research in Education	3
SPE 548: Reading and Language Arts for English Language Learners	3
Spring Semester - Year One	Credits
EDU 563: English Language Arts Content, Applications and Assessment	3
EDU 565: Science Content, Applications and Assessment	3
SPE 545: Mathematics Content, Applications and Assessment	3
SPE 553: Pre-Practicum and Seminar I	0
Summer Semester - Year Two	Credits
EDU 506: Learning Theory & Designing Instruction for the Inclusive Classroom	3
SPE 510: Managing Challenging Behaviors	3
SPE 520: Learners with Special Needs	3
SPE 557: Pre-Practicum and Seminar II	0
Fall Semester - Year Two	Credits
EDU 571 Practicum in Early Childhood Education (with Seminar) Fall Only	9

**ACADEMIC REQUIREMENTS FOR:
Specialist in Education (Ed.S)
Initial Early Childhood Education Licensure Concentration with 12-Credit Internship**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Initial Early Childhood Licensure concentration of the Specialist in Education degree program. This sequence assumes a fall semester start. Please see program director for specific course sequence.

Two-Year Sequence	
Fall Semester - Year One	Credits
EDU 567: Social Studies Content, Applications and Assessment	3
SPE 525: Multisensory Language and Literacy Strategies	3
SPE 540: Research in Education	3
SPE 548: Reading and Language Arts for English Language Learners	3
Spring Semester - Year One	Credits
EDU 563: English Language Arts Content, Applications and Assessment	3
EDU 565: Science Content, Applications and Assessment	3
SPE 545: Mathematics Content, Applications and Assessment	3
SPE 553: Pre-Practicum and Seminar I	0
Summer Semester - Year Two	Credits
EDU 506: Learning Theory & Designing Instruction for the Inclusive Classroom	3
SPE 510: Managing Challenging Behaviors	3
SPE 520: Learners with Special Needs	3
SPE 557: Pre-Practicum and Seminar II	0
Fall Semester - Year Two	Credits
EDU 573: Year-long Internship in Early Childhood Education (with Seminar)	6
Spring Semester - Year Two	Credits
EDU 573: Year-long Internship in Early Childhood Education (with Seminar)	6

Elementary Education

The Educational Specialist (Ed.S) degree program in an Elementary Education concentration will provide students with an intensive study of content and pedagogy for improved classroom practice. The program is intended to deepen the content/subject matter knowledge base for teachers at the elementary level. Didactic and pedagogical applications enable students to consider new practices that result in improved classroom performance. Students must select one of the following concentrations:

- Elementary Education Non-Licensure
- Initial Elementary Education Licensure
- Professional Elementary Education Licensure

Student Learning Outcomes

Graduates of this program are expected to demonstrate achievement in all areas of the program, specifically:

- Students will meet Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (1) Curriculum, Planning, and Assessment standard.
- Students will meet Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (2) Teaching All Students standard.
- Students will meet Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (3) Family and Community Engagement standard.
- Students will meet Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (4) Professional Culture.
- Students will demonstrate effective oral and written communication skills through in-class assignments and presentations, to be applied in the teaching-learning process.

Program Requirements

The Ed.S: Elementary Education Non-Licensure and Ed.S: Professional Elementary Education Licensure concentration requires completion of 39 credit hours. The Ed.S: Initial Elementary Education concentration requires 39 credit hours if the student elects to take the 9-credit semester-long practicum (fall only) or 42 credit hours if the student elects to take the 12-credit year-long internship.

Additional Program Information

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 Pass Rates on the Massachusetts Tests of Educator Licensure (MTEL), 2016-2017

Pass rates are based on the 2016-2017 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:

- Number of Program Completers = 63
- Pass Rate on the MTEL = 100%

Required Courses and Electives

Ed.S: Elementary Education Non-Licensure Concentration Requirements (39 credits):

Course Code	Course Name
EDU 506	Learning Theory and Designing Instruction for the Inclusive Classroom
EDU 562	English Language Arts Content, Applications and Assessment for Elementary Education
EDU 564	Science Content, Applications and Assessment for Elementary Education
EDU 566	Social Studies Content, Applications and Assessment for Elementary Education
SPE 510	Managing Challenging Behaviors
SPE 520	Learners with Special Needs
SPE 525	Working with Struggling Readers
SPE 540	Research in Education
SPE 544	Mathematics Content, Applications and Assessment
	Electives* (12 credits)

*Students can select from a wide number of approved graduate electives courses offered in the Education, Special Education, Applied Behavior Analysis, or Psychology disciplines.

**If a student enrolls in a non-licensure program, or switches to a non-licensure program, and elects to take SPE 548, Bay Path University cannot endorse the student for SEI through DESE*

Ed.S: Initial Elementary Education Licensure Concentration Requirements (39-42 credits):

Course Code	Course Name
EDU 506	Learning Theory and Designing Instruction for the Inclusive Classroom
EDU 562	English Language Arts Content, Applications and Assessment for Elementary Education
EDU 564	Science Content, Applications and Assessment for Elementary Education
EDU 566	Social Studies Content, Applications and Assessment for Elementary Education
SPE 510	Managing Challenging Behaviors
SPE 520	Learners with Special Needs
SPE 525	Working with Struggling Readers
SPE 540	Research in Education
SPE 544	Mathematics Content, Applications and Assessment
SPE 548	Reading and Language Arts for English Language Learners Practicum*

*Students have the option to complete EDU 568 Practicum in Elementary Education (with Seminar) Fall Only (9 credits) OR EDU 569 Year-long Internship in Elementary Education (with Seminar) (6 credits) twice.

Ed.S: Professional Elementary Education Licensure Concentration Requirements (39 credits):

Course Code	Course Name
EDU 506	Learning Theory and Designing Instruction for the Inclusive Classroom
EDU 562	English Language Arts Content, Applications and Assessment for Elementary Education
EDU 564	Science Content, Applications and Assessment for Elementary Education
EDU 566	Social Studies Content, Applications and Assessment for Elementary Education
SPE 510	Managing Challenging Behaviors
SPE 520	Learners with Special Needs
SPE 525	Working with Struggling Readers
SPE 540	Research in Education

SPE 544 Mathematics Content, Applications and Assessment
Electives* (12 credits)

*Students can select from a wide number of approved graduate electives courses offered in the Education, Special Education, Applied Behavior Analysis, or Psychology disciplines.

Reading and Literacy Instruction

Bay Path University's Ed.S in Reading & Literacy Instruction is uniquely designed to prepare graduates for leadership in the implementation of scientific research-based practices for teaching literacy in grades PreK-12. The program offers individuals the opportunity to develop an expertise in using effective, research-based strategies to teach reading and writing in general education and specialized settings. The Reading & Literacy Instruction Program links the science of reading with educational practice. Students must select one of the following concentrations:

- Reading and Literacy Instruction Licensure
- Reading and Literacy Instruction Non-Licensure

Student Learning Outcomes

Graduates of the Ed.S degree program with a concentration in Reading and Literacy Instruction are expected to demonstrate achievement in all areas of the program. Specifically, graduates will be able to:

- Know significant theories, practices, and programs in reading.
- Know the theories, research, and practices for reading instruction.
- Select appropriate programs, materials and technology programs for reading.
- Administer informal and formal reading assessments.
- Have knowledge of second language acquisition and its relationship to literacy reading.
- Demonstrate effective oral and written communication skills through in-class assignments and presentations, to be applied in the teaching-learning process.

Program Requirements

The Ed.S: Reading and Literacy Instruction concentrations require completion of 47 credits hours. The concentration leading to licensure requires a practicum and seminar experience to meet degree requirements. Students in the non-licensure concentration will take electives in place of the practicum and seminar experience.

Additional Program Information

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 Pass Rates on the Massachusetts Tests of Educator Licensure (MTEL), 2016-2017

Pass rates are based on the 2016-2017 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:

- Number of Program Completers = 63
- Pass Rate on the MTEL = 100%

Required Courses and Electives

Ed.S: Reading and Literacy Instruction Licensure Concentration Requirements (47 credits):

Course Code	Course Name
RDG 528	Orton-Gillingham
RDG 528	Orton-Gillingham (taken twice)
RDG 530	Reading Research
RDG 532	Informational and Narrative Text for Children and Adolescence
RDG 534	Reading and Writing Assessment
RDG 536	Literacy and the Change Process District/School Action Planning
RDG 538	Language Disorders and Literacy
RDG 548	Structure of Language Part II - Meaning, Syntax and Semantics
RDG 554	Pre-practicum and Seminar
RDG 590	Reading Practicum with Practicum Seminar Sessions
SPE 525	Multisensory Language and Literacy Strategies
SPE 540	Research in Education
SPE 543	Teaching of Writing
SPE 547	Structure of Language Part I Phonology, Orthography, Morphology

Ed.S: Reading and Literacy Instruction Non-Licensure Concentration Requirements (47 credits):

Course Code	Course Name
RDG 528	Orton-Gillingham
RDG 528	Orton-Gillingham (taken twice)
RDG 530	Reading Research
RDG 532	Informational and Narrative Text for Children and Adolescence
RDG 534	Reading and Writing Assessment
RDG 536	Literacy and the Change Process District/School Action Planning
RDG 538	Language Disorders and Literacy
RDG 548	Structure of Language Part II - Meaning, Syntax and Semantics
SPE 525	Multisensory Language and Literacy Strategies
SPE 540	Research in Education
SPE 543	Teaching of Writing
SPE 547	Structure of Language Part I Phonology, Orthography, Morphology
	Electives* (9 credits)

*Students can select from a wide number of approved graduate electives courses offered in the Education, Special Education, Applied Behavior Analysis, or Psychology disciplines.

**ACADEMIC REQUIREMENTS FOR:
Specialist in Education (Ed.S)
Reading and Literacy Instruction Licensure Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Reading and Literacy Instruction Licensure concentration of the Specialist in Education degree program. This sequence assumes a summer semester start. Please see program director for specific course sequence.

Two-Year Sequence	
Summer Semester – Year Two	Credits
SPE 525: Multisensory Language and Literacy Strategies	3
SPE 547: Structure of Language Part I Phonology, Orthography, Morphology	3
Fall Semester – Year One	Credits
RDG 528: Orton-Gillingham	4
RDG 530: Reading Research	3
Spring Semester – Year One	Credits
RDG 528: Orton-Gillingham	4
RDG 548: Structure of Language Part II – Meaning, Syntax and Semantics	3
Summer Semester – Year Two	Credits
RDG 532: Informational and Narrative Text for Children and Adolescence	3
SPE 543: Teaching of Writing	3
Fall Semester – Year Two	Credits
RDG 534: Reading and Writing Assessment	3
RDG 536: Literacy and the Change Process District/School Action Planning	3
RDG 554: Pre-practicum and Seminar	0
Spring Semester – Year Two	Credits
RDG 538: Language Disorders and Literacy	3
RDG 590: Reading Practicum with Practicum Seminar Sessions	9
SPE 540: Research in Education	3

**ACADEMIC REQUIREMENTS FOR:
Specialist in Education (Ed.S)
Reading and Literacy Instruction Non-Licensure Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Reading and Literacy Instruction Non-Licensure concentration of the Specialist in Education degree program. This sequence assumes a summer semester start. Please see program director for specific course sequence.

Two-Year Sequence	
Summer Semester - Year Two	Credits
SPE 525: Multisensory Language and Literacy Strategies	3
SPE 547: Structure of Language Part I Phonology, Orthography, Morphology	3
Fall Semester - Year One	Credits
RDG 528: Orton-Gillingham	4
RDG 530: Reading Research	3
Spring Semester - Year One	Credits
RDG 528: Orton-Gillingham	4
RDG 548: Structure of Language Part II - Meaning, Syntax and Semantics	3
Summer Semester - Year Two	Credits
RDG 532: Informational and Narrative Text for Children and Adolescence	3
SPE 543: Teaching of Writing	3
Elective	3
Fall Semester - Year Two	Credits
RDG 534: Reading and Writing Assessment	3
RDG 536: Literacy and the Change Process District/School Action Planning	3
Elective	3
Spring Semester - Year Two	Credits
RDG 538: Language Disorders and Literacy	3
SPE 540: Research in Education	3
Elective	3

Special Education

The Educational Specialist program at Bay Path University is designed to prepare competent and effective leaders who will model high academic standards and assume a leadership role in the field of education. Courses provide specialized preparation for individuals seeking employment in PreK-12 settings or university-level school positions.

An Educational Specialist degree (Ed.S.) is designed for educators seeking a post-master's degree program that emphasizes both professional practice and scholarship. The program requires a minimum of 39 credits (including SPE 540 as a required course) beyond a master's degree for moderate, severe, and non-licensure programs. Each program of study is individually designed in consultation with a program coordinator and can be completed on a full-time or part-time basis. Most classes are held on a Friday evening- Saturday weekend model with some courses being held on a Sunday, weeknight, or week-long option with varying formats to include on-ground, online and hybrid. Students must select one of the following concentrations:

- Moderate Disabilities Levels 5-12
- Moderate Disabilities Levels 5-12/Autism Spectrum Disorders
- Moderate Disabilities Levels 5-12/Language and Literacy
- Moderate Disabilities Levels PreK-8
- Moderate Disabilities Levels PreK-8/Autism Spectrum Disorders
- Moderate Disabilities Levels PreK-8/Language and Literacy
- Severe Disabilities PreK-12
- Severe Disabilities PreK-12/Autism Spectrum Disorders
- Severe Disabilities PreK-12/Language and Literacy
- Special Education Non-Licensure

Below is specific information about each specialty areas:

Moderate Disabilities (Levels PreK-8, 5-12)

Coursework for the Moderate Disabilities program provides practitioners with age-appropriate strategies for education students with disabilities in the least restrictive environment. The program focuses on current issues in special education, best practices for inclusive education, including law nondiscriminatory assessment, issues of cultural and linguistic diversity, classroom and behavioral adaptations, integration of new technologies and collaboration with families and service providers. This program includes a yearlong practicum.

Severe Disabilities PreK-12

The Severe Disabilities program is designed to prepare professionals in the field of developmental disabilities including Autism Spectrum Disorders. The program emphasizes modifications for the general education curriculum, applied academics, alternative assessments, transition and vocational strategies, and school and community inclusion. Threaded throughout the program are themes of diversity, community and family collaboration, and technology. This program includes a yearlong practicum.

Special Education Non-Licensure

Students who already hold a license and do not want any additional license or students who are interested in working with persons with special needs such as in the area of human services would pursue this option. This option does not include a practicum.

Student Learning Outcomes

Graduates of the Ed.S program with an Education track are expected to demonstrate achievement in all areas of the program. Specifically, graduates will be able to:

- 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.

Program Requirements

The Ed.S: Moderate Disabilities Levels PreK-8, Ed.S: Moderate Disabilities Levels 5-12, and Ed.S: Severe Disabilities PreK-12 concentrations each require the completion of 39 credits hours and a practicum or internship experience to meet degree requirements. The Ed.S: Special Education Non-Licensure concentration also requires 39 credit hours but does not require a practicum or internship experience.

The Ed.S: Moderate Disabilities Levels 5-12/Autism Spectrum Disorders and Ed.S: Moderate Disabilities Levels PreK-8/Autism Spectrum Disorders concentrations each require the completion of 48 credit hours and a practicum or internship experience to meet degree requirements. The Ed.S: Severe Disabilities Levels PreK-12/Autism Spectrum Disorders concentration require the completion of 45 credit hours and a practicum or internship experience to meet degree requirements. Students who complete one of these three concentrations will also earn a certificate in Autism Spectrum Disorders.

The Ed.S: Moderate Disabilities Levels PreK-8/Language and Literacy, Ed.S: Moderate Disabilities Levels 5-12/Language and Literacy, and Ed.S: Severe Disabilities PreK-12/Language and Literacy concentrations all require the completion of 42 credit hours and a practicum or internship experience to meet degree requirements. Students who complete one of these three concentrations will also earn a certificate in Language and Literacy.

Additional Program Information

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 Pass Rates on the Massachusetts Tests of Educator Licensure (MTEL), 2016-2017

Pass rates are based on the 2016-2017 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:

- Number of Program Completers = 63
- Pass Rate on the MTEL = 100%

Required Courses and Electives

Ed.S: Moderate Disabilities Levels PreK-8 Concentration Requirements (39 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510	Managing Challenging Behaviors
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 528	Curriculum I - English, Reading, History/Social Science
SPE 530	Curriculum Design and Assessment
SPE 538	Curriculum II - Math, Science, Technology and Engineering
SPE 540	Research in Education
SPE 548	Reading and Language Arts for English Language Learner
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 558	Moderate PreK-8 Practicum
	Special Education Elective* (3 credits)

*Students can select electives from a wide number of approved graduate courses offered in the Special Education discipline.

Ed.S: Moderate Disabilities Levels PreK-8/Autism Spectrum Disorders Concentration Requirements (48 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510	Managing Challenging Behaviors
SPE 511	Applied Behavior Analysis
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 528	Curriculum I - English, Reading, History/Social Science
SPE 530	Curriculum Design and Assessment
SPE 538	Curriculum II - Math, Science, Technology and Engineering
SPE 540	Research in Education
SPE 546	Teaching Children with Autism Spectrum Disorders
SPE 548	Reading and Language Arts for English Language Learner
SPE 552	Problem Solving and Program Analysis in Autism
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 558	Moderate PreK-8 Practicum
SPE 560	Advanced Techniques & Process for Behavior Change

Ed.S: Moderate Disabilities Levels PreK-8/Language and Literacy Concentration Requirements (42 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510	Managing Challenging Behaviors
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies

SPE 529	Curriculum I – English, Reading, History/Social Science
SPE 530	Curriculum Design and Assessment
SPE 539	Curriculum II – Math, Science, Technology and Engineering 5-12
SPE 540	Research in Education
SPE 543	Teaching of Writing
SPE 547	Structure of Language Part I Phonology, Orthography, Morphology
SPE 548	Reading and Language Arts for English Language Learner
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 559	Moderate 5-12 Practicum

Ed.S: Moderate Disabilities Levels 5-12 Concentration Requirements (39 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510	Managing Challenging Behaviors
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 529	Curriculum I – English, Reading, History/Social Science
SPE 530	Curriculum Design and Assessment
SPE 539	Curriculum II – Math, Science, Technology and Engineering 5-12
SPE 540	Research in Education
SPE 548	Reading and Language Arts for English Language Learner
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 559	Moderate 5-12 Practicum
	Special Education Elective* (3 credits)

*Students can select electives from a wide number of approved graduate courses offered in the Special Education discipline.

Ed.S: Moderate Disabilities Levels 5-12/Autism Spectrum Disorders Concentration Requirements (48 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510	Managing Challenging Behaviors
SPE 511	Applied Behavior Analysis
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 529	Curriculum I – English, Reading, History/Social Science
SPE 530	Curriculum Design and Assessment
SPE 539	Curriculum II – Math, Science, Technology and Engineering 5-12
SPE 540	Research in Education
SPE 546	Teaching Children with Autism Spectrum Disorders
SPE 548	Reading and Language Arts for English Language Learner
SPE 552	Problem Solving and Program Analysis in Autism
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 559	Moderate 5-12 Practicum
SPE 560	Advanced Techniques & Process for Behavior Change

Ed.S: Moderate Disabilities Levels 5-12/Language and Literacy Concentration Requirements (42 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510	Managing Challenging Behaviors
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 529	Curriculum I – English, Reading, History/Social Science
SPE 530	Curriculum Design and Assessment
SPE 539	Curriculum II – Math, Science, Technology and Engineering 5-12
SPE 540	Research in Education
SPE 543	Teaching of Writing
SPE 547	Structure of Language Part I Phonology, Orthography, Morphology
SPE 548	Reading and Language Arts for English Language Learner
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 559	Moderate 5-12 Practicum

Ed.S: Severe Disabilities Levels PreK-12 Concentration Requirements (39 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 511	Applied Behavior Analysis
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 527	Curriculum I – English, Reading, History/Social Science
SPE 531	Teaching and Assessing Students with Severe Disabilities
SPE 537	Curriculum II – Math, Science, Technology and Engineering 5-12
SPE 540	Research in Education
SPE 548	Reading and Language Arts for English Language Learner
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 557	Severe PK-12 Practicum
	Special Education Electives (3 credits)

*Students can select electives from a wide number of approved graduate courses offered in the Special Education discipline.

Ed.S: Severe Disabilities Levels PreK-12/Autism Spectrum Disorders Concentration Requirements (45 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 511	Applied Behavior Analysis
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 527	Curriculum I – English, Reading, History/Social Science
SPE 531	Teaching and Assessing Students with Severe Disabilities
SPE 537	Curriculum II – Math, Science, Technology and Engineering 5-12
SPE 540	Research in Education
SPE 546	Teaching Children with Autism Spectrum Disorders

SPE 548	Reading and Language Arts for English Language Learner
SPE 552	Problem Solving and Program Analysis in Autism
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 557	Severe PK-12 Practicum
SPE 560	Advanced Techniques & Process for Behavior Change

Ed.S: Severe Disabilities Levels PreK-12/Language and Literacy Concentration Requirements (42 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 511	Applied Behavior Analysis
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 527	Curriculum I – English, Reading, History/Social Science
SPE 531	Teaching and Assessing Students with Severe Disabilities
SPE 537	Curriculum II – Math, Science, Technology and Engineering 5-12
SPE 540	Research in Education
SPE 543	Teaching of Writing
SPE 547	Structure of Language Part I Phonology, Orthography, Morphology
SPE 548	Reading and Language Arts for English Language Learner
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 557	Severe PK-12 Practicum

Ed.S: Special Education Non-Licensure Concentration Requirements (39 credits):

Non-Licensure students can take any 39 credits of education coursework that does not include a seminar or practicum. The recommended coursework to complete the Non-Licensure concentration is:

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510	Managing Challenging Behaviors
SPE 511	Applied Behavior Analysis
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 530	Curriculum Design and Assessment
SPE 531	Teaching and Assessing Students with Severe Disabilities
SPE 540	Research in Education
	Special Education Electives* (12 credits)

*Students can select electives from a wide number of approved graduate courses offered in the Special Education discipline.

MASTER'S DEGREE PROGRAMS

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Master of Business Administration in Entrepreneurial Thinking and Innovative Practices

The Master of Business Administration in Entrepreneurial Thinking and Innovative Practices is a comprehensive, 36-credit-hour accelerated degree that encompasses all key aspects of managing and leading an enterprise. The program focuses on the key business concepts, practices of entrepreneurship and leadership skills as applied to global corporate, nonprofit, small business organizations and start-ups. The program starts with an introductory course that serves as a foundation for the M.B.A. curriculum and introduces business and leadership concepts. The introductory course is then followed by seven core courses that create the building blocks, plus two electives. The final two core courses focus on integrating and synthesizing the core knowledge and developing and executing strategies. The M.B.A. in Entrepreneurial Thinking and Innovative Practices is offered on campus at Longmeadow and online or hybrid.

Student Learning Outcomes

Graduates enrolled in the M.B.A. in Entrepreneurial Thinking and Innovative Practices program are expected to demonstrate achievement in all areas of the program. Specifically, graduates in the M.B.A. program are expected to be able to:

- Demonstrate an understanding of the foundations of communication theory and demonstrate a proficiency in written communication, as well as interpersonal and group/team behavior.
- Articulate an understanding of concepts and practices of entrepreneurship and innovation as applied to corporate, nonprofit, and small business organization.
- Explain the key managerial, functional, operational, and technical aspects of organizational processes, and using entrepreneurial thinking and innovative practices, demonstrate an ability to identify and solve problems in those areas.
- Design, conduct, summarize, and evaluate qualitative and quantitative research results for the purpose of identifying strengths, weaknesses, opportunities, and threats related to organizational strategy.

Program Requirements

To earn a Master of Business Administration in Entrepreneurial Thinking and Innovative Practices, all students must complete 36 hours (12 courses) of graduate coursework.

MBA 690 Entrepreneurial Management Strategies serves as the capstone for the M.B.A. Program and also serves as the entry point for the final exam. This final case requires each student to successfully respond to challenges in the critical areas of M.B.A. study: accounting/finance, strategy marketing, management, ethics, economics, and statistics. If the resolution of the final case is successfully completed then the student is finished and receives the M.B.A. degree. If a student has not successfully resolved the questions in this case, remediation is required. The student will be sent to the Director of the Program for appropriate assistance and then repeat the final class in its entirety to achieve the total requirements to receive the M.B.A.

Required Courses and Electives

M.B.A.: Entrepreneurial Thinking and Innovative Practices Requirements (36 credits):

Course Code	Course Name
MBA 600	Introduction to Entrepreneurial Thinking and Innovative Practices
MBA 601	Entrepreneurial Marketing Strategies
MBA 607	Methods of Business Research and Analysis
MBA 620	Organizational Behavior and Leadership
MBA 630	Legal Issues in Business
MBA 633	Accounting for Decision Makers
MBA 634	Entrepreneurial Finance
MBA 640	Innovative Business Growth Strategies
MBA 680	Entrepreneurial Business Project Development
MBA 690	Entrepreneurial Management Strategies
	Electives* (6 credits)

*Students may select six credits from the following list:

Course Code	Course Name
MBA 632	Compensation and Employee Benefits
MBA 642	Project Management
MBA 651	High Performance Management Strategies
MBA 653	Intercultural Communication in the Workplace
MBA 654	Job Searching in the New Millennium
MBA 657	Working Knowledge: Solving Real Business Problems
MBA 660	Investment Strategies and Risk Management
MBA 667	Special Topics
MBA 675	Independent Research

**ACADEMIC REQUIREMENTS FOR:
Master of Business Administration in
Entrepreneurial Thinking and Innovative Practices**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.B.A. in Entrepreneurial Thinking and Innovative Practices. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

One-Year Sequence	
Fall Session I	Credits
MBA 600: Introduction to Entrepreneurial Thinking and Innovative Practices MBA 633: Accounting for Decision Makers	3 3
Fall Session II	Credits
MBA 620: Organizational Behavior and Leadership MBA 607: Methods of Business Research and Analysis	3 3
Spring Session I	Credits
MBA 650: Special Topics or Graduate Level Elective * MBA 601: Entrepreneurial Marketing Strategies	3 3
Spring Session II	Credits
MBA 634: Entrepreneurial Finance MBA 640: Innovative Business Growth Strategies	3 3
Summer Session I	Credits
MBA 630: Legal Issues in Business MBA 680: Entrepreneurial Business Project	3 3
Summer Session II	Credits
MBA 650: Special Topics or Graduate Level Elective* MBA 690: Entrepreneurial Management Strategies	3 3

**All Graduate Level Electives must be approved by the Director of the Program.*

**ACADEMIC REQUIREMENTS FOR:
Master of Business Administration (M.B.A.) in
Entrepreneurial Thinking and Innovative Practices**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.B.A. in Entrepreneurial Thinking and Innovative Practices. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence			
Fall Session I - Year One	Credits	Fall Session I - Year One	Credits
MBA 600: Introduction to Entrepreneurial Thinking and Innovate Practices	3	MBA 633: Accounting for Decision Makers	3
Fall Session II - Year One	Credits	Fall Session II - Year Two	Credits
MBA 620: Organization Behavior and Leadership	3	MBA 607: Methods of Business Research and Analysis	3
Spring Session I - Year One	Credits	Spring Session I - Year Two	Credits
MBA 650: Special Topics or Graduate Level Elective*	3	MBA 601: Entrepreneurial Marketing Strategies	3
Spring Session II - Year One	Credits	Spring Session II - Year Two	Credits
MBA 634: Entrepreneurial Finance	3	MBA 640: Innovative Business Growth Strategies	3
Summer Session I - Year One	Credits	Summer Session I - Year Two	Credits
MBA 630: Legal Issues in Business	3	MBA 680: Entrepreneurial Business Project	3
Summer Session I - Year One	Credits	Summer Session II - Year Two	Credits
MBA 650: Special Topics or Graduate Level Elective*	3	MBA 690: Entrepreneurial Management Strategies	3

**All Graduate Level Electives must be approved by the Director of the Program.*

Master of Fine Arts in Creative Nonfiction Writing

The Bay Path University MFA in Creative Nonfiction Writing is a unique, no-residency program designed to help talented writers find their creative voice through the means of expressive nonfiction. Offered fully online, the 39-credit program allows busy adults at any stage of life to practice the craft of writing, read and discuss great works of creative nonfiction, study with acclaimed faculty authors, and participate in a dynamic community of writers.

Students choose to focus on the topic of their choice, or on specialized tracks including women's stories, health and wellness, family biographies, food and travel, and the spiritual journey. The program includes a capstone thesis semester, in which students complete a 150-page work of creative nonfiction – a memoir, biography, or collection of personal essays – with an eye toward publication. Professional tracks in publishing and teaching creative writing provide additional preparation and practical tools with which to explore a literary career after graduation.

All students receive intensive one-on-one mentoring throughout the program by faculty authors, editors, and publishers with national reputations. Frequent interaction between and among students is built into the curriculum and supported by a flexible, easy-to-use online learning system. Live chats, online discussions, streaming video, and other tools ensure that students become part of a dedicated writing community and receive substantial peer input and support.

Students in this program benefit from a curriculum built with their goals in mind: to focus on their own writing while gaining extraordinary insight into the theory and history of the genre; to work closely alongside published and esteemed writers; and, perhaps most importantly, to gain teaching and publishing experience that will serve as a foundation for a career as a working writer, teacher, editor or publisher. This innovative approach will lead to the exploration and empowerment of self and to the development within each student of a distinctive creative voice in expressive nonfiction.

Highlights of the program include:

Mentoring

An essential element of the MFA curriculum is the three-semester mentorship lab through which students are paired with published mentors and small groups of peers for writing practice and critique. During the seminars and labs students will:

- develop and hone skills in writing, editing, and revision in creative nonfiction;
- recognize and write on the subject of the student's choosing, or along the program tracks of women's stories, travel and food, and spiritual nourishment;
- demonstrate knowledge of the history of nonfiction and how the student's own work fits within that literary tradition;
- analyze and write with care about literary texts of considerable difficulty;
- recognize critical positions and literary arguments, including the student's own critical and aesthetic position;
- demonstrate the ability to read and respond thoughtfully and critically to work.

Content Courses

The program offers an exceptional variety of electives, including “Generational Histories: Writing about Family,” “Women’s Spiritual Writing through the Ages,” “Travel Writing,” “Eat, Drink, Get Paid,” “Contemporary Women’s Stories,” “Arts and Culture Writing,” and “Writing the Personal Profile,” among others. Each course is taught by a nationally recognized faculty writer who has published widely on the topic and is an expert in the field. The MFA also offers an international study experience each summer, “Creative Writing Field Seminar,” an optional eight-day retreat held in Dingle, Ireland, and featuring a variety of guest writers and instructors.

Publishing

The MFA offers a two-course track on the process of getting published. The first course, “Introduction to Publishing,” will demystify the journey through examination of the steps necessary to generate agent/editor interest; the structure of the publishing industry (including the burgeoning virtual publishing world); the roles played by agent, editor, publicist, sales representatives and other key figures; and the all-important work an author can do after publication to give his or her book the best chances for commercial success. The second course, “Working in the Industry,” will provide first-hand experience in the publishing world, via a semester-long internship at a publishing house, an independent bookstore, in an editor’s office or at a literary agency.

Teaching Creative Writing

A second two-course track is teaching creative writing. “Learning to Teach” is a course focusing on the pedagogy and practice of teaching creative writing. “Teaching to Learn” involves an actual teaching practicum. Students living near the college campus will have the option of teaching a creative writing course under the guidance of an experienced writing instructor. Students living outside of the area will have a teacher training experience arranged at a location nearer the home of the student, which can include facilitating a non-credit community-based class to an underserved population, such as new citizens or residents of shelters, housing projects, nursing homes, and hospitals.

Student Learning Outcomes

The MFA in Creative Nonfiction focuses on skills in writing, editing, literary analysis, and group feedback and critique; and on the knowledge of current trends in publishing and teaching. Students will:

- Develop and hone skills in writing, editing, and revision in creative nonfiction
- Recognize and write within literary genres of creative nonfiction including specific emphases on women’s stories, travel and food, and spiritual nourishment
- Demonstrate a good reading knowledge of classic and contemporary nonfiction literature and how the student’s own work fits within that literary tradition.
- Analyze and write with care about literary texts of considerable difficulty
- Recognize critical positions and literary arguments, including the student’s own critical and aesthetic position
- Demonstrate the ability to read and respond thoughtfully and critically to work by other MFA students
- Demonstrate knowledge of how to perform effectively in the online classroom setting
- Demonstrate understanding of the theory and practice of literary publishing, including the practice of submitting work to literary journals and/or publishing houses

Program Requirements

Students must complete 39 credit hours of graduate coursework to earn a Master of Fine Arts in Creative Nonfiction Writing.

Required Courses and Electives

Master of Fine Arts: Creative Nonfiction Writing Requirements (39 credits):

Course Code	Course Name
MFA 615	Mentorship Lab I
MFA 620	Mentorship Lab II
MFA 625	Mentorship Lab III
MFA 660	Creative Nonfiction Writing I: Form and Theory
MFA 661	Creative Nonfiction Writing II: Form and Theory
MFA 690	Thesis I
MFA 691	Thesis II
	MFA Electives* (12 credits)
	Professional Track Electives** (6 credits)

*Students may select courses from the following list of elective options:

Course Code	Course Name
MFA 630	Writing Contemporary Women's Stories
MFA 632	Nature and Environmental Writing
MFA 636	Travel and Food Writing for Publication
MFA 640	Women's Spiritual Writing Through the Ages
MFA 665	Arts and Culture Writing
MFA 666	Generational Histories: Writing about Family
MFA 667	Health and Wellness Writing: Storytelling as a Healing Art
MFA 668	Creative Writing Field Seminar
MFA 670	Getting Inside Lives

**Students may select courses from the following list of elective options:

Course Code	Course Name
MFA 675	Learning to Teach
MFA 676	Teaching to Learn
MFA 680	Introduction to Publishing
MFA 681	Immersion in Publishing

**ACADEMIC REQUIREMENTS FOR:
Master of Fine Arts in Creative Nonfiction Writing**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.F.A. in Creative Nonfiction Writing. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Semester - Year One	Credits
MFA 615: Mentorship Lab I	3
MFA 660: Creative Nonfiction Writing I: Form and Theory	3
Master of Fine Arts Elective	3
Spring Semester - Year One	Credits
MFA 620: Mentorship Lab II	3
MFA 661: Creative Nonfiction Writing II: Form and Theory	3
Master of Fine Arts Elective	3
Summer Semester - Year One	Credits
MFA 625: Mentorship Lab III	3
Master of Fine Arts Elective	3
Fall Semester - Year Two	Credits
Master of Fine Arts Elective	3
Master of Fine Arts Professional Track Elective	3
MFA 690: Thesis I	3
Spring Semester - Year Two	Credits
Master of Fine Arts Professional Track Elective	3
MFA 691: Thesis II	3

Master of Occupational Therapy

There are four entry points for the Master of Occupational Therapy (M.O.T.) Program:

B.A./M.O.T. 5-Year Program

Students in the Pre-Occupational Therapy Studies major begin 500-level Master of Occupational Therapy courses the summer before the start of their senior year. These students earn their B.A. degree after their senior year and continue on as Master of Occupational Therapy students in their final year of the program, receiving their Master of Occupational Therapy degree after completing all additional graduate course requirements. The undergraduate coursework can be found in the Bay Path University Undergraduate Course Catalog and includes the prerequisites required for the graduate Occupational Therapy courses.

M.O.T. Program

Students in the Human & Health Studies major or those who completed a Bachelor of Science or Bachelor of Arts degree at another regionally-accredited institution may enroll in the two-year Master of Occupational Therapy program after satisfactory completion of the prerequisite courses and acceptance into the program.

2-Year M.O.T. Bridge Program

Students who have successfully completed a bachelor's degree in any field along with an associate's degree in either an occupational therapy assistant or physical therapy assistant program, both from a regionally-accredited institution, may enroll in the two-year Master of Occupational Therapy program after satisfactory completion of the prerequisite courses and acceptance into the program. A student entering with an associate's degree will take 68 credits over the course of three years to earn a Master's degree in Occupational Therapy (MOT.)

3-Year M.O.T. Bridge Program

Students who have successfully completed an associate's degree in either an occupational therapy assistant or physical therapy assistant program from another regionally-accredited institution may enroll in the three-year Master of Occupational Therapy program after satisfactory completion of the prerequisite courses and acceptance into the program. A student entering with an associate's degree will take 99 credits over the course of three years to earn a Master's degree in Occupational Therapy (MOT.)

Accreditation

The 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 4720 Montgomery Lane, Suite 200, Bethesda, MD 20824-3449. AOTA's phone number is (301) 652-AOTA.

Graduates of the program will be able to sit for the national certification examination for the occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). (A felony conviction may affect a graduate's ability to sit for NBCOT certification examination or attain state licensure). After successful completion of this examination, 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. The NBCOT can be contacted at www.nbcot.org.

Student Learning Outcomes

The following educational outcomes reflect the expectations of the Department of Occupational Therapy for students who have completed the advanced level of occupational therapy. Students will:

- Demonstrate knowledge of the OT process by using assessment results to complete an evaluation report, develop a treatment plan including client-centered goals and objectives, write a progress note and a discharge summary, and identify family and service provider recommendations for skill development.
- Identify the characteristics of human activity and break the activity into component parts to determine where client limitations may occur, in order to develop effective treatment to address the limitations.
- Demonstrate entry level knowledge, problem solving, clinical reasoning, and critical analysis skills to integrate curriculum content into practice scenarios or simulations for generalist practice.
- Demonstrate entry level clinical competence, including oral and written communication and documentation, assessment, intervention, treatment planning, discharge planning, safety, and clinical reasoning skills.
- Use occupational therapy theory and models of practice to develop a group protocol to meet the occupational needs of a specific population, incorporating client-centered and goal-related activities.
- Develop a sense of personal awareness, reflect on their personal and/or professional experiences, and articulate their skills, goals, and areas of strength/growth to occupational therapy practitioners through the development of a comprehensive professional portfolio.
- Demonstrate improved research and information literacy skills to identify reliable and relevant research articles related to a specific topic and will critically appraise 15-20 articles, identifying the study design, purpose, methods, relevance, limitations, and applicability of each study.
- Develop a personal learning plan and conduct a self-assessment to identify learning needs and initiate learning activities to meet those needs.
- Based upon assessment information, students will design a client-centered treatment plan to address occupational limitations, including relevant client goals and the use of meaningful occupational intervention to address established goals.
- Identify a client need based on the person and environmental factors to design a piece of adaptive equipment to address the functional limitations.

Program Requirements

The B.A./M.O.T. 5-Year Program and M.O.T. Programs require 85 credit hours of graduate level work. The 2-Year M.O.T. Bridge Program requires 70 credit hours of graduate level work and the 3-Year M.O.T. Bridge Program requires 101 credit hours of graduate level work. Courses must be taken sequentially.

Required Courses and Electives

B.A./M.O.T. 5-Year Program and M.O.T. Program Requirements (85 credits):

Course Code	Course Name
OTP 500	Introduction to Occupational Therapy
OTP 502	Integrated Anatomy with lab
OTP 503	Models of Practice in Occupational Therapy
OTP 504	Foundations of Neuroscience
OTP 505	Professional Development: Leadership Competencies
OTP 509	Professional Development III
OTP 510	Professional Development I
OTP 511	Professional Development II
OTP 513	Professional Development IV
OTP 520	Occupation Purpose and Meaningfulness
OTP 521	Level I FW: Psychosocial Health & Wellness
OTP 522	Level I FW: Pediatric Occupations
OTP 523	Level I FW: Adult Occupations
OTP 530	Psychological/Social/Cognitive Components of Living I with lab
OTP 531	Psychological/Social/Cognitive Components of Living II with lab
OTP 540	Sensorimotor Components of Living I with lab
OTP 541	Sensorimotor Components of Living II with lab
OTP 542	Sensorimotor Components of Living III with lab
OTP 550	Developmental Components of Living I with lab
OTP 551	Developmental Components of Living II with lab
OTP 560	Occupation and Technology
OTP 562	Current Issues in OT
OTP 563	Pediatric Assessment and Intervention
OTP 564	Psychosocial Assessment and Intervention
OTP 565	Geriatric Assessment and Intervention
OTP 570	Advanced Seminar in OT
OTP 590	Level II Fieldwork
OTP 591	Level II Fieldwork

2-Year M.O.T. Bridge Program Requirements (70 credits):

OTB 500	Theory, History and Foundations of Occupational Therapy
OTB 502	Occupational Behaviors: Pediatric/Adolescent Development
OTB 505	Functional Anatomy with Lab
OTB 508	Prof Development: Advocacy, Cultural Competencies, Ethics & Legislative Issues
OTB 510	Neuroscience
OTB 513	Occupational Behaviors: Adult Physical Disabilities
OTB 514	OT Assessment and Interventions: Pediatrics
OTB 515	Level 1 Fieldwork and Seminar I
OTB 520	OT Assessment and Interventions: Physical Disabilities
OTB 522	Therapeutic Modalities
OTB 525	Occupational Behaviors: Psychosocial
OTB 526	Level 1 Fieldwork and Seminar II: Physical Disabilities
OTB 529	Research 1: Utilization of Research for EBP
OTB 530	OT Assessment and Interventions: Geriatrics
OTB 533	Occupational Therapy Management and Supervision
OTB 535	OT Assessment and Interventions III: Psychosocial
OTB 536	Level 1 Fieldwork and Seminar III: Psychosocial

OTB 537	Research II Systematic Review
OTB 540	Level 2 Fieldwork 1
OTB 541	Models of Practice in Occupational Therapy
OTB 550	Level 2 Fieldwork 2
OTB 551	Models of Practice in Occupational Therapy

3-Year M.O.T. Bridge Program Requirements (99 credits):

BIO 151	Anatomy & Physiology 2
BIO 151L	Anatomy & Physiology 2 Lab
MAT 120	Statistics
OTB 301	Social Policy in Health Care
OTB 302	Research and Writing in Health Care
OTB 303	Communication in Health Care System
OTB 304	Play and Leisure in Health and Wellness
OTB 500	Theory, History and Foundations of Occupational Therapy
OTB 502	Occupational Behaviors: Pediatric/Adolescent Development
OTB 505	Functional Anatomy with Lab
OTB 508	Prof Development: Advocacy, Cultural Competencies, Ethics & Legislative Issues
OTB 510	Neuroscience
OTB 513	Occupational Behaviors: Adult Physical Disabilities
OTB 514	OT Assessment and Interventions: Pediatrics
OTB 515	Level 1 Fieldwork and Seminar I
OTB 520	OT Assessment and Interventions: Physical Disabilities
OTB 522	Therapeutic Modalities
OTB 525	Occupational Behaviors: Psychosocial
OTB 526	Level 1 Fieldwork and Seminar II: Physical Disabilities
OTB 529	Research 1: Utilization of Research for EBP
OTB 530	OT Assessment and Interventions: Geriatrics
OTB 533	Occupational Therapy Management and Supervision
OTB 535	OT Assessment and Interventions III: Psychosocial
OTB 536	Level 1 Fieldwork and Seminar III: Psychosocial
OTB 537	Research II Systematic Review
OTB 540	Level 2 Fieldwork 1
OTB 541	Models of Practice in Occupational Therapy
OTB 550	Level 2 Fieldwork 2
OTB 551	Models of Practice in Occupational Therapy
PHS 101	College Physics 1
PSY 205	Child Development
PSY 206	Adolescent & Adult Development
SOC 100	Principles of Sociology

**ACADEMIC REQUIREMENTS FOR:
Master of Occupational Therapy
B.A./M.O.T. 5-Year Program and M.O.T. Program**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the B.A./M.O.T. or M.O.T. versions of the Master of Occupational Therapy program. This sequence requires a summer semester start.

Two-Year Sequence	
Summer Semester – Year One	Credits
OTP 500: Introduction to Occupational Therapy	2
OTP 503: Models of Practice in Occupational Therapy	2
OTP 505: Prof. Development/Leadership Competencies	1
OTP 520: Occupation Purpose and Meaningfulness	2
Fall Semester – Year One	Credits
OTP 502: Integrated Anatomy with Lab	4
OTP 504: Foundations of Neuroscience	2
OTP 510: Professional Development I	3
OTP 530: Psychological/Social/Cognitive Components of Living I with lab	4
OTP 540: Sensorimotor Components of Living I with lab	4
Spring Semester – Year One	Credits
OTP 511: Professional Development II	3
OTP 522: Level I Fieldwork: Pediatric Occupations	2
OTP 531: Psychological / Social /Cognitive Components of Living II with lab	4
OTP 541: Sensorimotor Components of Living II with lab	4
OTP 550: Developmental Components of Living I with lab	4
Summer Semester – Year Two	Credits
OTP 509: Professional Development III	2
OTP 521: Level I FW: Psychosocial Health & Wellness	2
OTP 563: Pediatric Assessment and Intervention	2
OTP 564: Psychosocial Assessment and Intervention	2
OTP 565: Geriatric Assessment and Intervention	2
Fall Semester – Year Two	Credits
OTP 513: Professional Development IV	3
OTP 523: Level I FW: Adult Occupations	2
OTP 542: Sensorimotor Components of Living III with lab	4
OTP 551: Developmental Components of Living II with lab	4
OTP 560: Occupation and Technology	3
OTP 562: Current Issues in OT	1
Spring Semester – Year Two	Credits
OTP 570: Advanced Seminar in OT	1
OTP 590: Level II Fieldwork	8
OTP 591: Level II Fieldwork	8

**ACADEMIC REQUIREMENTS FOR:
Master of Occupational Therapy
2-Year M.O.T. Bridge Program**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the 2-Year M.O.T. Bridge version of the Master of Occupational Therapy program. This sequence requires a spring semester start.

Two-Year Sequence	
Spring Semester - Year One	Credits
OTB 500: Theory, History and Foundations of Occupational Therapy	3
OTB 502: Occupational Behaviors: Pediatric/Adolescent Development	3
OTB 505: Functional Anatomy with Lab	4
OTB 508: Prof Dev: Advocacy, Cultural Competencies, Ethics & Legislative Issues	3
Summer Semester - Year One	Credits
OTB 510: Neuroscience	3
OTB 513: Occupational Behaviors: Adult Physical Disabilities	3
OTB 514: OT Assessment and Interventions: Pediatrics	4
OTB 515: Level 1 Fieldwork and Seminar I	2
Fall Semester - Year One	Credits
OTB 520: OT Assessment and Interventions: Physical Disabilities	4
OTB 522: Therapeutic Modalities	1
OTB 525: Occupational Behaviors: Psychosocial	3
OTB 526: Level 1 Fieldwork and Seminar II: Physical Disabilities	2
OTB 529: Research 1: Utilization of Research for EBP	3
Spring Semester - Year Two	Credits
OTB 530: OT Assessment and Interventions: Geriatrics	4
OTB 533: Occupational Therapy Management and Supervision	3
OTB 535: OT Assessment and Interventions III: Psychosocial	4
OTB 536: Level 1 Fieldwork and Seminar III: Psychosocial	2
OTB 537: Research II Systematic Review	2
Summer Semester - Year Two	Credits
OTB 540: Level 2 Fieldwork	8
OTB 541: Models of Practice in Occupational Therapy	0.5
Fall Semester - Year Two	Credits
OTB 550: Level 2 Fieldwork	8
OTB 551: Models of Practice in Occupational Therapy	0.5

**ACADEMIC REQUIREMENTS FOR:
Master of Occupational Therapy
3-Year M.O.T. Bridge Program**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the 3-Year M.O.T. Bridge version of the Master of Occupational Therapy program. This sequence requires a spring semester start.

Three-Year Sequence	
Spring Semester – Year One	Credits
OTB 301: Social Policy in Health Care	3
OTB 302: Research and Writing in Health Care	3
PHS 101: College Physics 1	3
PSY 205: Child Development	3
SOC 100: Principles of Sociology	3
Fall Semester – Year One	Credits
BIO 151: Anatomy & Physiology 2	3
BIO 151L: Anatomy & Physiology 2 Lab	1
MAT 120: Statistics	3
OTB 303: Communication in Health Care System	3
OTB 304: Play and Leisure in Health and Wellness	3
PSY 206: Adolescent & Adult Development	3
Spring Semester – Year Two	Credits
OTB 500: Theory, History and Foundations of Occupational Therapy	3
OTB 502: Occupational Behaviors: Pediatric/ Adolescent Development	3
OTB 505: Functional Anatomy with Lab	4
OTB 508: Prof Dev: Advocacy, Cultural Competencies, Ethics & Legislative Issues	3
Summer Semester – Year Two	Credits
OTB 510: Neuroscience	3
OTB 513: Occupational Behaviors: Adult Physical Disabilities	3
OTB 514: OT Assessment and Interventions: Pediatrics	4
OTB 515: Level 1 Fieldwork and Seminar I	2
Fall Semester – Year Two	Credits
OTB 520: OT Assessment and Interventions: Physical Disabilities	4
OTB 522: Therapeutic Modalities	1
OTB 525: Occupational Behaviors: Psychosocial	3
OTB 526: Level 1 Fieldwork and Seminar II: Physical Disabilities	2
OTB 529: Research 1: Utilization of Research for EBP	3
Spring Semester – Year Three	Credits
OTB 530: OT Assessment and Interventions: Geriatrics	4
OTB 533: Occupational Therapy Management and Supervision	3

OTB 535: OT Assessment and Interventions III: Psychosocial	4
OTB 536: Level 1 Fieldwork and Seminar III: Psychosocial	2
OTB 537: Research II Systematic Review	2
Summer Semester - Year Three	Credits
OTB 540: Level 2 Fieldwork	8
OTB 541: Models of Practice in Occupational Therapy	0.5
Fall Semester - Year Three	Credits
OTB 550: Level 2 Fieldwork	8
OTB 551: Models of Practice in Occupational Therapy	0.5

Master of Public Health

The Master of Public Health (MPH) is a practice-focused, online, non-residency graduate degree developed based on the curricular recommendations of the Association of Schools and Programs of Public Health (ASPPH). It prepares graduates to assume leadership roles in a variety of public health settings at the local, state, federal, and international level. Graduates can work in a variety of settings including governmental organizations, community-based agencies, non-profit entities, schools, and medical facilities. The Master of Public Health at Bay Path University was designed to give students an advantage by offering unique curriculum dedicated to epidemiology and management. A public health degree is a minimum requirement for many high demand jobs, including epidemiologists, environmental health specialists, public health policy advisors, advanced health educators, and health survey researchers.

The Bay Path University MPH program will be launched in two different formats: as a 3+2 bachelor's to master's degree option and as a stand-alone two-year master's degree. The 3+2 format will allow qualified Bay Path undergraduates to begin the MPH program during the final year of their bachelor's degree and matriculate directly into the graduate program for the remaining one year of courses. Students will earn the Bachelor of Arts in Health and Human Services with a major in HHS: Public Health and the MPH degree. Applicants from institutions other than Bay Path with a bachelor's degree in hand can enter the MPH graduate program and complete the two-year curriculum.

Student Learning Outcomes

The student learning outcomes for the Bay Path University's Master of Public Health are consistent with the Council on Education for Public Health (CEPH) learning objectives, grouped into the eight categories below.

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
 19. Communicate audience-appropriate public health content, both in writing and through oral presentation
 20. Describe the importance of cultural competence in communicating public health content
- Inter-professional Practice
21. Perform effectively on inter-professional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Program Requirements

To earn the Master of Public Health degree, students must complete 42 credit hours of graduate coursework including a 160-hour practicum experience.

Required Courses and Electives

Master of Public Health Requirements (42 credits):

Course Code	Course Name
PHE 500	Foundation in Public Health Practice
PHE 502	Biostatistics and Epidemiology
PHE 510	Cultural Competency in Healthcare
PHE 515	Advanced Epidemiology
PHE 517	Health Behavior Theory and Practice for Public Health
PHE 520	Public Health Surveillance
PHE 525	Utilization of Research in Evidence-Based Practice
PHE 530	Environmental Health
PHE 537	Global Health
PHE 545	Health Program Planning, Implementation, and Evaluation
PHE 550	MPH Practicum
PHE 555	MPH Capstone
	Management Electives* (6 credits)

Students can choose from the following options: ACC 530: Government and Nonprofit Accounting, HCM 513: Healthcare Economics and Finance, MBA 620: Organizational Behavior and Leadership, and MLN 500: Introduction to the Theory and Practice of Negotiation.

**ACADEMIC REQUIREMENTS FOR:
Master of Public Health**

Note: This schedule reflects the recommended sequence of course to be taken in fulfillment of the Master of Science in Public Health. This sequence assumes a fall semester start.

Two-Year Sequence	
Fall Session I - Year One	Credits
PHE 500: Foundations in Public Health Practice	3
PHE 502: Biostatistics and Epidemiology	3
Fall Session II - Year One	Credits
PHE 515: Advanced Epidemiology	3
PHE 525: Utilization of Research in Evidence-Based Practice	3
Spring Session I - Year One	Credits
PHE 517: Health Behavior Theory and Practice for Public Health	3
PHE 520: Public Health Surveillance	3
Spring Session II - Year One	Credits
PHE 510: Cultural Competency in Healthcare	3
PHE 537: Global Health	3
Summer Session I - Year One	Credits
PHE 530: Environmental Health Management Elective	3
	3
Summer Session II - Year One	Credits
PHE 545: Health Program Planning, Implementation, and Evaluation	3
Management Elective	3
Fall Session I - Year Two	Credits
PHE 550: MPH Practicum	3
Fall Session II - Year Two	Credits
PHE 555: MPH Capstone	3

Master of Science in Accounting

The Master of Science in Accounting (MSA) is designed to meet the needs of individuals ranging from accounting professionals who want to further their education to recent graduates with four year accounting degrees who want to better prepare for the challenges they will face in the accounting profession. It will provide students with the technical competence and depth of knowledge they will need given the complexity of official accounting and auditing pronouncements and tax laws, as well as provide them with the analytical and communication skills essential to succeed in today's dynamic business environment.

The Master of Science in Accounting is also designed to satisfy the 150- semester- hour educational requirement for licensure as a Certified Public Accountant as adopted by over 40 states, including Massachusetts and Connecticut. Students must select one of the following concentrations:

- Forensic Accounting
- Private Accounting
- Public Accounting

Student Learning Outcomes

Graduates of the M.S. in Accounting program are expected to demonstrate achievement in all areas of the program. Specifically, graduates of the M.S. program are expected to:

- Demonstrate knowledge and awareness of the ethical framework for the accounting profession and respond to ethical dilemmas;
- Apply appropriate research methods to choose appropriate courses of action related to accounting or auditing standards and tax issues;
- Explain the various organizational forms of business entities from an operating, reporting and income tax perspective, and the treatment of special circumstances unique to each form of organization;
- Analyze and resolve complex business problems and effectively communicate, both orally and in writing, resolutions with reference to appropriate supporting materials;
- Demonstrate thorough knowledge of the effects of the Sarbanes-Oxley Act on accounting and auditing standards and demonstrate the ability to establish policies and procedures to comply with the requirements of the Act;
- Analyze and articulate the implications of business decisions and transactions as they relate to accounting or auditing standards and taxation to non-accounting professionals;
- Articulate an understanding of the reporting challenges faced by multinational organizations and the impact of international accounting standards on the future of accounting standards in the United States;
- Demonstrate an appreciation of the ethical expectations of the profession.

Program Requirements

To earn the M.S. in Accounting, students must complete 30 credit hours of graduate coursework including the graduate portfolio with the coursework distributed as shown below. Students will be required to have a foundation consisting of various accounting and business courses equivalent to those in an accounting undergraduate program to satisfy CPA examination and licensure requirements. Students with undergraduate business degrees in a field other than accounting will need to complete these foundation courses at the undergraduate level prior to admission into the program. Students with undergraduate degrees in disciplines other than

business may need to complete other business courses in addition to the accounting foundation courses.

Required Courses and Electives

M.S. Accounting: Forensic Accounting Concentration Requirements (30 credits):

Course Code	Course Name
ACC 630	Government and Nonprofit Accounting
ACC 635	Advanced Financial Reporting
ACC 647	Legal Issues in Accounting
ACC 650	Controllership
ACC 655	Advanced Auditing
ACC 660	Advanced Cost Accounting
ACC 665	IT for Accountants
ACC 670	Forensic Accounting/Systems
ACC 675	Fraud Examination
ACC 699	Contemporary Issues in Accounting

M.S. Accounting: Private Accounting Concentration Requirements (30 credits):

Course Code	Course Name
ACC 630	Government and Nonprofit Accounting
ACC 635	Advanced Financial Reporting
ACC 647	Legal Issues in Accounting
ACC 650	Controllership
ACC 660	Advanced Cost Accounting
ACC 665	IT for Accountants
ACC 699	Contemporary Issues in Accounting
MBA 620	Organizational Behavior and Leadership
MBA 632	Compensation and Employee Benefits
MBA 660	Investment Strategies and Risk Management

M.S. Accounting: Public Accounting Concentration Requirements (30 credits):

Course Code	Course Name
ACC 630	Government and Nonprofit Accounting
ACC 635	Advanced Financial Reporting
ACC 640	Gift and Estate Taxation
ACC 645	Advanced Taxation for Corporations and Pass-Through Entities
ACC 647	Legal Issues in Accounting
ACC 650	Controllership
ACC 655	Advanced Auditing
ACC 660	Advanced Cost Accounting
ACC 665	IT for Accountants
ACC 699	Contemporary Issues in Accounting

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Accounting
Forensic Accounting Concentration**

Note: This schedule reflects the recommended sequence of course to be taken in fulfillment of the Master of Science in Accounting with a concentration in Forensic Accounting. This sequence assumes a spring semester start.

One-Year Sequence	
Spring Session I	Credits
ACC 650 Controllership ACC 655 Advanced Auditing	3 3
Spring Session II	Credits
ACC 630 Government and Nonprofit Accounting ACC 635 Advanced Financial Reporting	3 3
Summer Session I	Credits
ACC 660 Advanced Cost Accounting ACC 655 IT for Accountants	3 3
Summer Session II	Credits
ACC 699 Contemporary Issues in Accounting ACC 647 Legal Issues in Accounting: Including Business Ethics and Social Responsibility	3 3
Fall Session I	Credits
ACC 670 Forensic Accounting/Systems ACC 675 Fraud Examination	3 3

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Accounting
Private Accounting Concentration**

Note: This schedule reflects the recommended sequence of course to be taken in fulfillment of the Master of Science in Accounting with a concentration in Private Accounting. This sequence assumes a spring semester start.

One-Year Sequence	
Spring Session I	Credits
ACC 650 Controllership	3
MBA 620 Organizational Behavior and Leadership	3
Spring Session II	Credits
ACC 630 Government and Nonprofit Accounting	3
ACC 635 Advanced Financial Reporting	3
Summer Session I	Credits
ACC 660 Advanced Cost Accounting	3
ACC 655 IT for Accountants	3
Summer Session II	Credits
ACC 699 Contemporary Issues in Accounting	3
ACC 647 Legal Issues in Accounting: Including Business Ethics and Social Responsibility	3
Fall Session I	Credits
MBA 632 Compensation and Employee Benefits	3
MBA 667 Investment Strategies and Risk Management	3

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Accounting
Public Accounting Concentration**

Note: This schedule reflects the recommended sequence of course to be taken in fulfillment of the Master of Science in Accounting with a concentration in Public Accounting. This sequence assumes a spring semester start.

One-Year Sequence	
Spring Session I	Credits
ACC 650 Controllership	3
ACC 655 Advanced Auditing	3
Spring Session II	Credits
ACC 630 Government and Nonprofit Accounting	3
ACC 635 Advanced Financial Reporting	3
Summer Session I	Credits
ACC 660 Advanced Cost Accounting	3
ACC 655 IT for Accountants	3
Summer Session II	Credits
ACC 699 Contemporary Issues in Accounting	3
ACC 647 Legal Issues in Accounting: Including Business Ethics and Social Responsibility	3
Fall Session I	Credits
ACC 640 Gift and Estate Taxation	3
ACC 645 Advanced Taxation for Corporations and Pass-Through Entities	3

Master of Science in Applied Behavior Analysis

The Master of Science in Applied Behavior Analysis (ABA) fulfills both the coursework and supervision requirements necessary to pursue certification in ABA. This program includes a carefully crafted sequence of courses, pre-approved by the Behavior Analyst Certification Board (BCBA®), interwoven with a supervised learning experience (75 hours of supervision during 1500 supervised independent fieldwork hours over-seeing all required supervision activities). The program is designed to prepare educators, special educators, clinicians, and practitioners to apply behavioral principles to instruction, treatment of problem behavior, and special learning and behavior challenges. Students must select one of the following concentrations:

- Applied Behavior Analysis
- Applied Behavior Analysis/Autism Spectrum Disorders

Student Learning Outcomes

Graduates who complete the Master of Science in Applied Behavior Analysis are expected to be able to:

- Foundational Knowledge/ Verbal Description of the Science: state examples and non-examples of behavior analytic practice correctly;
- Assessment: implement/ conduct behaviorally based assessments (functional behavioral assessment/ skill based behavioral assessment) and present the results of assessment to a team;
- Intervention/ Methodologies: implement behaviorally-based tactics and methods with individuals/ clients/ students receiving ABA services under the supervision of a BCBA;
- Ethical Practice: Practice according to the Professional and Ethical Compliance Code for Behavior Analysts;
- Foundational Knowledge/ Philosophical Assumptions: Explain the connection between behavior analytic practices/ tactics/ systems and the philosophical assumptions of science;
- Measurement, Experimentation and Analysis: design measurement systems, conduct experiments, and evaluate the results of measurement and experimentation;
- Management and Supervision: design, implement, and evaluate systems for management, training, and supervision;
- BCBA Examination: qualify to sit for the certification exam in applied behavior analysis.

Program Requirements

To earn the M.S. in Applied Behavior Analysis with a concentration in Applied Behavior Analysis, students must complete 36 credit hours of graduate coursework. To earn the M.S. in Applied Behavior Analysis with a concentration in Applied Behavior Analysis and Autism Spectrum Disorders, students must complete 45 credit hours of graduate coursework. These students will also earn a certificate in Autism Spectrum Disorders.

Both tracks require a supervised learning experience (75 hours of supervision during 1500 supervised independent fieldwork hours over-seeing all required supervision activities) and in some instances, students may need to take additional supervision credit hours to complete degree requirements.

Required Courses and Electives

M.S. Applied Behavior Analysis: ABA Concentration Requirements (36 credits):

Course Code	Course Name
ABA 501	The Science of Applied Behavior Analysis: Concepts and Principles
ABA 502	Ethical Practice in Applied Behavior Analysis
ABA 603	Research Methods in Applied Behavior Analysis
ABA 604	Behavioral Assessment and On-Going Evaluation
ABA 605	Interventions and Behavior Change Procedures
ABA 606	Behavioral Systems in Education
ABA 607	Pre-Supervision in Applied Behavior Analysis
ABA 608	Supervision 1 in Applied Behavior Analysis
ABA 609	Supervision 2 in Applied Behavior Analysis
ABA 610	Supervision 3 in Applied Behavior Analysis
ABA 611	Supervision 4 in Applied Behavior Analysis
ABA 620	Group Supervision 1 in Applied Behavior Analysis
ABA 621	Group Supervision 2 in Applied Behavior Analysis
ABA 630	Qualifying Comprehensive Exam 1
ABA 631	Qualifying Comprehensive Exam 2

*ABA 612 Supervision 5 in Applied Behavior Analysis may also be required in some instances.

M.S. Applied Behavior Analysis: ABA/ASD Concentration Requirements (45 credits):

Course Code	Course Name
ABA 501	The Science of Applied Behavior Analysis: Concepts and Principles
ABA 502	Ethical Practice in Applied Behavior Analysis
ABA 603	Research Methods in Applied Behavior Analysis
ABA 604	Behavioral Assessment and On-Going Evaluation
ABA 605	Interventions and Behavior Change Procedures
ABA 606	Behavioral Systems in Education
ABA 607	Pre-Supervision in Applied Behavior Analysis
ABA 608	Supervision 1 in Applied Behavior Analysis
ABA 609	Supervision 2 in Applied Behavior Analysis
ABA 610	Supervision 3 in Applied Behavior Analysis
ABA 611	Supervision 4 in Applied Behavior Analysis
ABA 620	Group Supervision 1 in Applied Behavior Analysis
ABA 621	Group Supervision 2 in Applied Behavior Analysis
ABA 630	Qualifying Comprehensive Exam 1
ABA 631	Qualifying Comprehensive Exam 2
SPE 546	Teaching Children with Autism Spectrum Disorders
SPE 552	Problem Solving and Program Analysis in Autism
SPE 560	Advanced Techniques and Process for Behavior Change

*ABA 612 Supervision 5 in Applied Behavior Analysis may also be required in some instances.

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Applied Behavior Analysis
Applied Behavior Analysis Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Applied Behavior Analysis concentration of the Master of Science in Applied Behavior Analysis degree. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Course Sequence	
Fall Semester - Year One	Credits
ABA 501: The Science of Applied Behavior Analysis: Principles and Concepts	3
ABA 502: Ethical Practice in Applied Behavior Analysis	3
ABA 607: Pre-Supervision in Applied Behavior Analysis	0
Spring Semester - Year One	
ABA 604: Behavioral Assessment and On-Going Evaluation	3
ABA 608: Supervision 1 in ABA	1-5
Summer Semester - Year One	
ABA 603: Research Methods in Applied Behavior Analysis	3
ABA 609: Supervision 2 in ABA	1-5
Fall Semester - Year Two	
ABA 605: Interventions and Behavior Change Procedures	3
ABA 610: Supervision 3 in ABA	2
ABA 620: Group Supervision 1 in Applied Behavior Analysis	2
ABA 630: Qualifying Comprehensive Examination 1	0
Spring Semester - Year Two	
ABA 606: Behavioral Systems in Education	3
ABA 611: Supervision 4 in Applied Behavior Analysis	2
ABA 621: Group Supervision 2 in Applied Behavior Analysis	2
ABA 631: Qualifying Comprehensive Examination 2	0

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Applied Behavior Analysis
Applied Behavior Analysis & Autism Spectrum Disorders Concentration Track**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Applied Behavior Analysis/Autism Spectrum Disorders concentration of the Master of Science in Applied Behavior Analysis degree. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Course Sequence	
Fall Semester - Year One	Credits
ABA 501: The Science of Applied Behavior Analysis: Principles and Concepts	3
ABA 502: Ethical Practice in Applied Behavior Analysis	3
ABA 607: Pre-Supervision in Applied Behavior Analysis	0
SPE 546: Teaching Children with Autism Spectrum Disorders	3
Spring Semester - Year One	
ABA 604: Behavioral Assessment and On-Going Evaluation	3
ABA 608: Supervision 1 in ABA	1-5
SPE 560: Advanced Techniques and Process for Behavior Change	3
Summer Semester - Year One	
ABA 603: Research Methods in Applied Behavior Analysis	3
ABA 609: Supervision 2 in ABA	1-5
SPE 552 Problem Solving and Program Analysis in Autism	3
Fall Semester - Year Two	
ABA 605: Interventions and Behavior Change Procedures	3
ABA 610: Supervision 3 in ABA	2
ABA 620: Group Supervision 1 in Applied Behavior Analysis	2
ABA 630: Qualifying Comprehensive Examination 1	0
Spring Semester - Year Two	
ABA 606: Behavioral Systems in Education	3
ABA 611: Supervision 4 in Applied Behavior Analysis	2
ABA 621: Group Supervision 2 in Applied Behavior Analysis	2
ABA 631: Qualifying Comprehensive Examination 2	0

Master of Science in Applied Data Science

Data Science focuses on the knowledge and skills required to analyze large, complex data sets in the context of real-world problems, applying industry-specific tools that generate actionable intelligence for decision-making. Communication of the results using advanced visualization applications is considered a core competency. Students must select one of the following concentrations:

- Data Science Generalist
- Data Science Specialist

Student Learning Outcomes

Graduates of the M.S. in Applied Data Science program are expected to demonstrate achievement in all areas of the program. Specifically, graduates of the M.S. program are expected to:

- Apply mathematical principles to the analysis of data.
- Analyze very large data sets in the context of real world problems.
- Develop and implement data analysis strategies base on theoretical principles, ethical considerations, and detailed knowledge of the underlying data.
- Demonstrate an ability to articulate, assess and apply appropriate theories and principles of information management.
- Demonstrate presentation proficiency for written, oral and visual communications in the contest of traditional and digital forms of communication.
- Demonstrate knowledge of the underlying principles and evaluation methods for analyzing information for financial decision-making, investing capital, budgeting and forecasting.
- Demonstrate an understanding of the interdisciplinary nature of data, information and communications and its influence on incremental and disruptive innovation.
- Demonstrate an understanding of appropriate research methods used to collect and analyze data for decision-making and communications; inclusive of traditional and digital forms of communication.
- Demonstrate an understanding of cultural and global perspectives as they apply to all forms of enterprise, the management of information, and communications with a wide range of stakeholders.
- Articulate and evaluate appropriate legal and ethical standards pertaining to all forms of communications and network security.

Program Requirements

Students must complete 36 credits hours of graduate coursework to earn a Master of Science in Applied Data Science.

Required Courses and Electives

M.S. Applied Data Science: Data Science Generalist Concentration Requirements (36 credits):

Course Code	Course Number
ADS 521	Foundations of Data Science
ADS 522	Introduction to Data Analytics I
ADS 523	Introduction to Data Analytics II
ADS 525	Introduction to Machine Learning I
ADS 526	Introduction to Machine Learning II
ADS 534	Statistical Modeling
ADS 637	Data Exploration and Visualization
ADS 638	Database Systems
ADS 670	Case Analysis Capstone
	Electives* (9 credits)

M.S. Applied Data Science: Data Science Specialist Concentration Requirements (36 credits):

Course Code	Course Number
ADS 521	Foundations of Data Science
ADS 532	Probability for Data Analytics
ADS 533	Statistical Inference for Data Analytics
ADS 534	Statistical Modeling
ADS 635	Data Mining I
ADS 636	Data Mining II
ADS 637	Data Exploration and Visualization
ADS 638	Database Systems
ADS 670	Case Analysis Capstone
	Electives* (9 credits)

*Students in either concentration may select courses from the following list of elective options:

Course Code	Course Number
ADS 650	Time Series Analysis
ADS 652	Text Mining
ADS 654	Deep Learning (*only available in Data Science Specialist concentration*)
CBY 510	Foundations of Cybersecurity Management
CBY 515	Foundations of Data Protection
CIM 605	Business Intelligence
CIM 607	Applied Research Strategies
INF 642	Project Management
INF 654	Organizational Knowledge Management
INF 658	Strategies for Information Management
MBA 651	High Performance Management Strategies
MBA 660	Investment Strategies and Risk Management
MHE 500	Introduction to Higher Education Administration
MHE 505	Organization and Governance of Higher Education
MLN 500	Introduction to the Theory and Practice of Negotiation
MLN 505	Introduction to Models and Concepts in Leadership
NMP 500	Foundations of the Nonprofit Sector
NMP 655	Leadership & Personal Effectiveness

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Applied Data Science
Data Science Generalist Concentration**

Note: This schedule reflects the recommended sequence of course to be taken in fulfillment of the Data Science Generalist Concentration of the Master of Science in Applied Data Science. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

One-Year Course Sequence	
Fall Session I	Credits
ADS 521: Foundations of Data Science	3
ADS 638: Database Systems	3
Fall Session II	
ADS 522: Introduction to Data Analytics I	3
ADS 637: Data Exploration and Visualization	3
Spring Session I	
ADS 523: Introduction to Data Analytics II	3
Elective (ADS 650 Time Series Analysis or Other Elective)	3
Spring Session II	
ADS 534: Statistical Modeling	3
Elective (ADS 652 Text Mining or Other Elective)	3
Summer Session I	
ADS 525: Introduction to Machine Learning I	3
Elective	3
Summer Session II	
ADS 526: Introduction to Machine Learning II	3
ADS 670: Case Analysis Capstone	3

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Applied Data Science
Data Science Generalist Concentration**

Note: This schedule reflects the recommended sequence of course to be taken in fulfillment of the Data Science Generalist Concentration of the Master of Science in Applied Data Science. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Course Sequence	
Fall Session I – Year One	Credits
ADS 521: Foundations of Data Science	3
Fall Session II – Year One	
ADS 522: Introduction to Data Analytics I	3
Spring Session I – Year One	
ADS 523: Introduction to Data Analytics II	3
Spring Session II – Year One	
ADS 534: Statistical Modeling	3
Summer Session I – Year One	
ADS 525: Introduction to Machine Learning I	3
Summer Session II – Year One	
ADS 526: Introduction to Machine Learning II	3
Fall Session I – Year Two	
ADS 638: Database Systems	3
Fall Session II – Year Two	
ADS637: Data Exploration and Visualization	3
Spring Session I – Year Two	
Elective (ADS 650 Time Series Analysis or Other Elective)	3
Spring Session II – Year Two	
Elective (ADS 652 Text Mining or Other Elective)	3
Summer Session I – Year Two	
Elective	3
Summer Session II – Year Two	
ADS670: Case Analysis Capstone	3

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Applied Data Science
Data Science Specialist Concentration**

Note: This schedule reflects the recommended sequence of course to be taken in fulfillment of the Data Science Specialist Concentration of the Master of Science in Applied Data Science. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

One-Year Course Sequence	
Fall Session I	Credits
ADS 521: Foundations of Data Science	3
ADS 638: Database Systems	3
Fall Session II	Credits
ADS 532: Probability for Data Analytics	3
ADS 637: Data Exploration and Visualization	3
Spring Session I	Credits
ADS 533: Statistical Inference for Data Analytics	3
Elective (ADS 650 Time Series Analysis or Other Elective)	3
Spring Session II	Credits
ADS 534: Statistical Modeling	3
Elective (ADS 652 Text Mining or Other Elective)	3
Summer Session I	Credits
ADS 635: Data Mining I	3
Elective (ADS 654 Deep Learning or Other Elective)	3
Summer Session II	Credits
ADS 636: Data Mining II	3
ADS 670: Case Analysis Capstone	3

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Applied Data Science
Data Science Specialist Concentration**

Note: This schedule reflects the recommended sequence of course to be taken in fulfillment of the Data Science Specialist Concentration of the Master of Science in Applied Data Science. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Course Sequence	
Fall Session I – Year One	Credits
ADS 521: Foundations of Data Science	3
Fall Session II – Year One	Credits
ADS 532: Probability for Data Analytics	3
Spring Session I – Year One	Credits
ADS 533: Statistical Inference for Data Analytics	3
Spring Session II – Year One	Credits
ADS 534: Statistical Modeling	3
Summer Session I – Year One	Credits
ADS 635: Data Mining I	3
Summer Session II – Year One	Credits
ADS 636: Data Mining II	3
Fall Session I – Year Two	Credits
ADS 638: Database Systems	3
Fall Session II – Year Two	Credits
ADS637: Data Exploration and Visualization	3
Spring Session I – Year Two	Credits
Elective (ADS 650 Time Series Analysis or Other Elective)	3
Spring Session II – Year Two	Credits
Elective (ADS 652 Text Mining or Other Elective)	3
Summer Session I – Year Two	Credits
Elective (ADS 654 Deep Learning or Other Elective)	3
Summer Session II – Year Two	Credits
ADS670: Case Analysis Capstone	3

Master of Science in Applied Laboratory Science and Operations

Careers in life science laboratories are constantly changing with new technologies and techniques; however, one thing remains unchanging: successful careers in the life sciences require fluency with laboratory instrumentation and an ability to interpret and analyze the data this instrumentation generates. The Master of Science in Applied Laboratory Science and Operations program provides real world experiences and training for today's life sciences labs as well as tomorrow's needs. Our curriculum combines training on instrumentation and data analysis with genuine research experience and courses in project management and laboratory administration. All of this provides graduates with the tools they need to successfully begin laboratory based careers, and then quickly rise to leadership positions. Students are trained in today's versatile skills for tomorrow's opportunities.

Student Learning Outcomes

Graduates of the M.S. in Applied Laboratory Science and Operations program are expected to demonstrate achievement in all areas of the program. Specifically, graduates of the M.S. program are expected to:

- demonstrate proficiency with various instrumentation used in life sciences studies
- apply the scientific method to formulate a testable hypothesis and design controlled experiments to test that hypothesis.
- understand, analyze and interpret data generated by life sciences experimentation
- gain and employ managerial skills required for research laboratory project management and administration
- develop effective communication skills for the dissemination of scientific knowledge through written, oral and multimedia/technology-based formats

Program Requirements

Students must complete 36 credit hours of graduate coursework to earn a Master of Science in Applied Laboratory Science and Operations.

Required Courses and Electives

M.S. Applied Laboratory Science & Operations Requirements (36 credits):

Course Code	Course Number
ASO 500	Applied DNA Biology
ASO 502	Survey of Laboratory Instrumentation
ASO 605	Toxicology & Drug Analysis
ASO 610	Ethical and Legal Issues in Applied Science
ASO 645	Laboratory Science Administration
ASO 660	Trace Analysis and Microscopy
ASO 665	Statistics and Advanced DNA Analysis
ASO 670	Capstone I
ASO 680	Capstone II
INF 642	Project Management
	Electives* (6 credits)

*Students may select courses from the following list of elective options:

Course Code	Course Number
ADS 635	Data Mining I
ADS 636	Data Mining II
CBY 510	Foundations of Cybersecurity Management
CBY 515	Foundations of Data Protection
CBY 620	Compliance and Legal Issues
CIM 501	Theories of Communication
CIM 503	Professional Communication Strategies
CIM 505	Business Intelligence
CIM 507	Applied Research Strategies
COM 501	Principles of Communication
COM 503	Targeted Communication
COM 505	Business Intelligence
COM 507	Applied Research Strategies
COM 640	Strategic Innovation
FSC 620	Advanced Criminalistics and Crime Science Investigation
MBA 500	Introduction to Entrepreneurial Thinking and Innovation
MBA 520	Organizational Behavior and Leadership
MLN 500	Introduction to the Theory and Practice of Negotiation
MLN 505	Introduction to Models and Concepts in Leadership

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Applied Laboratory Science and Operations**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Applied Laboratory Science and Operations. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Course Sequence	
Fall Semester - Year One	Credits
ASO 500: Applied DNA Biology	3
ASO 505: Survey of Laboratory Instrumentation	3
ASO 610: Ethical & Legal Issues in Applied Sciences	3
Spring Semester - Year One	Credits
ASO 605: Toxicology and Drug Analysis	3
ASO 660: Trace Analysis and Microscopy	3
ASO 645: Laboratory Science Administration	3
Summer Semester - Year One	Credits
INF 642: Project Management	3
Fall Semester - Year Two	Credits
ASO 665: Statistics and Advanced DNA Analysis	3
ASO 670: Capstone I	3
Elective	3
Spring Semester - Year Two	Credits
ASO 680: Capstone II	3
Elective	3

Master of Science in Clinical Mental Health Counseling

The Master of Science in Clinical Mental Health Counseling provides students with an integrated and comprehensive program of study that will focus on the following areas: counseling theory, human growth and development, psychopathology, social and cultural foundations, clinical skills, group work, special treatment issues, appraisal, research and evaluation, and professional orientation. This 60-credit program enables students to strive to combine high intellectual achievement with skillful, compassionate and ethical clinical practice in Mental Health Counseling. This program requires completion of 60 semester hours of graduate level academic course credit, including a practicum of at least 100 hours and a 600 hour supervised internship.

This program of study affords students the opportunity to sit for the licensing examination and apply for licensure as a Mental Health Counselor (LMHC) for the state of Massachusetts, and parallel licenses, such as the LPC in Connecticut and other states. Since regulations for licensure change from time-to-time, it is the student's responsibility to keep abreast of possible changes with state regulations. Licensing regulations require individuals to complete a minimum of two years post-master's degree supervised clinical experience and pass a licensing exam. Students must complete the requirement of this track within a 5 year timeline. Ultimately, the state licensing board determines whether an individual satisfies the requirements for professional licensure (please see student handbook).

The goal of the M.S. in Clinical Mental Health Counseling is to deliver those core learning experiences established by academic program accrediting and state licensure boards to assure that program graduates are competent, ethical counselors prepared to enter the counseling profession and that graduates are able to provide high quality, science-based services to members of the community in post-graduate position on the path to Mental Health Counseling licensure.

Student Learning Outcomes

Graduates of the Master of Science in Clinical Mental Health Counseling are expected to:

- Demonstrate an understanding of the major theories of counseling and psychotherapy as they relate to treatment and prevention modalities;
- Articulate an understanding of development and how these experiences impact mental health;
- Demonstrate appropriate critical thinking skills necessary for effectively analyzing personality differences and the reasons for such differences as related to abnormal, deviant or psychopathological behavior;
- Appreciate issues related to culture, gender, sexual identity, the environment, and family, as they pertain to physical and psychological development;
- Demonstrate an appreciation of the field of psychology as it relates to helping clients recognize their unique potential;
- Synthesize an understanding of group interactive processes and dynamics that will enhance good behavioral health and wellbeing for the group participants;
- Analyze the challenges and stressors many families experience in balancing the demands of work and family life and mental illness;
- Understand the impact that substance abuse has on the mental health of members of society;
- Investigate the impact that bullying and coercive behavior has on mental health development;
- Interpret assessment results for application and intervention purposes;

- Demonstrate a thorough knowledge of ethical and professional behavior within the psychology profession;
- Illustrate an understanding of scientific and statistical principles that underlie psychological research, including the ability to measure the quality of such research;
- Successfully complete a minimum of an approved 100 hour supervised practicum within an academic or clinical placement;
- Successful completion of a minimum of an approved 600 hour supervised internship within an academic or clinical placement; and
- Display a mastery of oral and written communication and presentation skills in accordance with established professional guidelines, utilizing APA format.

Program Requirements

To earn the M.S. in Clinical Mental Health Counseling, students must complete 60 credit hours of graduate coursework including a practicum of at least 100 hours and a 600 hour supervised internship.

Required Courses and Electives

M.S. Clinical Mental Health Counseling Requirements (60 credits):

Course Code	Course Name
PSY500	Infant and Toddler Development
PSY515	Child and Adolescent Development
PSY530	Adult Development and Aging
PSY535	Ethics and Professional Conduct in Counseling
PSY620	Psychopathology
PSY625	Applied Research Methods in Counseling
PSY658	Psychological Assessment in Counseling
PSY660	Social and Cultural Foundations
PSY662	Counseling Theories and Practice
PSY664	Counseling Skills and Techniques
PSY665	Group Dynamics and Mental Health Counseling
PSY680	Practicum and Seminar (replaces the 160 hours of fieldwork)
PSY696	Counseling Internship and Seminar I
PSY697	Counseling Internship and Seminar II
PSY698	Counseling Internship and Seminar III
	Electives* (15 credits)

*Students may select courses from the following list of elective options:

Course Code	Course Number
PSY540	Individual & Family Substance Treatment
PSY550	Family Systems
PSY552	Bullying and Coercive Behavior
PSY654	Drugs, Medication, and Society
PSY657	Counseling and Co-Occurring Disorders
PSY663	Career Development: Theory and Practice

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Clinical Mental Health Counseling**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Clinical Mental Health Counseling. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Course Sequence	
Fall Semester - Year One	Credits
PSY 500: Infant and Toddler Development	3
PSY 552: Bullying and Coercive Behavior	3
PSY 620: Psychopathology	3
PSY 662: Counseling Theory and Practice	3
Spring Semester - Year One	Credits
PSY 515: Child and Adolescent Development	3
PSY 535: Ethics and Professional Conduct in Counseling	3
PSY 664: Counseling Skills and Techniques	3
PSY 654: Drugs, Medication, and Society	3
Summer Semester - Year One	Credits
PSY 530: Adult Development and Aging	3
PSY 550: Family Systems	3
PSY 680: Practicum and Seminar	3
Fall Semester - Year Two	Credits
PSY 660: Social and Cultural Foundations	3
PSY 663: Career Development: Theory and Practice	3
PSY 696: Counseling Internship and Seminar I	3
Spring Semester - Year Two	Credits
PSY 625: Applied Research Methods in Counseling	3
PSY 657: Counseling and Co-Occurring Disorders	3
PSY 665: Group Dynamics and Mental Health Counseling	3
PSY 697: Counseling and Internship Seminar II	3
Summer Semester - Year Two	Credits
PSY 658: Assessment in Counseling	3
PSY 698: Counseling Internship and Seminar III	3

Schedule is subject to change without notice;

**All Graduate Level Electives must be approved by the Director of the Program.*

Master of Science in Clinical Mental Health Counseling **Early Intervention Specialist Concentration**

The Master of Science in Clinical Mental Health Counseling and Certificate in Early Intervention Specialist combination provides students with an integrated and comprehensive program of study that will focus on the following areas: counseling theory, human growth and development, psychopathology, social and cultural foundations, clinical skills, group work, special treatment issues, appraisal, research and evaluation, and professional orientation. This 60-credit program enables students to strive to combine high intellectual achievement with skillful, compassionate and ethical clinical practice in Mental Health Counseling. This program requires completion of 60 semester hours of graduate level academic course credit, including a practicum of at least 100 hours and a 600 hour supervised internship.

The combining of the programs involves merging the four academic courses from the Certificate in Early Intervention Specialist program with course requirements in the Master of Science in Clinical Mental Health Counseling program. Students will then perform LMHC-eligible internships at DPH-approved Early Intervention sites to meet both the practicum/internship requirements of both programs.

This program of study affords students the opportunity to sit for the licensing examination and apply for licensure as a Mental Health Counselor (LMHC) for the state of Massachusetts, and parallel licenses, such as the LPC in Connecticut and other states. Since regulations for licensure change from time-to-time, it is the student's responsibility to keep abreast of possible changes with state regulations. Licensing regulations require individuals to complete a minimum of two years post-master's degree supervised clinical experience and pass a licensing exam. Students must complete the requirement of this track within a 5 year timeline. Ultimately, the state licensing board determines whether an individual satisfies the requirements for professional licensure (please see student handbook).

The goal of the M.S. in Clinical Mental Health Counseling is to deliver those core learning experiences established by academic program accrediting and state licensure boards to assure that program graduates are competent, ethical counselors prepared to enter the counseling profession and that graduates are able to provide high quality, science-based services to members of the community in post-graduate position on the path to Mental Health Counseling licensure.

Student Learning Outcomes

Graduates of the Master of Science in Clinical Mental Health Counseling and Certificate in Early Intervention Specialist combination program are expected to:

- Demonstrate an understanding of the major theories of counseling and psychotherapy as they relate to treatment and prevention modalities.
- Articulate an understanding of development and how these experiences impact mental health
- Demonstrate appropriate critical thinking skills necessary for effectively analyzing personality differences and the reasons for such differences as related to abnormal, deviant or psychopathological behavior
- Appreciate issues related to culture, gender, sexual identity, the environment, and family, as they pertain to physical and psychological development
- Demonstrate an appreciation of the field of psychology as it relates to helping clients recognize their unique potential

- Synthesize an understanding of group interactive processes and dynamics that will enhance good behavioral health and wellbeing for the group of participants
- Analyze the challenges and stressors many families experience in balancing the demands of work and family life and mental illness
- Understand the impact that substance abuse has on the mental health of members of society
- Investigate the impact that bullying and coercive behavior has on mental health development
- Interpret assessment results for application and intervention purposes
- Demonstrate a thorough knowledge of ethical and professional behavior within the psychology profession
- Illustrate an understanding of scientific and statistical principles that underlie psychological research, including the ability to measure the quality of such research
- Successfully complete 100 hour supervised practicum within an academic or clinical placement
- Successfully complete a minimum of an approved 600 hour supervised internship within an academic or clinical placement
- Display a mastery of oral and written communication and presentation skills in accordance with established professional guidelines, utilizing APA format
- Demonstrate knowledge and skills to support each child's development in the following domains: social emotional/interaction; cognition; gross motor; perceptual/fine motor; communication; and self care. This should include knowledge of common developmental disabilities and risk factors, as well as their effect on early development and child/caregiver interactions
- Demonstrate knowledge and skills in a range of eligibility evaluation and ongoing assessment strategies and appropriate instruments to determine strengths, needs, and services supported by the IFSP.
- Demonstrate knowledge and skills necessary to implement family-centered services, and to establish and maintain trusting relationships, so that decisions made with each family are based on a family's own unique values, culture, priorities, and routines, in order to engage families in the IFSP process and individualize supports and services.
- Collaborate with families throughout the IFSP process, reflecting appropriate knowledge of federal and state components and requirements, procedural safeguards, and family rights throughout the family's participation in EI services.
- Demonstrate knowledge and skills in coordinating Early Intervention and community services for children and families, including supporting the family in developing self-advocacy skills and planning for transitions.
- Demonstrate knowledge and skills in intervention strategies for children and families, offering a variety of techniques including activities, interventions, materials, and assistive technology during visits, in the context of daily routines, to produce positive outcomes for children and families.
- Demonstrate knowledge and skills in working with families and other professionals using a collaborative model, so that they can provide information and methods from their own discipline to team members, and evaluate the IFSP in partnership with the family and other team members.
- Demonstrate knowledge of relevant federal and state legislation, regulations, standards, and policies, so that they can provide appropriate information to families and safeguard confidentiality;
- Demonstrate professional conduct and leadership skills with colleagues, children and families, and community partners, including participation in lifelong learning and awareness of infant/toddler research.

Program Requirements

To earn the M.S. in Clinical Mental Health Counseling with the Early Intervention Specialist certificate, students must complete 60 credit hours of graduate coursework including a practicum of at least 100 hours and a 600 hour supervised internship, of which 300 hours must be completed at a DPH-approved Early Intervention site to meet both the practicum/internship requirements of both programs. Students who complete this concentration also earn the Early Intervention Specialist graduate certificate.

Required Courses and Electives

M.S. Clinical Mental Health Counseling: Early Intervention Specialist Concentration Requirements (60 credits):

Course Code	Course Name
CEI 580	Infant-Toddler Development in Early Intervention
CEI 581	Family Systems in Early Intervention
CEI 582	Assessment and Intervention in Early Intervention
CEI 583	Planning and Evaluating in Early Intervention
CEI 584	Practicum I in Early Intervention
CEI 585	Practicum II in Early Intervention
PSY 515	Child and Adolescent Development
PSY 530	Adult Development and Aging
PSY 535	Ethics and Professional Conduct in Counseling
PSY 552	Bullying and Coercive Behavior
PSY 658	Psychological Assessment in Counseling
PSY 620	Psychopathology
PSY 625	Applied Research Methods in Counseling
PSY 654	Drugs, Medication, and Society
PSY 660	Social and Cultural Foundations
PSY 662	Counseling Theories and Practice
PSY 664	Counseling Skills and Techniques
PSY 665	Group Dynamics and Mental Health Counseling
PSY 680	Practicum and Seminar
PSY 698	Counseling Internship and Seminar III

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Clinical Mental Health Counseling
Early Intervention Specialist Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Early Intervention Specialist concentration of the Master of Science in Clinical Mental Health Counseling. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Course Sequence	
Fall Semester – Year One	Credits
CEI 580: Infant-Toddler Development in Early Intervention	3
PSY 620: Psychopathology	3
PSY 552: Bullying and Coercive Behavior	3
PSY 662: Counseling Theory and Practice	3
Spring Semester – Year One	Credits
PSY 515: Child and Adolescent Development	3
PSY 654: Drugs, Medication, and Society PSY 664 Counseling Skills and Techniques	3
PSY 664 Counseling Skills and Techniques	3
PSY 665: Group Dynamics and Mental Health Counseling	3
Summer Semester – Year One	Credits
PSY 530: Adult Development and Aging	3
PSY 535: Ethics and Professional Conduct in Counseling	3
PSY 658: Assessment in Counseling	3
PSY 680: Practicum and Seminar	3
Fall Semester – Year Two	Credits
CEI 581: Family Systems in Early Intervention	3
CEI 584: Practicum I in Early Intervention	3
PSY 660: Social and Cultural Foundations	3
Spring Semester – Year Two	Credits
CEI 582: Assessment and Intervention in Early Intervention	3
CEI 583: Planning and Evaluating in Early Intervention	3
CEI 585: Practicum II in Early Intervention	3
Summer Semester – Year Two	Credits
PSY 625: Applied Research Methods in Counseling	3
PSY 698: Counseling Internship and Seminar III	3

Schedule is subject to change without notice;

**All Graduate Level Electives must be approved by the Director of the Program.*

Master of Science in Clinical Mental Health Counseling **Foundations of Alcohol & Drug Abuse Counseling Concentration**

The Master of Science in Clinical Mental Health Counseling, in combination with the Foundations of Alcohol & Drug Abuse Counseling Concentration, provides students with an integrated and comprehensive program of study that will focus on the following areas: counseling theory, human growth and development, psychopathology, social and cultural foundations, clinical skills, group work, special treatment issues, appraisal, research and evaluation, and professional orientation. This 60-credit program enables students to strive to combine high intellectual achievement with skillful, compassionate and ethical clinical practice in Mental Health Counseling. This program requires completion of 60 semester hours of graduate level academic course credit, including a practicum of at least 100 hours and a 600 hour supervised internship.

Within the 60 credit MS in Clinical Mental Health Counseling, the Foundations of Alcohol and Drug Abuse Counseling concentration provides students the option to meet the educational and practicum requirements to become a Certified Alcohol and Drug Abuse Counselor upon completion of the CADAC Licensing Exam. Students will explore and identify the causes of substance disorders and develop the skills to assess, diagnose, and treat people with substance disorders in individual and group settings. Through a 300 hour internship, students will practice effective interviewing, counseling, and interventions skills in a supervised, clinical environment. Students will meet all CADAC academic and practicum requirements and be eligible for CADAC certification once the student has passed their national exam and completed the necessary post-Master's 2000 hours of work experience.

This program of study affords students the opportunity to sit for the licensing examination and apply for licensure as a Mental Health Counselor (LMHC) for the state of Massachusetts, and parallel licenses, such as the LPC in Connecticut and other states. Since regulations for licensure change from time-to-time, it is the student's responsibility to keep abreast of possible changes with state regulations. Licensing regulations require individuals to complete a minimum of two years post-master's degree supervised clinical experience and pass a licensing exam. Students must complete the requirement of this track within a 5 year timeline. Ultimately, the state licensing board determines whether an individual satisfies the requirements for professional licensure (please see student handbook).

The goal of the M.S. in Clinical Mental Health Counseling is to deliver those core learning experiences established by academic program accrediting and state licensure boards to assure that program graduates are competent, ethical counselors prepared to enter the counseling profession and that graduates are able to provide high quality, science-based services to members of the community in post-graduate position on the path to Mental Health Counseling licensure.

Student Learning Outcomes

Graduates of the Master of Science in Clinical Mental Health Counseling with the Foundations of Alcohol and Drug Abuse Counseling concentration are expected to:

- Students will demonstrate competency in knowledge of current counseling and therapy theories and evidence-based practices and the application to professional counseling settings through understanding and applying theoretical perspectives with clients.
- Students will demonstrate competency in understanding the nature and needs of individuals at all developmental stages of life, including major theories of physical,

- cognitive, affective and social development and their application to Mental Health Counseling practice.
- Students will demonstrate competency in identification, diagnosis, and mental health treatment planning for abnormal, deviant, or psychopathological behavior, including assessments, treatment planning, and treatment procedures.
 - Students will demonstrate competency in knowledge of theories of multicultural counseling and issues and trends of a multicultural and diverse society as well as the knowledge and skills necessary to provide Mental Health Counseling services to diverse populations in a culturally competent manner.
 - Students will demonstrate competency in understanding the theoretical bases of the counseling processes, Mental Health Counseling techniques, and their therapeutic applications as well as competency in the practice of counseling skills necessary for the mental health counselor.
 - Students will demonstrate competency in the theoretical and experiential understandings of group development, purpose, dynamics, group counseling methods and skills, as well as leadership styles, including the understanding of the dynamics and processes of Mental Health (therapeutic, psychosocial, psycho-educational) groups.
 - Students will demonstrate competency in areas relevant to the practice of Mental Health Counseling, i.e. psychopharmacology, substance abuse, school or career issues, marriage and family treatment, sexuality and lifestyle choices, and treating special populations.
 - Students will demonstrate competency in knowledge of individual and group educational and psychometric theories and approaches to appraisal and the function of measurement and evaluation, purposes of testing, reliability and validity through the use of various instruments and methods of psychological appraisal and assessment including, but not limited to, cognitive, affective, and personality assessment utilized by the mental health counselor.
 - Students will demonstrate competency in understanding social science research, and evaluative methodologies and strategies, types of research, program evaluation, needs assessments, ethical and legal considerations.
 - Students will demonstrate competency in the understanding of professional roles and functions of Mental Health Counselors, with particular emphasis on legal and ethical standards; competency in ethical case conceptualization, analysis and decision making as it relates to clinical practice; 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 understanding of licensure and regulatory practices.

Through completing the concentration in Alcohol and Drug Abuse Counseling in the Clinical Mental Health Counseling program, students will demonstrate the following competencies:

- Understanding and application of theory in the assessment, diagnosis, and treatment of substance abuse and dependence
- Implementation of various counseling and communication skills regarding issues of substance use
- Cognitive-behavioral strategies for use within individual, family and group formats
- Development and implementation of treatment plans based on individual client needs
- Understanding of ethical considerations in substance use counseling
- Documentation requirements, assessment techniques and diversity awareness necessary for competently treating individuals with substance use disorders

Program Requirements

To earn the M.S. in Clinical Mental Health Counseling with a concentration in Foundations of Alcohol and Drug Abuse Counseling, students must complete 60 credit hours of graduate coursework including a practicum of at least 100 hours and a 600 hour supervised internship, of which 300 hours must be performed in a clinical, supervised, substance use treatment setting.

Required Courses and Electives

M.S. Clinical Mental Health Counseling: Foundations of Alcohol & Drug Abuse Counseling Concentration Requirements (60 credits):

Course Code	Course Name
PSY500	Infant and Toddler Development
PSY515	Child and Adolescent Development
PSY530	Adult Development and Aging
PSY535	Ethics and Professional Conduct in Counseling
PSY540	Individual and Family Treatment of Substance Abuse Disorders
PSY550	Family Systems
PSY620	Psychopathology
PSY625	Applied Research Methods in Counseling
PSY654	Drugs, Medication, and Society
PSY657	Counseling and Co-Occurring Disorders
PSY658	Psychological Assessment in Counseling
PSY660	Social and Cultural Foundations
PSY662	Counseling Theories and Practice
PSY663	Career Development: Theory and Practice
PSY664	Counseling Skills and Techniques
PSY665	Group Dynamics and Mental Health Counseling
PSY680	Practicum and Seminar (replaces the 160 hours of fieldwork)
PSY696	Counseling Internship and Seminar I
PSY697	Counseling Internship and Seminar II
PSY698	Counseling Internship and Seminar III

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Clinical Mental Health Counseling
Concentration in Foundations of Alcohol and Drug Abuse Counseling**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Clinical Mental Health Counseling with a concentration in Foundations of Alcohol and Drug Abuse Counseling. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Course Sequence	
Fall Semester - Year One	Credits
PSY 500: Infant and Toddler Development	3
PSY 540: Individual and Family Treatment of Substance Abuse Disorders	3
PSY 620: Psychopathology	3
PSY 662: Counseling Theory and Practice	3
Spring Semester - Year One	Credits
PSY 515: Child and Adolescent Development	3
PSY 535: Ethics and Professional Conduct in Counseling	3
PSY 654: Drugs, Medication, and Society	3
PSY 664: Counseling Skills and Techniques	3
Summer Semester - Year One	Credits
PSY 530: Adult Development and Aging	3
PSY 550: Family Systems	3
PSY 680: Practicum and Seminar	3
Fall Semester - Year Two	Credits
PSY 660: Social and Cultural Foundations	3
PSY 663: Career Development: Theory and Practice	3
PSY 696: Counseling Internship and Seminar I	3
Spring Semester - Year Two	Credits
PSY 625: Applied Research Methods in Counseling	3
PSY 657: Counseling and Co-Occurring Disorders	3
PSY 665: Group Dynamics and Mental Health Counseling	3
PSY 697: Counseling and Internship Seminar II	3
Summer Semester - Year Two	Credits
PSY 658: Assessment in Counseling	3
PSY 698: Counseling Internship and Seminar III	3

Schedule is subject to change without notice;

**All Graduate Level Electives must be approved by the Director of the Program.*

Master of Science in Clinical Mental Health Counseling **Non-Licensure Concentration**

The Master of Science in Clinical Mental Health Counseling at Bay Path University provides students with an integrated and comprehensive program of study that will focus on the following areas: counseling theory, human growth and development, psychopathology, social and cultural foundations, helping relationships, group dynamics and processes, special treatment issues, professional orientation, ethics and legal issues in counseling, psychological assessment and techniques, and research and evaluation. This 60-credit program enables students to strive for the highest levels of intellectual achievement needed for Counseling Psychology. This program requires completion of a minimum of 48 semester hours of graduate level academic course credit, a practicum of at least 100 hours, and a 600 hour supervised internship.

Some students, including all out-of-state students, do not need to meet licensure requirements in the Commonwealth of Massachusetts. Bay Path University has developed a non-licensure track with three different 3-credit internship courses from the already existing program so students who will not be seeking licensure have greatly expanded opportunities for internships. Other aspects of the Master of Science in Clinical Mental Health Counseling degree program are not affected in any way.

Student Learning Outcomes

Graduates of the non-licensure track of the Master of Science in Clinical Mental Health Counseling program are expected to:

- Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.
- Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
- Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
- Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
- Applies effective strategies to promote client understanding of and access to a variety of community resources, and maintains information regarding community resources to make appropriate referrals.
- Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
- Demonstrates the ability to use procedures for assessing and managing suicide risk.
- Applies current record-keeping standards related to clinical mental health counseling.
- Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
- Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
- Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
- Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

- Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
- Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
- Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
- Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
- Applies relevant research findings to inform the practice of clinical mental health counseling.
- Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
- Is able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
- Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events

Program Requirements

To earn the M.S. in Clinical Mental Health Counseling with the Non-Licensure concentration, students must complete 60 credit hours of graduate coursework including a practicum of at least 100 hours and a 600 hour supervised internship.

Required Courses and Electives

M.S. Clinical Mental Health Counseling: Non-Licensure Requirements (60 credits):

Course Code	Course Name
PSY500	Infant and Toddler Development
PSY515	Child and Adolescent Development
PSY530	Adult Development and Aging
PSY535	Ethics and Professional Conduct in Counseling
PSY550	Family Systems
PSY552	Bullying and Coercive Behavior
PSY658	Psychological Assessment in Counseling
PSY620	Psychopathology
PSY625	Applied Research Methods in Counseling
PSY654	Drugs, Medication, and Society
PSY657	Counseling and Co-Occurring Disorders
PSY660	Social and Cultural Foundations
PSY662	Counseling Theories and Practice
PSY663	Career Development: Theory and Practice
PSY664	Counseling Skills and Techniques
PSY665	Group Dynamics and Mental Health Counseling
PSY676	Counseling Internship and Seminar I
PSY677	Counseling Internship and Seminar II
PSY678	Counseling Internship and Seminar III
PSY680	Practicum and Seminar

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Clinical Mental Health Counseling
Non-Licensure Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the non-licensure concentration of the Master of Science in Clinical Mental Health Counseling. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Course Sequence	
Fall Semester – Year One	Credits
PSY 500 Infant and Toddler Development	3
PSY 620 Psychopathology	3
PSY 552 Bullying and Coercive Behavior	3
PSY 662 Counseling Theory and Practice	3
Spring Semester – Year One	Credits
PSY 515: Child and Adolescent Development	3
PSY 535: Ethics and Professional Conduct in Counseling	3
PSY 654: Drugs, Medication, and Society	3
PSY 664: Counseling Skills and Techniques	3
Summer Semester – Year One	Credits
PSY 530: Adult Development and Aging	3
PSY 550: Family Systems	3
PSY 680: Practicum and Seminar	3
Fall Semester – Year Two	Credits
PSY 660: Social and Cultural Foundations	3
PSY 663: Career Development: Theory and Practice	3
PSY 676: Counseling Internship and Seminar I	3
Spring Semester – Year Two	Credits
PSY 625: Applied Research Methods in Counseling	3
PSY 657: Counseling and Co-Occurring Disorders	3
PSY 665: Group Dynamics and Mental Health Counseling	3
PSY 677: Counseling and Internship Seminar II	3
Summer Semester – Year Two	Credits
PSY 658: Assessment in Counseling	3
PSY 678: Counseling Internship and Seminar III	3

Schedule is subject to change without notice;

**All Graduate Level Electives must be approved by the Director of the Program.*

Master of Science in Communications

Web 2.0 applications are commonplace today. Twitter®, LinkedIn®, Facebook®, and YouTube® are only the most popular versions of these powerful forms of social media. Organizations of all kinds have jumped on the social media bandwagon. In this program, you will learn how to assess the quality and consistency of the messaging that organizations of all kinds are communicating through social media in its many forms: design multi-media campaigns that connect with the followers of an organization or its brand, capitalizing on their media preferences with language that they can understand; utilize Google Analytics® and other readily available tools to demonstrate the efficacy of campaign tactics; and integrate digital media with traditional media to avoid mixed messaging and optimize the effect of campaigns.

Student Learning Outcomes

Students will be able to:

- Demonstrate an understanding of the evolution of Web 2.0 technology and its impact upon interpersonal and transactional communications.
- Demonstrate an ability to articulate, assess, and apply appropriate theories and principles of information and communications.
- Demonstrate an understanding of cultural and global perspectives as they apply to modern business, the management of information, and communications.
- Demonstrate an understanding of the interdisciplinary nature of communications and its influence on incremental and disruptive innovation.
- Demonstrate an understanding of appropriate research methods used to collect and analyze data for decision-making and communications; inclusive of traditional and digital forms of communication.
- Demonstrate knowledge of the underlying principles and evaluation methods for analyzing information for financial decision-making, investing, capital budgeting, and forecasting.
- Articulate and evaluate appropriate legal and ethical standards pertaining to business, communications, and the management of information.
- Articulate and demonstrate an understanding of communication, information and decision theories and practices as they relate to the establishment of a sustainable competitive advantage.
- Demonstrate presentation proficiency for written, oral, and visual communications in the context of traditional and digital forms of communications.

Program Requirements

To earn the M.S. in Communications, students must complete 36 credit hours of graduate coursework and a final portfolio which documents students' completion of the program goals. The portfolio must be posted in an electronic format and becomes the property of Bay Path University.

Required Courses and Electives

M.S. Communications Requirements (36 credits):

Course Code	Course Name
CIM 601	Principles of Communications
CIM 603	Targeted Communications
CIM 605	Decision Support Systems
CIM 607	Applied Research Strategies
CIM 610	Competitive Threats and Challenges
CIM 640	Strategic Innovation
COM 600	Emerging Media
COM 620	Media Preferences
COM 645	Social Media Campaigns
COM 650	Integrated Mktg. Communications
COM 660	Social Media Analytics
COM 670	Case Analysis Capstone

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Communications**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Communications. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

One-Year Sequence	
Fall Session I	Credits
CIM 603: Targeted Communications	3
CIM 607: Applied Research Strategies	3
Fall Session II	Credits
CIM 605: Decision Support Systems	3
CIM 610: Competitive Threats and Challenges	3
Spring Session I	Credits
CIM 601: Principles of Communications	3
COM 600: Emerging Media	3
Spring Session II	Credits
COM 620: Media Preferences	3
CIM 640: Strategic Innovation	3
Summer Session I	Credits
COM 645: Social Media Campaigns	3
COM 650: Integrated Mktg. Communications	3
Summer Session II	Credits
COM 660: Social Media Analytics	3
COM 670: Case Analysis Capstone	3

Schedule is subject to change without notice

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Communications**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Communications. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Session I - Year One	Credits
CIM 603: Targeted Communications	3
Fall Session II - Year One	Credits
CIM 610: Competitive Threats and Challenges	3
Spring Session I - Year One	Credits
CIM 601: Principles of Communications	3
Spring Session II - Year One	Credits
COM 620: Media Preferences	3
Summer Session I - Year One	Credits
COM 645: Social Media Campaigns	3
Summer Session II - Year One	Credits
COM 660: Social Media Analytics	3
Fall Session I - Year Two	Credits
CIM 607: Applied Research Strategies	3
Fall Session II - Year Two	Credits
CIM 605: Decision Support Systems	3
Spring Session I - Year Two	Credits
COM 600: Emerging Media	3
Spring Session II - Year Two	Credits
CIM 640: Strategic Innovation	3
Summer Session I - Year Two	Credits
COM 650: Integrated Mktg. Communications	3
Summer Session II - Year Two	Credits
COM 670: Case Analysis Capstone	3

Schedule is subject to change without notice

Master of Science in Communications and Information Management

The Master of Science in Communications and Information Management prepares graduates for positions of responsibility in a range of fields. The degree expands analytical thinking and creativity, and provides the tools for applying that knowledge to a variety of contexts, including applications in information technology, information management, interfaces with human users, support software, communications, business, health care, financial institutions, education, and the design of information for a variety of users and contexts. The degree emphasizes problem solving, decision making, management skills, and project management rooted in communication and information theory and strategies. This applications-oriented, graduate degree enrolls students with a range of backgrounds and work-experience.

Student Learning Outcomes

Graduates from the interdisciplinary Master of Science in Communications and Information Management program will be expected to demonstrate achievement in all areas of the program. In particular, graduates will develop the ability to:

- Demonstrate an ability to articulate, assess, and apply appropriate theories and principles of information and communications;
- Demonstrate presentation proficiency for written, oral, and visual communications;
- Articulate and demonstrate an understanding of communication, information and decision theories and practices as they relate to managerial decision-making and the establishment of a sustainable competitive advantage by leveraging market/industry forces; organizational, human and knowledge resources; core competencies; and value adding activities;
- Demonstrate knowledge of the underlying principles and evaluation methods for analyzing information for financial decision-making, investing, capital budgeting, and forecasting;
- Articulate and demonstrate an understanding of the interdisciplinary nature of the CIM degree as it applies to incremental and disruptive innovation;
- Demonstrate an understanding of appropriate research methods used to collect and analyze data for decision making and communications;
- Articulate and demonstrate an understanding of cultural and global perspectives as they apply to modern business, the management of information, and communications;
- Articulate and evaluate appropriate legal and ethical standards pertaining to business, communications and the management of information.

Program Requirements

To earn the M.S. in Communications and Information Management, students must complete 36 credit hours of graduate coursework and a final portfolio which documents students' completion of the program goals. The curriculum is structured on two levels (A) a core of eight courses which include four essential fundamental courses in communications and information and four integrative courses focusing on applications, problem solving, and decision making built on the base of communication and information theory, and (B) four elective courses chosen with the guidance and approval of a faculty member serving as the student's program advisor.

Required Courses and Electives

M.S. Communication and Information Management Requirements (36 credits):

Course Code	Course Name
CIM 601	Principles of Communications
CIM 603	Targeted Communications
CIM 605	Decision Support Systems
CIM 607	Applied Research Strategies
CIM 610	Competitive Threats and Challenges
CIM 640	Strategic Innovation
CIM 634	Strategies for Fiscal Management
CIM 640	Strategic Innovation
CIM 670	Case Analysis Capstone
	Electives (12 credits)

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Communication & Information Management**

Note: This schedule reflects the recommended sequence of course to be taken in fulfillment of the Master of Science in Communication and Information Management. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

One-Year Sequence	
Fall Session I	Credits
CIM 603: Targeted Communications	3
CIM 605: Decision Support Systems	3
Fall Session II	Credits
CIM 610: Competitive Threats and Challenges	3
Elective	3
Spring Session I	Credits
CIM 601: Principles of Communications	3
CIM 634: Strategies for Fiscal Management	3
Spring Session II	Credits
CIM 607: Applied Research Strategies	3
CIM 640: Strategic Innovation	3
Summer Session I	Credits
Elective	3
Elective	3
Summer Session II	Credits
CIM 670: Case Analysis Capstone	3
Elective	3

**All Graduate Level Electives must be approved by the Director of the Program.*

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Communication & Information Management**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Communication and Information Management. This sequence assumes a fall semester start. Students who begin the in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Session I - Year One	Credits
CIM 603: Targeted Communications	3
Fall Session II - Year One	Credits
CIM 610: Competitive Threats and Challenges	3
Spring Session I - Year One	Credits
CIM 601: Principles of Communications	3
Spring Session II - Year One	Credits
CIM 607: Applied Research Strategies	3
Summer Session I - Year One	Credits
Elective	3
Summer Session II - Year One	Credits
Elective	3
Fall Session I - Year Two	Credits
CIM 605: Decision Support Systems	3
Fall Session II - Year Two	Credits
Elective	3
Spring Session I - Year Two	Credits
CIM 634: Strategies for Fiscal Management	3
Spring Session II - Year Two	Credits
CIM 640: Strategic Innovation	3
Summer Session I - Year Two	Credits
Elective	3
Summer Session II - Year Two	Credits
COM 670: Case Analysis Capstone	3

Schedule is subject to change without notice

Master of Science in Cybersecurity Management

The Master of Science in Cybersecurity Management is a comprehensive 36-credit-hour accelerated degree program that prepares graduates for positions at entry and early mid-career managerial positions a rapidly growing field. Cyber attacks. Cyber incidents. Cyber intrusions. These are new words that are emerging as hot buttons in our daily language. Increasingly, we are learning how cyber threats are posing serious challenges to our businesses, organizations, and government. On all fronts, the need for cyber security professionals far outpaces the supply. In particular, the area of cybersecurity management is at the forefront in this domain.

Student Learning Outcomes

The totally online Master of Science in Cybersecurity Management cuts across organizational lines, taking a holistic approach to protecting digital assets (data, software programs, and networks). The emphasis is on developing cybersecurity leaders who:

- Evaluate technological developments and associated information, assurance and security risk.
- Develop effective risk assessment programs;
- Develop holistic governance programs for managing information risk;
- Integrate security into the organizational culture while engaging all organizational stakeholders;
- Assess the impact of human factors and security strategies and potential breaches of security;
- Understand legal and regulatory requirements in the United States and internationally;
- Develop and implement information assurance and security policies, including emergency management policies; and
- Develop and ensure quality control in information assurance and security management.

Program Requirements

To earn a M.S. in Cybersecurity Management, all students must complete 36 credits hours of graduate coursework and a portfolio of graduate work.

Required Courses and Electives

M.S. Cybersecurity Management Requirements (36 credits):

Course Code	Course Name
CBY 510	Foundations of Cybersecurity Management
CBY 620	Compliance and Legal Issues
CBY 625	Financing, Cost Control & Project Management of Cybersecurity Organizations
CBY 630	Emerging Cyber Threats
CBY 635	Human Organizational Aspects of Cybersecurity
CBY 640	Information Assurance Management & Analytics
CBY 645	Cyber Criminal and Civil Investigations
CBY 650	Strategic Cybersecurity Crisis Management
CBY 655	Digital Forensics
CBY 660	Cyber Policy
CBY 670/675	Capstone I: Cyber Thesis <u>OR</u> Capstone II: Cyber Plan
	Electives* (9 credits)

*Students may select courses from the following list of elective options:

Course Code	Course Number
CBY 515	Foundations of Data Protection
CBY 645	Cyber Criminal and Civil Investigations
CBY 657	Advanced Digital Forensics
CBY 658	Cloud Forensics
CBY 659	Mobile Device Analysis
CBY 660	Cyber Policy
CBY 661	Intrusion Detection and Incident Response Investigations
CBY 662	Expert Witness and Reporting
MBA 651	High Performance Management Strategies
MLN 500	Introduction to the Theory and Practice of Negotiation
MLN 505	Introduction to the Models and Concepts in Leadership
NMP 500	Foundations of the Nonprofit Sector
NMP 655	Leadership & Personal Effectiveness

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Cybersecurity Management**

Note: This schedule reflects the recommended sequence of course to be taken in fulfillment of the Master of Science in Cybersecurity Management. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

One-Year Sequence	
Fall Session I	Credits
CBY 510: Foundations of Cybersecurity Management	3
CBY 625: Financing, Cost Control and Project Management of CS Organizations	3
Fall Session II	Credits
CBY 620: Compliance and Legal Issues	3
Elective	3
Spring Session I	Credits
CBY 630: Emerging Cyber Threats	3
CBY 635: Human and Organizational Aspects of Cybersecurity	3
Spring Session II	Credits
CBY 640: Information Assurance Management & Analytics	3
Elective	3
Summer Session I	Credits
CBY 650: Strategic Cybersecurity Crisis Management	3
CBY 655: Digital Forensics	3
Summer Session II	Credits
CBY 670: Capstone I: Cyber Thesis <u>OR</u> CBY 675 Capstone II: Cyber Plan	3
Elective	3

**All Graduate Level Electives must be approved by the Director of the Program.*

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Cybersecurity Management**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. Cybersecurity Management. This sequence assumes a fall semester start. Students who begin the in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Session I - Year One	Credits
CBY 510: Foundations of Cybersecurity Management	3
Fall Session II - Year One	Credits
CBY 620: Compliance and Legal Issues	3
Spring Session I - Year One	Credits
CBY 630: Emerging Cyber Threats	3
Spring Session II - Year One	Credits
CBY 640: Information Assurance Management & Analytics	3
Summer Session I - Year One	Credits
CBY 650: Strategic Cybersecurity Crisis Management	3
Summer Session II - Year One	Credits
Elective	3
Fall Session I - Year Two	Credits
CBY 625: Financing, Cost Control and Project Management of CS Organizations	3
Fall Session II - Year Two	Credits
Elective	3
Spring Session I - Year Two	Credits
CBY 635: Human and Organizational Aspects of Cybersecurity	3
Spring Session II - Year Two	Credits
Elective	3
Summer Session I - Year Two	Credits
CBY 655: Digital Forensics	3
Summer Session II - Year Two	Credits
CBY 670: Capstone I: Cyber Thesis <u>OR</u> CBY 675 Capstone II: Cyber Plan	3

Schedule is subject to change without notice

Master of Science in Cybersecurity Management

Digital Forensics Concentration

In today's world of ubiquitous technology, technology is prevalent in nearly every aspect of criminal activity. Computer crimes cover a wide array of criminal activity, including areas like terrorism, hacking, intellectual property theft, child pornography, and fraud. In the concentration in digital forensics of the MS in Cybersecurity Management you will learn cutting edge techniques and tools to investigate these complex high-tech crimes in both the public and private sectors.

Student Learning Outcomes

Students who complete the M.S. Cybersecurity Management degree program with a concentration in Digital Forensics will be able to:

- Evaluate technological developments and associated information, assurance and security risk
- Develop effective risk assessment programs
- Integrate digital forensics skills into diverse areas such as fraud investigation, cyber incident response, criminal and civil investigations
- Develop the knowledge and skills necessary to effectively utilize advanced forensics analysis tools and techniques
- Understand legal and regulatory requirements in the United States and internationally
- Develop and demonstrate expert witness reporting, evidence, and testimony related to results of a digital forensics investigation
- Develop and ensure quality control in digital forensics investigations

Program Requirements

To earn a M.S. in Cybersecurity Management with a concentration in Digital Forensics, all students must complete 36 hours of graduate coursework and a portfolio of graduate work.

Required Courses and Electives

M.S. Cybersecurity Management: Digital Forensics Concentration Requirements (36 credits):

Course Code	Course Name
CBY 510	Foundations of Cybersecurity Management
CBY 515	Foundations of Data Protection
CBY 620	Compliance and Legal Issues
CBY 625	Financing, Cost Control & Project Management of Cybersecurity Organizations
CBY 645	Cyber Criminal and Civil Investigations
CBY 655	Digital Forensics
CBY 657	Advanced Digital Forensics
CBY 658	Cloud Forensics
CBY 659	Mobile Device Analysis
CBY 661	Intrusion Detection and Incident Response Investigations
CBY 662	Expert Witness and Reporting
CBY 670/675	Capstone I: Cyber Thesis OR Capstone II: Cyber Plan

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Cybersecurity Management
Digital Forensics Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. Cybersecurity Management degree with a concentration in Digital Forensics. This sequence assumes a fall semester start. Students who begin the in other sessions should consult with their faculty program advisor to plan their schedule.

One-Year Sequence	
Fall Session I	Credits
CBY 510: Foundations of Cybersecurity Management	3
CBY 620: Compliance and Legal Issues	3
Fall Session II	Credits
CBY 515: Foundations of Data Protection	3
CBY 645: Cyber Criminal and Civil Investigations	3
Spring Session I	Credits
CBY 625: Financing, Cost Control and Project Management of Cybersecurity Orgs.	3
CBY 655: Digital Forensics	3
Spring Session II	Credits
CBY 657: Advanced Digital Forensics	3
CBY 658: Cloud Forensics	3
Summer Session I	Credits
CBY 659: Mobile Device Analytics	3
CBY 661: Intrusion Detection and Incident Responsive Investigations	3
Summer Session II	Credits
CBY 662: Expert Witness and Reporting	3
CBY 670: Capstone I: Cyber Thesis OR CBY 675 Capstone II: Cyber Plan	3

**All Graduate Level Electives must be approved by the Director of the Program.*

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Cybersecurity Management
Digital Forensics Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. Cybersecurity Management degree with a concentration in Digital Forensics. This sequence assumes a fall semester start. Students who begin the in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Session I - Year One	Credits
CBY 510: Foundations of Cybersecurity Management	3
Fall Session II - Year One	Credits
CBY 515: Foundations of Data Protections	3
Spring Session I - Year One	Credits
CBY 645: Cyber Criminal and Civil Investigations	3
Spring Session II - Year One	Credits
CBY 657: Advanced Digital Forensics	3
Summer Session I - Year One	Credits
CBY 659: Mobile Device Analytics	3
Summer Session II - Year One	Credits
CBY 662: Expert Witness and Reporting	3
Fall Session I - Year Two	Credits
CBY 620: Compliance and Legal Issues	3
Fall Session II - Year Two	Credits
CBY 625: Financing, Cost Control and Project Management of CS Organizations	3
Spring Session I - Year Two	Credits
CBY 655: Digital Forensics	3
Spring Session II - Year Two	Credits
CBY 658: Cloud Forensics	3
Summer Session I - Year Two	Credits
CBY 661: Intrusion Detection and Incident Responsive Investigations	3
Summer Session II - Year Two	Credits
CBY 670: Capstone I: Cyber Thesis <u>OR</u> CBY 675 Capstone II: Cyber Plan	3

Master of Science in Developmental Psychology

The Master of Science in Developmental Psychology at Bay Path University is a 36-credit program that provides students with an integrated and comprehensive program of study that will amplify their understanding of developmental psychology and its impact on all phases of life within the context of wellness. Students are challenged to synthesize advanced theories and constructs and apply this information to practical situations whether in academic, professional, or community settings. This program enables students to strive for the highest levels of intellectual achievement as well as to develop a better understanding of health, relationships, curriculum that provides an expansive and broad-based educational experience in Psychology.

Student Learning Outcomes

Graduates of the M.S. in Developmental Psychology are expected to demonstrate achievement in all areas of the program. The track for the Master of Science in Developmental Psychology provides students with a solid foundation in developmental psychology as well as extensive research-based skills necessary for their success in applying their advanced knowledge of developmental psychology to careers, academic settings, and professional relationships (please see the student handbook). Graduates of the Master of Science in Developmental Psychology are expected to:

- Articulate an understanding of the developmental theorists in psychology and how these theories apply in today's world;
- Demonstrate appropriate critical thinking skills necessary for effectively analyzing personality differences and the reasons for such differences;
- Interpret assessment results for application and intervention purposes;
- Illustrate an understanding of scientific and statistical principles that underlie psychological research, including the ability to gauge the quality of such research;
- Appreciate issues related to culture, gender, sexual identity, the environment, and family, as they pertain to physical and psychological development;
- Demonstrate a thorough knowledge of ethical and professional behavior within the psychology profession;
- Explain the etiology, diagnostic process, prevalence of mental illness utilizing a medical model, and demonstrate an ability to conduct a differential diagnosis utilizing a multi-axial system of assessment and evaluation;
- Display a mastery of oral and written communication and presentation skills in accordance with established professional guidelines, utilizing APA format; and
- Successfully complete an approved 160 hour fieldwork placement.

Program Requirements

Students must complete 36 hours of graduate coursework including a total of 160 hours of Community Based Field Work to earn a Master of Science in Development Psychology.

Required Courses and Electives

M.S. Developmental Psychology Requirements (36 credits):

Course Code	Course Name
PSY500	Infant and Toddler Development
PSY515	Child and Adolescent Development
PSY530	Adult Development and Aging
PSY535	Ethics and Professional Conduct in Psychology
PSY550	Family Systems
PSY552	Bullying and Coercive Behavior
PSY620	Psychopathology
PSY625	Applied Research Methods in Developmental Psychology
PSY654	Drugs, Medication, and Society
PSY658	Psychological Assessment
PSY662	Counseling Theories and Practice
PSY670	Fieldwork

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Developmental Psychology**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of Master of Science in Developmental Psychology. This sequence assumes a fall semester start. Students wishing to take four courses within a given semester must have expressed permission from the Director of the program or their academic advisor.

One-Year Sequence	
Fall Semester	Credits
PSY 500: Infant and Toddler Development	3
PSY 552: Bullying & Coercive Behavior	3
PSY 620: Psychopathology	3
PSY 662: Counseling Theory and Practice	3
Spring Semester	Credits
PSY 515: Child and Adolescent Development	3
PSY 535: Ethics and Professional Conduct in Counseling	3
PSY 625: Applied Research Methods in Developmental Psychology	3
PSY 654: Drugs, Medication and Society	3
Summer Semester	Credits
PSY 530: Adult Development and Aging	3
PSY 550: Family Systems	3
PSY 658: Psychological Assessment in Counseling	3
PSY 670: Fieldwork	3

Schedule is subject to change without notice

**All Graduate Level Electives must be approved by the Director of the Program or Academic Advisor.*

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Developmental Psychology**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Developmental Psychology. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Semester - Year One	Credits
PSY 500: Infant and Toddler Development	3
PSY 620: Psychopathology	3
Spring Semester - Year One	Credits
PSY 515: Child and Adolescent Development	3
PSY 654: Drugs, Medication and Society	3
Summer Semester - Year One	Credits
PSY 530: Adult Development and Aging	3
PSY 550: Family Systems	3
Fall Semester - Year Two	Credits
PSY 552: Bullying & Coercive Behavior	3
PSY 662: Counseling Theory and Practice	3
Spring Semester - Year Two	Credits
PSY 535: Ethics and Professional Conduct in Counseling	3
PSY 625: Applied Research Methods in Developmental Psychology	3
Summer Semester - Year Two	Credits
PSY 658: Psychological Assessment in Counseling	3
PSY 670: Fieldwork	3

Schedule is subject to change without notice

**All Graduate Level Electives must be approved by the Director of the Program.*

Master of Science in Education **Administrator in Special Education**

Bay Path University has partnered with Massachusetts Administrators of Special Education (ASE) to join efforts to conceive and develop a new organizational vision and model for cultivating and retaining administrators of special education. The new model will be responsive and aligned with the new Massachusetts Teacher/Administrator Evaluation system/standards. It will also include targeted curriculum on effective communication skills (an essential element to successful leadership and student outcomes). ASE will initially serve in an advisory task force capacity as the program and curriculum is designed and constructed. The members of the advisory board represent districts from across the Commonwealth that are urban, suburban, rural, large, small, high need, and diverse. ASE member districts will serve as model practicum sites, ASE members will serve as expert faculty and trainers, and ASE will serve in an advisory capacity for support curriculum refinements. Students must select one of the following concentrations:

- Administrator in Special Education Levels: All
- Administrator in Special Education Non-Licensure

The M.S. Education degree program in Administrator in Special Education Levels: All offers post-baccalaureate initial licensure for students who currently hold either:

- An Initial license in special education, or as school guidance counselor, school principal/assistant school principal, school psychologist, school social worker/school adjustment counselor, or speech, language and hearing disorders teacher and completion of three full years of employment in a district-wide, school-based, or other educational setting, or
- Completion of at least three full years of employment in law, public policy, higher education, or other related field accepted by the Department.

The M.S. Education degree program in Administrator in Special Education Non-Licensure is intended for students whose career plans do not require Massachusetts licensure or who are already licensed as an Administrator of Special Education and wish to further their knowledge, and skills. This program offers elective credits in order to support the acquisition of pedagogy and content.

Student Learning Outcomes

Graduates who complete an Administrator in Special Education concentration of the Master of Science in Education program are expected to be able to:

- 1) **Instructional Leadership:** Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.
- 2) **Management and Operations:** Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.
- 3) **Family and Community Engagement:** Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.
- 4) **Professional Culture:** Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Program Requirements

The M.S. Education program with an Administrator in Special Education concentration requires the 36 credits to meet degree requirements. Students in the Administrator in Special Education Levels: All concentration are required to complete the approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (500 hours) in the special education administrator role and have achieved a passing score on the Communication and Literacy Skills test prior to beginning the program. The Administrator in Special Education Non-Licensure concentration does not require the completion of a practicum experience.

Required Courses and Electives

M.S. Education: Administrator in Special Education Levels: All Requirements (36 credits):

Course Code	Course Name
SEA 601	Educational Leadership
SEA 602	Educational Leadership Practicum
SEA 603	Supervision & Evaluation
SEA 604	Supervision & Evaluation Practicum
SEA 605	Business Administration
SEA 606	Business Administration Practicum
SEA 607	Organizational Management
SEA 608	Organizational Management Practicum
SEA 609	Communication & Interpersonal Skills
SEA 610	Communication & Interpersonal Skills Practicum
SEA 611	Law, Policy, and Practice
SEA 612	Law, Policy, and Practice Practicum
SEA 613	Cultural Ethics
SEA 614	Cultural Ethics Practicum
SEA 615	Community Relations
SEA 616	Community Relations Practicum
SEA 617	Law, Policy, and Practice II
SEA 630	Capstone I

M.S. Education: Administrator in Special Educ Non-Lic Concentration Requirements (36 credits):

Course Code	Course Name
SEA 601	Educational Leadership
SEA 603	Supervision & Evaluation
SEA 605	Business Administration
SEA 607	Organizational Management
SEA 609	Communication & Interpersonal Skills
SEA 611	Law, Policy, and Practice
SEA 613	Cultural Ethics
SEA 615	Community Relations
SEA 617	Law, Policy, and Practice II
SEA 630	Capstone I
	Electives* (8 credits)

*Students can select from a wide number of approved graduate elective courses offered in the Education, Special Education, Applied Behavior Analysis, or Psychology disciplines.

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education (M.S.Ed.)
Administrator in Special Education Levels: All Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Master of Science in Education program with a concentration in Administrator in Special Education Levels: All. This sequence assumes a fall semester start.

Two-Year Sequence	
Fall Semester - Year One	Credits
SEA 613: Cultural Ethics	3
SEA 614: Cultural Ethics Practicum	1
SEA 615: Community Relations	3
SEA 616: Community Relations Practicum	1
SEA 617: Law, Policy, and Practice II	2
Spring Semester - Year One	Credits
SEA 601: Educational Leadership in Special Education	3
SEA 602: Educational Leadership in Special Education Practicum	1
SEA 605: Business Administration	3
SEA 606: Business Administration Practicum	1
Summer Semester - Year One	Credits
No coursework	
Fall Semester - Year Two	Credits
SEA 603: Supervision and Evaluation	3
SEA 604: Supervision and Evaluation Practicum	1
SEA 611: Law, Policy, Practice	3
SEA 612: Law, Policy, Practice Practicum	1
Spring Semester - Year Two	Credits
SEA 607: Organizational Management	3
SEA 608: Organizational Management Practicum	1
SEA 609: Communication and Interpersonal Skills	3
SEA 610: Communication and Interpersonal Skills Practicum	1
SEA 630: Capstone I	2

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education (M.S.Ed.)
Administrator in Special Education Non-Licensure Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Master of Science in Education program with a concentration in Administrator in Special Education Non-Licensure. This sequence assumes a fall semester start.

Two-Year Sequence	
Fall Semester - Year One	Credits
SEA 613: Cultural Ethics	3
SEA 615: Community Relations	3
SEA 617: Law, Policy, and Practice II	2
Elective	3
Spring Semester - Year One	Credits
SEA 601: Educational Leadership in Special Education	3
SEA 605: Business Administration	3
Elective	2
Summer Semester - Year One	Credits
No coursework	
Fall Semester - Year Two	Credits
SEA 603: Supervision and Evaluation	3
SEA 611: Law, Policy, Practice	3
Elective	3
Spring Semester - Year Two	Credits
SEA 607: Organizational Management	3
SEA 609: Communication and Interpersonal Skills	3
SEA 630: Capstone I	2

Master of Science in Education **Early Childhood Education**

The Master of Science in Education degree program in an Early Childhood Education concentration will provide students with an intensive study of content and pedagogy for improved classroom practice. The program is intended to deepen the content/subject matter knowledge base for teachers at the early childhood education level. Didactic and pedagogical applications enable students to consider new practices that result in improved classroom performance. Students must select one of the following concentrations:

- Early Childhood Education Non-Licensure
- Initial Early Childhood Education Licensure

Student Learning Outcomes

Graduates of this program are expected to demonstrate achievement in all areas of the program. Specifically, the program will:

- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (1) Curriculum, Planning, and Assessment standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (2) Teaching All Students standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (3) Family and Community Engagement standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (4) Professional Culture.
- Students will demonstrate effective oral and written communication skills through in-class assignments and presentations, to be applied in the teaching-learning process.

Program Requirements

To earn a M.S. in Education with an Early Childhood Education concentration, students must complete 39 hours of graduate coursework. The Initial Early Childhood Education Licensure concentration includes a 9-credit practicum or 12-credit internship experience.

Additional Program Information

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 Pass Rates on the Massachusetts Tests of Educator Licensure (MTEL), 2016-2017

Pass rates are based on the 2016-2017 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:

- Number of Program Completers = 63
- Pass Rate on the MTEL = 100%

Required Courses and Electives

M.S. Education: Early Childhood Education Non-Licensure Concentration Requirements (39 credits):

Course Code	Course Name
EDU 506	Learning Theory & Designing Instruction for the Inclusive Classroom
EDU 563	English Language Arts Content, Applications and Assessment
EDU 565	Science Content, Applications and Assessment
EDU 567	Social Studies Content, Applications and Assessment
SPE 510	Managing Challenging Behaviors
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 545	Mathematics Content, Applications and Assessment
	Electives* (15 credits)

*Students can select from a wide number of approved graduate electives courses offered in the Education, Special Education, Applied Behavior Analysis, or Psychology disciplines.

M.S. Education: Initial Early Childhood Education Licensure Concentration Requirements (39 credits):

Course Code	Course Name
EDU 506	Learning Theory & Designing Instruction for the Inclusive Classroom
EDU 553	Pre-Practicum and Seminar I
EDU 557	Pre-Practicum and Seminar II
EDU 563	English Language Arts Content, Applications and Assessment
EDU 565	Science Content, Applications and Assessment
EDU 567	Social Studies Content, Applications and Assessment
SPE 510	Managing Challenging Behaviors
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 545	Mathematics Content, Applications and Assessment
SPE 548	Reading and Language Arts for English Language Learners Practicum*

*Students have the option to complete EDU 571 Practicum in Early Childhood Education (with Seminar) Fall Only (9 credits) and a three credit elective offered in the Education, Special Education, Applied Behavior Analysis, or Psychology disciplines OR they can complete EDU 573: Year-long Internship in Early Childhood Education (with Seminar) twice.

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education (M.S.Ed.)
Early Childhood Education Non-Licensure Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Master of Science in Education program with a concentration in Early Childhood Non-Licensure. This sequence assumes a fall semester start. Please see program director for specific course sequence.

Two-Year Sequence	
Fall Semester - Year One	Credits
EDU 567: Social Studies Content, Applications and Assessment	3
SPE 525: Multisensory Language and Literacy Strategies	3
Elective	3
Spring Semester - Year One	Credits
EDU 563: English Language Arts Content, Applications and Assessment	3
SPE 545: Mathematics Content, Applications and Assessment	3
Elective	3
Summer Semester - Year Two	Credits
EDU 506: Learning Theory & Designing Instruction for the Inclusive Classroom	3
SPE 510: Managing Challenging Behaviors	3
SPE 520: Learners with Special Needs	3
Fall Semester - Year Two	Credits
Elective	3
Elective	3
Spring Semester - Year Two	Credits
EDU 565: Science Content, Applications and Assessment	3
Elective	3

**If a student enrolls in a non-licensure program, or switches to a non-licensure program, and elects to take SPE 548, Bay Path University cannot endorse the student for SEI through DESE*

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education (M.S.Ed.)
Initial Early Childhood Education Licensure Concentration with 9-Credit Practicum**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Master of Science in Education program with a concentration in Early Childhood Education, Initial Post-Baccalaureate Licensure (9-credit practicum experience). This sequence assumes a fall semester start.

Two-Year Sequence	
Fall Semester - Year One	Credits
EDU 567: Social Studies Content, Applications and Assessment	3
SPE 525: Multisensory Language and Literacy Strategies	3
SPE 548: Reading and Language Arts for English Language Learners	3
Elective Option	3
Spring Semester - Year One	Credits
EDU 553: Pre-Practicum and Seminar I	0
EDU 563: English Language Arts Content, Applications and Assessment	3
EDU 565: Science Content, Applications and Assessment	3
SPE 545: Mathematics Content, Applications and Assessment	3
Summer Semester - Year One	Credits
EDU 506: Learning Theory and Designing Instruction for the Inclusive Classroom	3
EDU 557: Pre-Practicum and Seminar II	0
SPE 510: Managing Challenging Behaviors	3
SPE 520: Learners with Special Needs	3
Fall Semester - Year Two	Credits
EDU 571: Practicum in Early Childhood Education (with Seminar) Fall Only	9

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education (M.S.Ed.)
Initial Early Childhood Education Licensure Concentration with 12-Credit Internship**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Master of Science in Education program with a concentration in Early Childhood Education, Initial Post-Baccalaureate Licensure (12-credit practicum experience). This sequence assumes a fall semester start.

Two-Year Sequence	
Fall Semester – Year One	Credits
EDU 567: Social Studies Content, Applications and Assessment	3
SPE 525: Multisensory Language and Literacy Strategies	3
SPE 548: Reading and Language Arts for English Language Learners	3
Spring Semester – Year One	Credits
EDU 553: Pre-Practicum and Seminar I	0
EDU 563: English Language Arts Content, Applications and Assessment	3
EDU 565: Science Content, Applications and Assessment	3
SPE 545: Mathematics Content, Applications and Assessment	3
Summer Semester – Year One	Credits
EDU 506: Learning Theory and Designing Instruction for the Inclusive Classroom	3
EDU 557: Pre-Practicum and Seminar II	0
SPE 510: Managing Challenging Behaviors	3
SPE 520: Learners with Special Needs	3
Fall Semester – Year Two	Credits
EDU 573: Year-long Internship in Early Childhood Education (with Seminar)	6
Spring Semester – Year Two	Credits
EDU 573: Year-long Internship in Early Childhood Education (with Seminar)	6

Master of Science in Education **Elementary Education**

The Master of Science in Education degree program in an Elementary Education concentration will provide students with an intensive study of content and pedagogy for improved classroom practice. The program is intended to deepen the content/subject matter knowledge base for teachers at the elementary level. Didactic and pedagogical applications enable students to consider new practices that result in improved classroom performance. Students must select one of the following concentrations:

- Elementary Education Non-Licensure
- Initial Elementary Education Licensure
- Professional Elementary Education Licensure

Student Learning Outcomes

Graduates of this program are expected to demonstrate achievement in all areas of the program. Specifically, to the program will:

- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (1) Curriculum, Planning, and Assessment standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (2) Teaching All Students standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (3) Family and Community Engagement standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers (4) Professional Culture.
- Students will demonstrate effective oral and written communication skills through in-class assignments and presentations, to be applied in the teaching-learning process

Program Requirements

The Elementary Education Non-Licensure and Professional Elementary Education Licensure concentration requires completion of 39 credit hours. The Initial Elementary Education concentration requires completion of 39 credit hours if the student elects to take the 9-credit semester-long practicum (fall only) or 42 credits hours if the student elects to take the 12-credit year-long internship.

Additional Program Information

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 Pass Rates on the Massachusetts Tests of Educator Licensure (MTEL), 2016-2017

Pass rates are based on the 2016-2017 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:

- Number of Program Completers = 63
- Pass Rate on the MTEL = 100%

Required Courses and Electives

M.S. Education: Elementary Education Non-Licensure Requirements (39 credits):

Course Code	Course Name
EDU 506	Learning Theory and Designing Instruction for the Inclusive Classroom
EDU 562	English Language Arts Content, Applications and Assessment for Elementary Education
EDU 564	Science Content, Applications and Assessment for Elementary Education
EDU 566	Social Studies Content, Applications and Assessment for Elementary Education
SPE 510	Managing Challenging Behaviors
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 544	Mathematics Content, Applications and Assessment
	Electives* (15 credits)

*Students can select from a wide number of approved graduate elective courses offered in the Education, Special Education, Applied Behavior Analysis, or Psychology, disciplines.

M.S. Education: Initial Elementary Education Licensure Requirements (39 credits):

Course Code	Course Name
EDU 506	Learning Theory and Designing Instruction for the Inclusive Classroom
EDU 554	Pre-Practicum Seminar I
EDU 555	Pre-Practicum Seminar II
EDU 562	English Language Arts Content, Applications and Assessment for Elementary Education
EDU 564	Science Content, Applications and Assessment for Elementary Education
EDU 566	Social Studies Content, Applications and Assessment for Elementary Education
SPE 510	Managing Challenging Behaviors
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 544	Mathematics Content, Applications and Assessment
SPE 548	Reading and Language Arts for English Language Learners
	Practicum/Internship*

*Students have the option to complete EDU 568 Practicum in Elementary Education (with Seminar) Fall Only (9 credits) and a three credit elective offered in an Education, Special Education, Applied Behavior Analysis, or Psychology discipline OR they can complete EDU 569 Year-long Internship in Elementary Education (with Seminar) (6 credits) twice.

M.S. Education: Professional Elementary Education Licensure Requirements (39 credits):

Course Code	Course Name
EDU 506	Learning Theory and Designing Instruction for the Inclusive Classroom
EDU 562	English Language Arts Content, Applications and Assessment for Elementary Education
EDU 564	Science Content, Applications and Assessment for Elementary Education
EDU 566	Social Studies Content, Applications and Assessment for Elementary Education
SPE 510	Managing Challenging Behaviors
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies

SPE 544 Mathematics Content, Applications and Assessment
Electives* (15 credits)

* Students can select from a wide number of approved graduate electives courses offered in the Education, Special Education, Applied Behavior Analysis, or Psychology disciplines.

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education
Elementary Education Non-Licensure Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Education degree with the Elementary Education Non-Licensure concentration. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

One-Year Sequence	
Fall Semester	Credits
EDU 566: Social Studies Content, Applications and Assessment for Elementary Education	3
SPE 520: Learners with Special Needs	3
SPE 525: Multisensory Language and Literacy Strategies	3
Elective	3
Spring Semester	Credits
EDU 562: English Language Arts Content, Applications and Assessment for Elementary Education	3
EDU 564: Science Content, Applications and Assessment for Elementary Education	3
SPE 544: Mathematics Content, Applications and Assessment	3
Elective	3
Elective	3
Summer Semester	Credits
EDU 506: Learning Theory and Designing Instruction for the Inclusive Classroom	3
SPE 510: Managing Challenging Behaviors	3
Elective	3
Elective	3

**If a student enrolls in a non-licensure program, or switches to a non-licensure program, and elects to take SPE 548, Bay Path University cannot endorse the student for SEI through DESE*

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education
Elementary Education Non-Licensure Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Education degree with the Elementary Education Non-Licensure concentration. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Semester - Year One	Credits
EDU 566: Social Studies Content, Applications and Assessment for Elementary Education	3
SPE 525: Multisensory Language and Literacy Strategies	3
Elective	3
Spring Semester - Year One	Credits
EDU 562: English Language Arts Content, Applications and Assessment for Elementary Education	3
EDU 564: Science Content, Applications and Assessment for Elementary Education	3
SPE 544: Mathematics Content, Applications and Assessment	3
Summer Semester - Year One	Credits
EDU 506: Learning Theory and Designing Instruction for the Inclusive Classroom	3
SPE 510: Managing Challenging Behaviors	3
SPE 520: Learners with Special Needs	3
Fall Semester - Year Two	Credits
Elective	3
Elective	3
Spring Semester - Year Two	Credits
Elective	3
Elective	3

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education
Initial Elementary Education Licensure Concentration with 9-Credit Practicum**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Education degree with a concentration in Initial Elementary Education Licensure. This sequence assumes a spring semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Education degree with a concentration in Initial Elementary Education Licensure. This sequence assumes a spring semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

One-Year Sequence	
Spring Semester	Credits
EDU 554: Pre-Practicum Seminar I	0
EDU 562: English Language Arts Content, Applications and Assessment for Elementary Education	3 3
EDU 564: Science Content, Applications and Assessment for Elementary Education	3
SPE 544: Mathematics Content, Applications and Assessment	3
SPE 548: Reading and Language Arts for English Language Learners	
Summer Semester	Credits
EDU 506: Learning Theory and Designing Instruction for the Inclusive Classroom	3
EDU 555: Pre-Practicum Seminar II	0
SPE 510: Managing Challenging Behaviors	3
SPE 520: Learners with Special Needs	3
SPE 525: Multisensory Language and Literacy Strategies	3
Fall Semester	Credits
EDU 566: Social Studies Content, Applications and Assessment for Elementary Education	3
EDU 568: Practicum in Elementary Education (with Seminar) Fall Only	9
Elective	3

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education
Initial Elementary Education Licensure Concentration with 9-Credit Practicum**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Education degree with a concentration in Initial Elementary Education Licensure. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Semester - Year One	Credits
EDU 566: Social Studies Content, Applications and Assessment for Elementary Education	3
SPE 525: Multisensory Language and Literacy Strategies	3
SPE 548: Reading and Language Arts for English Language Learners	3
Spring Semester - Year One	Credits
EDU 554: Pre-Practicum Seminar I	0
EDU 562: English Language Arts Content, Applications and Assessment for Elementary Education	3
EDU 564: Science Content, Applications and Assessment for Elementary Education	3
SPE 544: Mathematics Content, Applications and Assessment	3
Summer Semester - Year One	Credits
EDU 506: Learning Theory and Designing Instruction for the Inclusive Classroom	3
EDU 555: Pre-Practicum Seminar II	0
SPE 510: Managing Challenging Behaviors	3
SPE 520: Learners with Special Needs	3
Elective	3
Fall Semester - Year Two	Credits
EDU 568: Practicum in Elementary Education (with Seminar) Fall Only	9

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education
Initial Elementary Education Licensure Concentration with 12-Credit Internship**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Education degree with a concentration in Initial Elementary Education Licensure. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Semester - Year One	Credits
EDU 566: Social Studies Content, Applications and Assessment for Elementary Education	3
SPE 525: Multisensory Language and Literacy Strategies	3
SPE 548: Reading and Language Arts for English Language Learners	3
Spring Semester - Year One	Credits
EDU 554: Pre-Practicum Seminar I	0
EDU 562: English Language Arts Content, Applications and Assessment for Elementary Education	3
EDU 564: Science Content, Applications and Assessment for Elementary Education	3
SPE 544: Mathematics Content, Applications and Assessment	3
Summer Semester - Year One	Credits
EDU 506: Learning Theory and Designing Instruction for the Inclusive Classroom	3
EDU 555: Pre-Practicum Seminar II	0
SPE 510: Managing Challenging Behaviors	3
SPE 520: Learners with Special Needs	3
Fall Semester - Year Two	Credits
EDU 569: Year-long Internship in Elementary Education (with Seminar)	6
Spring Semester - Year Two	Credits
EDU 569: Year-long Internship in Elementary Education (with Seminar)	6

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education
Professional Elementary Education Licensure Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Education degree with a concentration in Professional Elementary Education Licensure. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

One-Year Sequence	
Fall Semester	Credits
EDU 566: Social Studies Content, Applications and Assessment for Elementary Education	3
SPE 520: Learners with Special Needs	3
SPE 525: Multisensory Language and Literacy Strategies	3
Elective	3
Spring Semester	Credits
EDU 562: English Language Arts Content, Applications and Assessment for Elementary Education	3
EDU 564: Science Content, Applications and Assessment for Elementary Education	3
SPE 544: Mathematics Content, Applications and Assessment	3
Elective	3
Elective	3
Summer Semester	Credits
EDU 506: Learning Theory and Designing Instruction for the Inclusive Classroom	3
SPE 510: Managing Challenging Behaviors	3
Elective	3
Elective	3

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education
Professional Elementary Education Licensure Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Education degree with a concentration in Professional Elementary Education Licensure. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Semester - Year One	Credits
EDU 566: Social Studies Content, Applications and Assessment for Elementary Education	3
SPE 525: Multisensory Language and Literacy Strategies	3
Elective	3
Spring Semester - Year One	Credits
EDU 562: English Language Arts Content, Applications and Assessment for Elementary Education	3
EDU 564: Science Content, Applications and Assessment for Elementary Education	3
SPE 544: Mathematics Content, Applications and Assessment	3
Summer Semester - Year One	Credits
EDU 506: Learning Theory and Designing Instruction for the Inclusive Classroom	3
SPE 510: Managing Challenging Behaviors	3
SPE 520: Learners with Special Needs	3
Fall Semester - Year Two	Credits
Elective	3
Elective	3
Spring Semester - Year Two	Credits
Elective	3
Elective	3

Master of Science in Education **English as a Second Language**

The English as a Second Language program is designed for candidates who are interested in teaching English as a Second Language to preK-12 students. English language learners (ELLs) are amongst the fastest-growing population in U.S. schools. These schools need teachers who are trained to work with the ELL population, and who understand that the process of acquiring English as a second language, while also working to assist students to achieve success across all content areas. Our ESL program at Bay Path University is intended to educate candidates on how to effectively develop the English skills of their students, while fostering an understanding of ESL methodology and pedagogy. A distinctive emphasis of the program is its holistic view of English language acquisition relating to first and second language, linguistics, language assessment, methods for teaching ESL, historical, legal and philosophical bases for ESL, including inclusion in content and general education classes, sheltered-ESL classes, pullout classes, and bilingual programs. Our dynamic courses at Bay Path explore how students learn additional languages, strategies, techniques and best practices for teaching ESL students that values their linguistic and cultural diversity. Students must select one of the following concentrations:

- English as a Second Language 5-12
- English as a Second Language PreK-6

Student Learning Outcomes

Graduates of both English as a Second Language concentrations are expected to demonstrate achievement in all areas of the program. Specifically, graduates will be prepared to:

- 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.

Program Requirements

Students must complete 39 hours of graduate coursework including a supervised 300-hour practicum experience to earn a M.S. in Education with an English as a Second Language concentration.

Required Courses and Electives

M.S. Education: English as a Second Language 5-12 Requirements (39 credits):

Course Code	Course Name
ESL 507	Teaching English as a Second Language (ESL): Methods and Applications
ESL 530	Topics in ESL and Bilingualism
ESL 531	Unique Populations of ESL Learners
ESL 532	English Language Testing, Assessment and Evaluation
ESL 533	Language Acquisitions and Literacy Development Part I
ESL 534	Language Acquisitions and Literacy Development Part II
ESL 554	Pre-Practicum Seminar I
ESL 555	Pre-Practicum Seminar II
SPE 525	Multisensory Language and Literacy Strategies
SPE 547	Structure of Language Part I Phonology, Orthography, Morphology
SPE 548	Reading and Language Arts for English Language Learners Practicum*

*Students complete the practicum requirement by completing ESL 597: Practicum in English as a Second Language Levels 5-12 with Seminar (6 credits) twice.

M.S. Education: English as a Second Language PreK-6 Requirements (39 credits):

Course Code	Course Name
ESL 507	Teaching English as a Second Language (ESL): Methods and Applications
ESL 530	Topics in ESL and Bilingualism
ESL 531	Unique Populations of ESL Learners
ESL 532	English Language Testing, Assessment and Evaluation
ESL 533	Language Acquisitions and Literacy Development Part I
ESL 534	Language Acquisitions and Literacy Development Part II
ESL 554	Pre-Practicum Seminar I
ESL 555	Pre-Practicum Seminar II
SPE 525	Multisensory Language and Literacy Strategies
SPE 547	Structure of Language Part I Phonology, Orthography, Morphology
SPE 548	Reading and Language Arts for English Language Learners Practicum*

*Students complete the practicum requirement by ESL 596: Practicum in English as a Second Language Levels preK-6 with Seminar (6 credits) twice.

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education (M.S.Ed.)
English as a Second Language 5-12 Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Master of Science in Education with a concentration in English as a Second Language 5-12. This sequence assumes a fall semester start. Please see program director for specific course sequence.

Two-Year Sequence	
Fall Semester - Year One	Credits
ESL 507: Teaching English as a Second Language: Methods and Applications	3
ESL 533: Language Acquisitions and Literacy Development Part I	3
SPE 547: Structure of Language Part I Phonology, Orthography, Morphology	3
Spring Semester - Year One	Credits
ESL 532: English Language Testing, Assessment, and Evaluation	3
ESL 534: Language Acquisitions and Literacy Development Part II	3
ESL 554: Pre-Practicum Seminar I	0
SPE 525: Multisensory Language and Literacy Strategies	3
Summer Semester - Year One	Credits
ESL 530: Topics in ESL and Bilingualism	3
ESL 555: Pre-Practicum Seminar II	0
SPE 548: Reading and Language Arts for ELLs	3
Fall Semester - Year Two	Credits
ESL 531: Unique Populations of ESL Learners	3
ESL 597: Practicum in English as a Second Language Levels 5-12 with Seminar	6
Spring Semester - Year Two	Credits
ESL 597: Practicum in English as a Second Language Levels 5-12 with Seminar	6

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education (M.S.Ed.)
English as a Second Language PreK-6 Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Master of Science in Education with a concentration in English as a Second Language PreK-6. This sequence assumes a fall semester start. Please see program director for specific course sequence.

Two-Year Sequence	
Fall Semester - Year One	Credits
ESL 507: Teaching English as a Second Language: Methods and Applications	3
ESL 533: Language Acquisitions and Literacy Development Part I	3
SPE 547: Structure of Language Part I Phonology, Orthography, Morphology	3
Spring Semester - Year One	Credits
ESL 532: English Language Testing, Assessment, and Evaluation	3
ESL 534: Language Acquisitions and Literacy Development Part II	3
ESL 554: Pre-Practicum Seminar I	0
SPE 525: Multisensory Language and Literacy Strategies	3
Summer Semester - Year One	Credits
ESL 530: Topics in ESL and Bilingualism	3
ESL 555: Pre-Practicum Seminar II	0
SPE 548: Reading and Language Arts for ELLs	3
Fall Semester - Year Two	Credits
ESL 531: Unique Populations of ESL Learners	3
ESL 596: Practicum in English as a Second Language Levels preK-6 with Seminar	6
Spring Semester - Year Two	Credits
ESL 596: Practicum in English as a Second Language Levels preK-6 with Seminar	6

Master of Science in Education **Reading and Literacy Instruction**

Bay Path University's Master of Science in Reading & Literacy Instruction is uniquely designed to prepare graduates for leadership in the implementation of scientific research-based practices for teaching literacy in grades PreK-12. The program offers individuals the opportunity to develop an expertise in using effective, research-based strategies to teach reading and writing in general education and specialized settings. The Reading & Literacy Instruction Program links the science of reading with educational practice. Students must select one of the following concentrations:

- Reading and Literacy Instruction Licensure
- Reading and Literacy Instruction Non-Licensure

Student Learning Outcomes

Graduates the Master of Science in Education degree program with a concentration in Reading and Literacy Instruction are expected to demonstrate achievement in all areas of the program. Specifically, graduates will be able to:

- Know significant theories, practices, and programs in reading.
- Know the theories, research, and practices for reading instruction.
- Select appropriate programs, materials and technology programs for reading.
- Administer informal and formal reading assessments.
- Have knowledge of second language acquisition and its relationship to literacy reading.
- Demonstrate effective oral and written communication skills through in-class assignments and presentations, to be applied in the teaching-learning process.

Program Requirements

The Master of Science in Education degree with a concentration in Reading and Literacy Instruction requires the completion of 44 credits hours. The licensure concentration requires a practicum and seminar experience to meet degree requirements while students in the non-licensure concentration will take electives in place of the practicum and seminar experience.

Additional Program Information

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 Pass Rates on the Massachusetts Tests of Educator Licensure (MTEL), 2016-2017

Pass rates are based on the 2016-2017 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:

- Number of Program Completers = 63
- Pass Rate on the MTEL = 100%

Required Courses and Electives

M.S. Education: Reading and Literacy Instruction Licensure Concentration Requirements (44 credits):

Course Code	Course Name
RDG 528	Orton-Gillingham
RDG 528	Orton-Gillingham (taken twice)
RDG 530	Reading Research
RDG 532	Informational and Narrative Text for Children and Adolescence
RDG 534	Reading and Writing Assessment
RDG 536	Literacy and the Change Process District/School Action Planning
RDG 538	Language Disorders and Literacy
RDG 548	Structure of Language Part II – Meaning, Syntax and Semantics
RDG 554	Pre-practicum and Seminar
RDG 590	Reading Practicum with Practicum Seminar Sessions
SPE 525	Multisensory Language and Literacy Strategies
SPE 543	Teaching of Writing
SPE 547	Structure of Language Part I Phonology, Orthography, Morphology

M.S. Education: Reading and Literacy Instruction Non-Licensure Concentration Requirements (44 credits):

Course Code	Course Name
RDG 528	Orton-Gillingham
RDG 528	Orton-Gillingham (taken twice)
RDG 530	Reading Research
RDG 532	Informational and Narrative Text for Children and Adolescence
RDG 534	Reading and Writing Assessment
RDG 536	Literacy and the Change Process District/School Action Planning
RDG 538	Language Disorders and Literacy
RDG 548	Structure of Language Part II – Meaning, Syntax and Semantics
SPE 525	Multisensory Language and Literacy Strategies
SPE 543	Teaching of Writing
SPE 547	Structure of Language Part I Phonology, Orthography, Morphology
	Electives* (9 credits)

* Students can select from a wide number of approved graduate electives courses offered in the Education, Special Education, Applied Behavior Analysis, or Psychology disciplines.

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education (M.S.Ed.)
Reading and Literacy Instruction Licensure Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Reading and Literacy Instruction Licensure concentration of the Master of Science in Education degree program. This sequence assumes a summer semester start. Please see program director for specific course sequence.

Two-Year Sequence	
Summer Semester – Year Two	Credits
SPE 525: Multisensory Language and Literacy Strategies	3
SPE 547: Structure of Language Part I Phonology, Orthography, Morphology	3
Fall Semester – Year One	Credits
RDG 528: Orton-Gillingham	4
RDG 530: Reading Research	3
Spring Semester – Year One	Credits
RDG 528: Orton-Gillingham	4
RDG 548: Structure of Language Part II – Meaning, Syntax and Semantics	3
Summer Semester – Year Two	Credits
RDG 532: Informational and Narrative Text for Children and Adolescence	3
SPE 543: Teaching of Writing	3
Fall Semester – Year Two	Credits
RDG 534: Reading and Writing Assessment	3
RDG 536: Literacy and the Change Process District/School Action Planning	3
RDG 554: Pre-practicum and Seminar	0
Spring Semester – Year Two	Credits
RDG 538: Language Disorders and Literacy	3
RDG 590: Reading Practicum with Practicum Seminar Sessions	9

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education (M.S.Ed.)
Reading and Literacy Instruction Non-Licensure Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Reading and Literacy Instruction Non-Licensure concentration of the Master of Science in Education degree program. This sequence assumes a summer semester start. Please see program director for specific course sequence.

Two-Year Sequence	
Summer Semester – Year Two	Credits
SPE 525: Multisensory Language and Literacy Strategies	3
SPE 547: Structure of Language Part I Phonology, Orthography, Morphology	3
Fall Semester – Year One	Credits
RDG 528: Orton-Gillingham	4
RDG 530: Reading Research	3
Spring Semester – Year One	Credits
RDG 528: Orton-Gillingham	4
RDG 548: Structure of Language Part II – Meaning, Syntax and Semantics	3
Summer Semester – Year Two	Credits
RDG 532: Informational and Narrative Text for Children and Adolescence	3
SPE 543: Teaching of Writing	3
Elective	3
Fall Semester – Year Two	Credits
RDG 534: Reading and Writing Assessment	3
RDG 536: Literacy and the Change Process District/School Action Planning	3
Elective	3
Spring Semester – Year Two	Credits
RDG 538: Language Disorders and Literacy	3
Elective	3

Master of Science in Education **Special Education**

The Master of Science in Education is designed to prepare professionals for careers in education and related fields. The degree includes options for individuals with a bachelor's degree that leads to careers in education in pre-school through secondary levels. While the M.S. in Education seeks to provide graduates with the skills, knowledge, and creativity needed for success in the classroom, community, and organizations, the specializations, certifications and licensure provide depth in a particular area of educational practice, policy, curriculum, and state-of-the-art inclusionary best practices. Students must select one of the following concentrations:

- Moderate Disabilities Levels PreK-8
- Moderate Disabilities Levels PreK-8/Autism Spectrum Disorders
- Moderate Disabilities Levels PreK-8/Language and Literacy
- Moderate Disabilities Levels 5-12
- Moderate Disabilities Levels 5-12/Autism Spectrum Disorders
- Moderate Disabilities Levels 5-12/Language and Literacy
- Severe Disabilities PreK-12
- Severe Disabilities PreK-12/Autism Spectrum Disorders
- Severe Disabilities PreK-12/Language and Literacy
- Special Education Non-Licensure

Below is specific information about each specialty areas:

Moderate Disabilities (Levels PreK-8, 5-12)

Coursework for the Moderate Disabilities program provides practitioners with age-appropriate strategies for education students with disabilities in the least restrictive environment. The program focuses on current issues in special education, best practices for inclusive education, including law nondiscriminatory assessment, issues of cultural and linguistic diversity, classroom and behavioral adaptations, integration of new technologies and collaboration with families and service providers. This program includes a yearlong practicum.

Severe Disabilities PreK-12

The Severe Disabilities program is designed to prepare professionals in the field of developmental disabilities including Autism Spectrum Disorders. The program emphasizes modifications for the general education curriculum, applied academics, alternative assessments, transition and vocational strategies, and school and community inclusion. Threaded throughout the program are themes of diversity, community and family collaboration, and technology. This program includes a yearlong practicum.

Special Education Non-Licensure

Students who already hold a license and do not want any additional license or students who are interested in working with persons with special needs such as in the area of human services would pursue this option. This option does not include a practicum.

Student Learning Outcomes

Graduates of the Master of Science in Education program are expected to demonstrate achievement in all areas of the program. Specifically, graduates will be able to:

- 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.

Program Requirements

The Master of Science in Education degree with the concentration in Moderate Disabilities Levels 5-12, Moderate Disabilities Levels PreK-8, and Severe Disabilities PreK-12 all require the completion of 39 credit hours and a practicum or internship experience to meet degree requirements. All three of these options can also be combined with Language and Literacy coursework without changing the credit hour total needed to meet degree requirements. Students who complete a concentration with the Language and Literacy coursework will also earn a certificate in Language and Literacy.

The Master of Science in Education degree with a concentration in Moderate Disabilities Levels 5-12/Autism Spectrum Disorders or Moderate Disabilities Levels PreK-8/Autism Spectrum Disorders both require the completion of 45 credit hours and a practicum or internship experience to meet degree requirements. The Master of Science in Education degree with a concentration in Severe Disabilities Levels PreK-12 requires the completion of 42 credit hours and a practicum or internship experience to make degree requirements. Students who complete any of these three concentrations will also earn a certificate in Autism Spectrum Disorders.

The Special Education Non-Licensure concentration requires the completion of 39 credit hours to meet degree requirements. This concentration does not require the completion of a practicum or internship experience.

Additional Program Information

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 Pass Rates on the Massachusetts Tests of Educator Licensure (MTEL), 2016-2017

Pass rates are based on the 2016-2017 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:

- Number of Program Completers = 63
- Pass Rate on the MTEL = 100%

Required Courses and Electives

M.S. Education: Moderate Disabilities Levels PreK-8 Requirements (39 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510	Managing Challenging Behaviors
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 528	Curriculum I – English, Reading, History/Social Science
SPE 530	Curriculum Design and Assessment
SPE 538	Curriculum II – Math, Science, Technology and Engineering
SPE 548	Reading and Language Arts for English Language Learner
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 558	Moderate PreK-6 Practicum (taken twice)
	Electives* (6 credits)

* Students can select from a wide number of approved graduate electives courses offered in the Education, Special Education, Applied Behavior Analysis, or Psychology disciplines.

M.S. Education: Moderate Disabilities Levels PreK-8/Autism Spectrum Disorders Requirements (45 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510	Managing Challenging Behaviors
SPE 511	Applied Behavior Analysis
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 528	Curriculum I – English, Reading, History/Social Science
SPE 530	Curriculum Design and Assessment
SPE 538	Curriculum II – Math, Science, Technology and Engineering
SPE 546	Teaching Children with Autism Spectrum Disorders
SPE 548	Reading and Language Arts for English Language Learner
SPE 552	Problem Solving and Program Analysis in Autism
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 558	Moderate PreK-6 Practicum (taken twice)
SPE 560	Advanced Techniques & Process for Behavior Change

M.S. Education: Moderate Disabilities Levels PreK-8/Language & Literacy Requirements (39 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510	Managing Challenging Behaviors
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 528	Curriculum I – English, Reading, History/Social Science
SPE 530	Curriculum Design and Assessment
SPE 538	Curriculum II – Math, Science, Technology and Engineering

SPE 543	Teaching of Writing
SPE 547	Structure of Language Part I Phonology, Orthography, Morphology
SPE 548	Reading and Language Arts for English Language Learner
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 558	Moderate PreK-6 Practicum (taken twice)

M.S. Education: Moderate Disabilities Levels 5-12 Requirements (39 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510	Managing Challenging Behaviors
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 529	Curriculum I – English, Reading, History/Social Science
SPE 530	Curriculum Design and Assessment
SPE 539	Curriculum II – Math, Science, Technology and Engineering 5-12
SPE 548	Reading and Language Arts for English Language Learner
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 559	Moderate 5-12 Practicum (taken twice)
	Electives* (6 credits)

* Students can select from a wide number of approved graduate electives courses offered in the Education, Special Education, Applied Behavior Analysis, or Psychology disciplines.

M.S. Education: Moderate Disabilities Levels 5-12/Autism Spectrum Disorders Requirements (45 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510	Managing Challenging Behaviors
SPE 511	Applied Behavior Analysis
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 529	Curriculum I – English, Reading, History/Social Science
SPE 530	Curriculum Design and Assessment
SPE 539	Curriculum II – Math, Science, Technology and Engineering 5-12
SPE 546	Teaching Children with Autism Spectrum Disorders
SPE 548	Reading and Language Arts for English Language Learner
SPE 552	Problem Solving and Program Analysis in Autism
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 559	Moderate 5-12 Practicum (taken twice)
SPE 560	Advanced Techniques & Process for Behavior Change

M.S. Education: Moderate Disabilities Levels 5-12/Language and Literacy Requirements (39 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510	Managing Challenging Behaviors
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs

SPE 525	Multisensory Language and Literacy Strategies
SPE 529	Curriculum I – English, Reading, History/Social Science
SPE 530	Curriculum Design and Assessment
SPE 539	Curriculum II – Math, Science, Technology and Engineering 5-12
SPE 543	Teaching of Writing
SPE 547	Structure of Language Part I Phonology, Orthography, Morphology
SPE 548	Reading and Language Arts for English Language Learner
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 559	Moderate 5-12 Practicum (taken twice)

M.S. Education: Severe Disabilities Levels PreK-12 Requirements (39 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 511	Applied Behavior Analysis
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 527	Curriculum I – English, Reading, History/Social Science
SPE 531	Teaching and Assessing Students with Severe Disabilities
SPE 537	Curriculum II – Math, Science, Technology and Engineering 5-12
SPE 548	Reading and Language Arts for English Language Learner
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 557	Severe PK-12 Practicum (taken twice)
	Electives* (6 credits)

* Students can select from a wide number of approved graduate electives courses offered in the Education, Special Education, Applied Behavior Analysis, or Psychology disciplines.

M.S. Education: Severe Disabilities Levels PreK-12/Autism Spectrum Disorders Requirements (42 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 511	Applied Behavior Analysis
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 527	Curriculum I – English, Reading, History/Social Science
SPE 531	Teaching and Assessing Students with Severe Disabilities
SPE 537	Curriculum II – Math, Science, Technology and Engineering 5-12
SPE 546	Teaching Children with Autism Spectrum Disorders
SPE 548	Reading and Language Arts for English Language Learner
SPE 552	Problem Solving and Program Analysis in Autism
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 557	Severe PK-12 Practicum (taken twice)
SPE 560	Advanced Techniques & Process for Behavior Change

M.S. Education: Severe Disabilities Levels PreK-12/Language & Literacy Requirements (39 credits):

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 511	Applied Behavior Analysis
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 527	Curriculum I – English, Reading, History/Social Science
SPE 531	Teaching and Assessing Students with Severe Disabilities
SPE 537	Curriculum II – Math, Science, Technology and Engineering 5-12
SPE 543	Teaching of Writing
SPE 547	Structure of Language Part I Phonology, Orthography, Morphology
SPE 548	Reading and Language Arts for English Language Learner
SPE 554	Pre-Practicum & Seminar I
SPE 555	Pre-Practicum & Seminar II
SPE 557	Severe PK-12 Practicum (taken twice)

M.S. Education: Special Education Non-Licensure Requirements (39 credits):

Non-Licensure students can take any 39 credits of education coursework that does not include a seminar or practicum. The recommended coursework to complete the Non-Licensure concentration is:

Course Code	Course Name
SPE 505	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510	Managing Challenging Behaviors
SPE 511	Applied Behavior Analysis
SPE 515	Foundations for Understanding Inclusive Schools
SPE 520	Learners with Special Needs
SPE 525	Multisensory Language and Literacy Strategies
SPE 530	Curriculum Design and Assessment
SPE 531	Teaching and Assessing Students with Severe Disabilities
	Electives* (15 credits)

* Students can select from a wide number of approved graduate electives courses offered in the Education, Special Education, Applied Behavior Analysis, or Psychology disciplines.

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education (M.S.Ed.)
Moderate Disabilities PreK-8 Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the M.S. Education degree with a concentration in Moderate Disabilities PreK-8. This sequence assumes a fall semester start. Students in this program can begin with any course except the pre-practicum, practicum and seminar courses. Please see program director for specific course sequence for combination with Autism Spectrum Disorders or Language and Literacy.

Two-Year Sequence	
Fall Semester - Year One	Credits
SPE 505: Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum	3
SPE 525: Multisensory Language and Literacy Strategies	3
Spring Semester - Year One	Credits
SPE 515: Foundation for Understanding Inclusive Schools	3
SPE 520: Learners with Special Needs	3
SPE 548: Reading and Language Arts for English Language Learner	3
SPE 554: Pre-Practicum I	0
Summer Semester - Year One	Credits
SPE 555: Pre-Practicum II	0
Elective	3
Elective	3
Fall Semester - Year Two	Credits
SPE 510: Managing Challenging	3
SPE 528: Curriculum I - English, Reading, History/Social Science	3
SPE 558: Practicum and Seminar	3
Spring Semester - Year Two	Credits
SPE 530: Curriculum Design and Assessment	3
SPE 538: Curriculum II - Math, Science, Technology and Engineering	3
SPE 558: Practicum and Seminar	3

If part of a weekend class is cancelled due to weather, the class will be held on Sunday of that weekend. Course schedule is subject to change. Please see School of Education Community Group for course schedule. This is only a sample schedule of classes. Course offerings will vary by campus.

Please note attendance policy on program requirement form.

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education (M.S.Ed.)
Moderate Disabilities 5-12 Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the M.S. in Education degree with a concentration in Moderate Disabilities 5-12. This sequence assumes a fall semester start. Students in this program can begin with any course except the pre-practicum, practicum and seminar courses. Please see program director for specific course sequence for combination with Autism Spectrum Disorders or Language and Literacy.

Two-Year Sequence	
Fall Semester – Year One	Credits
SPE 505: Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum	3
SPE 525: Multisensory Language and Literacy Strategies	3
Spring Semester – Year One	Credits
SPE 515: Foundation for Understanding Inclusive Schools	3
SPE 520: Learners with Special Needs	3
SPE 548: Reading and Language Arts for English Language Learner	3
SPE 554: Pre-Practicum I	0
Summer Semester – Year One	Credits
SPE 555: Pre-Practicum II	0
Elective	3
Elective	3
Fall Semester – Year Two	Credits
SPE 510: Managing Challenging	3
SPE 529: Curriculum I – English, Reading, History/Social Science	3
SPE 559: Practicum and Seminar	3
Spring Semester – Year Two	Credits
SPE 530: Curriculum Design and Assessment	3
SPE 539: Curriculum II – Math, Science, Technology and Engineering 5-12	3
SPE 559: Practicum and Seminar	3

If part of a weekend class is cancelled due to weather, the class will be held on Sunday of that weekend. Course schedule is subject to change. Please see School of Education Community Group for course schedule. This is only a sample schedule of classes. Course offerings will vary by campus.

Please note attendance policy on program requirement form.

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education (M.S.Ed.)
Severe Disabilities PreK-12 Concentration**

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the M.S. Education degree with a concentration in Disabilities PreK-12. This sequence assumes a fall semester start. Students in this program can begin with any course except the pre-practicum, practicum and seminar courses. Please see program director for specific course sequence for combination with Autism Spectrum Disorders or Language and Literacy.

Two-Year Sequence	
Fall Semester – Year One	Credits
SPE 505: Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum	3
SPE 525: Multisensory Language and Literacy Strategies	3
Spring Semester – Year One	Credits
SPE 515: Foundation for Understanding Inclusive Schools	3
SPE 520: Learners with Special Needs	3
SPE 548: Reading and Language Arts for English Language Learner	3
SPE 554: Pre-Practicum I	0
Summer Semester – Year One	Credits
SPE 555: Pre-Practicum II	0
Elective	3
Elective	3
Fall Semester – Year Two	Credits
SPE 511: Applied Behavior Analysis	3
SPE 527: Curriculum I – English, Reading, History/Social Science	3
SPE 557: Practicum and Seminar	3
Spring Semester – Year Two	Credits
SPE 531: Teaching and Assessing Students with Severe Disabilities	3
SPE 537: Curriculum II – Math, Science, Technology and Engineering 5-12	3
SPE 557: Practicum and Seminar	3

If part of a weekend class is cancelled due to weather, the class will be held on Sunday of that weekend. Course schedule is subject to change. Please see School of Education Community Group for course schedule. This is only a sample schedule of classes. Course offerings will vary by campus.

Please note attendance policy on program requirement form.

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Education (M.S.Ed.)
Special Education Non-Licensure Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. Education degree with the Special Education Non-Licensure concentration. This sequence assumes a fall semester start.

Two-Year Sequence	
Fall Semester – Year One	Credits
SPE 505: Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum	3
SPE 525: Multisensory Language and Literacy Strategies	3
Spring Semester – Year One	Credits
SPE 515: Foundation for Understanding Inclusive Schools	3
SPE 520: Learners with Special Needs	3
Elective	3
Summer Semester – Year One	Credits
Elective	3
Elective	3
Fall Semester – Year Two	Credits
SPE 510: Managing Challenging	3
SPE 511: Applied Behavior Analysis	3
Elective	3
Spring Semester – Year Two	Credits
SPE 530: Curriculum Design and Assessment	3
SPE 531: Teaching and Assessing Students with Severe Disabilities	3
Elective	3

If part of a weekend class is cancelled due to weather, the class will be held on Sunday of that weekend. Course schedule is subject to change. Please see School of Education Community Group for course schedule. This is only a sample schedule of classes. Course offerings will vary by campus.

Please note attendance policy on program requirement form.

Master of Science in Genetic Counseling

The Master of Science (M.S.) in Genetic Counseling is a 50-credit hybrid program that will prepare graduates for careers in the burgeoning field of genetic counseling. As a profession, Genetic Counseling is the process of helping people understand and adapt to the medical, psychological and familial implications of genetic contributions to disease. This process integrates a variety of disciplines including science, psychology and education. Tasks include interpretation of family and medical histories to assess the chance of disease occurrence or recurrence and education about inheritance, testing, management, prevention, resources and research. The counseling process promotes informed choices and adaptation to the risk or condition. Genetic Counselors (GC) practice in a variety of settings, including hospitals, laboratories, and policy arenas, and serve as clinicians, researchers, policy makers.

Upon completion of the program, students will be eligible to take the ABGC certification examination, and upon passing this exam, will be employable by hospitals, medical centers, physicians, medical insurance companies, biomedical laboratories and policy centers.

Student Learning Outcomes

Graduates of the Master of Science in Genetic Counseling are expected to:

- Develop and hone clinical, research and communication skills for use in hospital-based settings, as outlined in the Practice-Based Competency list required by the Board.
- Demonstrate knowledge of the history of genetic counseling and how the student's own contributions fit into that tradition while continuing to expand the boundaries of the genetic counseling field through utilizing technological advances.
- Recognize the ethical dilemmas facing patients, families and clinicians that routinely occur in the genetics/genomics arena.
- Demonstrate knowledge of how to effectively perform in the online classroom setting.

Program Requirements

To earn a M.S. in Genetic Counseling, students must complete 50 hours of graduate coursework including an original institution review board (IRB) approved in-depth study of a selected genetic counseling issue or topic. Students will be strongly encouraged to study topics appropriate for national presentation and/or publication.

Required Courses and Electives

M.S. Genetic Counseling Requirements (50 credits):

Course Code	Course Name
GEN 600	Genetics/Genomics Foundations
GEN 601	Clinical Fieldwork
GEN 602	Clinical Fieldwork
GEN 603	Clinical Fieldwork
GEN 604	Clinical Fieldwork
GEN 605	Genetic Counseling: The Basics
GEN 610	Genomics/Molecular Techniques Lab
GEN 615	Pathophysiology
GEN 620	Genetic Counseling in the 21 st Century
GEN 625	Clinical Applications in Genetic Counseling
GEN 640	Cancer Genetic Counseling
GEN 645	Genetic Counseling Skills and Techniques
GEN 650	Advanced Genetic Counseling Skills
GEN 696	Evidence-Based Medicine
GEN 697	Capstone
GEN 698	Capstone
GEN 699	Capstone
MLN 620	Psych Dimensions of Leadership and Negotiation
PSY 535	Ethics and Professional Conduct
PSY 550	Family Systems
PSY 625	Research Methods in Counseling
PSY 660	Social and Cultural Foundations
PSY 662	Counseling Theory and Practice
PSY 664	Counseling Skills and Techniques

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Genetic Counseling**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Genetic Counseling. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Semester - Year One	Credits
GEN 600: Genetic/Genomics Foundations	3
GEN 610: Genomics/Molecular Techniques Lab	1
GEN 620: Genetic Counseling in the 21 st Century	1
PSY 662: Counseling Theory and Practice	3
GEN 605: Genetic Counseling: The Basics	1
GEN 640: Cancer Genetic Counseling	2
Spring Semester - Year One	Credits
GEN 601: Clinical Fieldwork	1
GEN 615: Pathophysiology	3
GEN 697: Capstone	1
PSY 625: Research Methods in Counseling	3
PSY 535: Ethics and Professional Conduct	3
Summer Semester - Year One	Credits
GEN 602: Clinical Fieldwork	3
GEN 625: Clinical Applications in Genetic Counseling	1
GEN 696: Evidence-Based Medicine	1
PSY 550: Family Systems	3
Fall Semester - Year Two	Credits
GEN 603: Clinical Fieldwork	3
GEN 645: Genetic Counseling Skills and Techniques	1
GEN 698: Capstone	1
PSY 660: Social and Cultural Foundations	3
PSY 664: Counseling Skills and Techniques	3
Spring Semester - Year Two	Credits
GEN 604: Clinical Fieldwork	3
GEN 650: Advanced Genetic Counseling Skills	2
MLN 620: Psych Dimensions of Leadership and Negotiation	3
GEN 699: Capstone	1

Schedule is subject to change without notice;

**All Graduate Level Electives must be approved by the Director of the Program.*

Master of Science in Healthcare Management

The Master of Science (M.S.) in Healthcare Management is a 36-credit online or blended low-residency program that will prepare graduates for careers in the ever-changing field of healthcare management. Healthcare today requires multidimensional leaders whose knowledge spans professional leadership, healthcare, science and information technology. Healthcare administrators come from a wide variety of backgrounds. Some may have had direct patient care experience while others may have specialized in business, administration, finance, public health or a specific area of healthcare including human resources.

This program will provide the skills to effectively manage people and systems within healthcare organizations. Students will analyze and identify effective solutions in healthcare as the industry increasingly relies upon technology and data to improve the quality and efficiency of care. The curriculum will address the complexities of the healthcare system and students will synthesize trends and issues related to healthcare management to gain an understanding of the challenges and opportunities that today's healthcare systems present. Graduates will be prepared for leadership roles in both traditional and nontraditional settings and industries including healthcare provider organizations, consulting, government agencies, law firms, insurance companies, extended care facilities, pharmaceutical companies, information technology, medical software and healthcare informatics and analytics.

Upon completion of the program, students will be employable by hospitals, medical centers, physicians, medical insurance companies, biomedical laboratories and policy centers in the field of healthcare management. Students must select one of the following concentrations:

- Health Informatics
- Organizational Excellence

Concentration in Health Informatics

This program will examine Health Informatics focusing on electronic medical-health related data that is generated and stored in health care and public health organizations. It is concerned with such issues as electronic information systems and applications; data collection and analysis; program design, implementation and management and the application of the systems to the patient and how clinical components of patients care are managed and structured in the electronic health record (EHR). Additionally students will investigate areas such as computer networks, database and systems administration, quality assurance and improvement utilizing data collection, and current issues with cybersecurity, and data warehousing within the universal healthcare networks. Upon completion graduates would be eligible to apply to Healthcare Information and Management Systems Society (HIMSS: <http://www.himss.org>) in order take the certifying exam to become a "Certified Professional in Healthcare Information and Management Systems" (CPHIMS).

Concentration in Organizational Excellence

The 12-credit elective track includes Lean Six Sigma Methodology in Healthcare which employs a five-step approach, Define-Measure-Analyze-Improve-Control (DMAIC). This approach utilizes a data-driven improvement cycle used for improving, optimizing and stabilizing business processes and designs. This methodology in healthcare focuses on improving the patient experience by making sure that the processes that are being considered consistently deliver the desired results and on eliminating defects which in healthcare can be the difference between life and death. Utilizing Lean Six Sigma improves patient safety by eliminating life threatening

errors such as those involving medications and falls. Today there is a call in Healthcare to improve healthcare using six sigma methodologies.

Students who choose this track may go on to become certified by the American Society for Quality (ASQ) in one of their nineteen national certifications. Professionals who have become ASQ certified have seen immediate results in terms of job promotions, higher salaries and new opportunities. Many healthcare employers are investing in certification for employees and are seeking those potential employees who are already certified.

Student Learning Outcomes

Graduates of the Master of Science in Healthcare Management are expected to:

- Demonstrate knowledge of today's healthcare system including delivery, finances, quality, regulatory policies and practices and compliance, organization effectiveness and clinical and support services;
- Demonstrate competencies in communication, interpersonal relations, management and leadership;
- Demonstrate knowledge of resources, advocacy and cultural competence with individuals, groups, communities, and populations across the lifespan;
- Apply and evaluate the efficacy of information technology in improving patient care, patient outcomes and a creating a safe patient care environment, and
- Analyze the impact of social policy, finance, regulations, and legislation on healthcare for individuals, groups, communities, and populations across the lifespan, and for the professional practice of healthcare management, through an ethical-legal framework.

Program Requirements

Students must complete 36 hours of graduate coursework to earn a Master of Science in Healthcare Management.

Required Courses and Electives

M.S. Healthcare Management: Health Informatics Concentration Requirements (36 credits):

Course Code	Course Name
ADS 521	Foundations in Data Science
ADS 637	Data Exploration and Visualization
HCM 500	Principles of Healthcare Service Excellence
HCM 502	Managing Healthcare Delivery Systems
HCM 503	Strategic Planning in Healthcare
HCM 511	Continuous Improvement Tools and Techniques
HCM 512	Change Management/Project Management Integration
HCM 520	Health Data Management
HCM 521	Legal and Regulatory Issues in Health Information Management
HCM 522	Health Information Management Systems and Data Management
HCM 523	Health Information Management Systems Application
INF 656	Cybersecurity

M.S. Healthcare Management: Organizational Excellence Concentration Requirements (36 credits):

Course Code	Course Name
CBY 510	Foundations of Cybersecurity Management
CIM 634	Strategies for Fiscal Management
HCM 500	Principles of Healthcare Service Excellence
HCM 501	Healthcare Law, Policy and Ethics
HCM 502	Managing Healthcare Delivery Systems
HCM 503	Strategic Planning in Healthcare
HCM 510	Six Sigma Lean Methodology in Healthcare
HCM 511	Continuous Improvement Tools and Techniques
HCM 512	Change Management/Project Management Integration
HCM 513	Economics and Finance in Healthcare
MBA 520	Organizational Behavior and Leadership
MLN 600	Introduction to the Theory and Practice of Negotiation

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Healthcare Management
Concentration: Health Informatics**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Healthcare Management with a concentration in Health Informatics. This sequence assumes a fall semester start. Students who begin in the other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Semester - Year One	Credits
ADS 521: Foundations in Data Science HCM 520: Health Data Management	3 3
Spring Semester - Year One	Credits
HCM 522: Health Information Management Systems and Data Management HCM 523: Health Information Management Systems Application	3 3
Summer Semester - Year One	Credits
ADS 637: Data Exploration and Visualization HCM 512: Change Management/Project Management Integration	3 3
Fall Semester - Year Two	Credits
HCM 502: Managing Healthcare Delivery Systems HCM 503: Strategic Planning in Healthcare	3 3
Spring Semester - Year Two	Credits
HCM 511: Continuous Improvement Tools and Techniques HCM 521: Legal and Regulatory Issues in Health Information Management	3 3
Summer Semester - Year Two	Credits
HCM 500: Principles of Healthcare Service Excellence INF 656: Cybersecurity	3 3

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Healthcare Management
Concentration: Organizational Excellence**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Healthcare Management with a concentration in Organizational Excellence. This sequence assumes a fall semester start. Students who begin in the other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Semester - Year One	Credits
MLN 500: Introduction to the Theory and Practice of Negotiation	3
HCM 511: Continuous Improvement Tools and Techniques	3
Spring Semester - Year One	Credits
HCM 500: Principles of Healthcare Service Excellence	3
HCM 501: Healthcare Law, Policy, and Ethics	3
Summer Semester - Year One	Credits
HCM 513: Economics and Finance in Healthcare	3
MBA 520: Organizational Behavior and Leadership	3
Fall Semester - Year Two	Credits
NMP 605: Financial Management in the Nonprofit Sector	3
HCM 510: Six Sigma Lean Methodology in Healthcare	3
Spring Semester - Year Two	Credits
CIM 634: Strategies for Fiscal Management	3
HCM 512: Change Management/Project Management Integration	3
Summer Semester - Year Two	Credits
HCM 502: Managing Healthcare Delivery Systems	3
HCM 503: Strategic Planning in Healthcare	3

Master of Science in Higher Education Administration

The M.S. in Higher Education Administration is designed for administrators, faculty, policy makers, and leaders in higher education who are interested in enhancing their leadership and management capabilities. The coursework focuses on the practical application of core competencies that are critical for effective leadership in higher education. The program combines courses specific to higher education with management coursework in leadership, finance, strategy, marketing, fundraising, and change management. The program is designed for working professionals. All courses are eight weeks long and are offered online only. Students must select one of the following concentrations:

- Enrollment Management
- General Administration
- Institutional Advancement
- Online Teaching & Program Administration

Concentration in Enrollment Management

Designed for students interested in careers in college admissions, financial aid, and enrollment marketing. Students will gain an understanding of the fundamentals of student recruitment, changing demographics, the dynamic between admissions and financial aid, federal aid policy, and the marketing of colleges and universities to prospective students and families.

Students in the Enrollment Management concentration learn fundamentals of student recruitment, changing demographics, financial aid and marketing essentials, and graduates are able to:

1. Apply theory and best practices to analyze existing enrollment management plans, including assessment of the financial assistance, recruitment, marketing and communications elements to predict success.
2. Employ marketing and communications principles to create a complete strategic marketing plan, including relevant goals, strategies, communications, and plan assessment.

Concentration in General Administration

The concentration in Higher Education Administration is designed for students seeking a broad exposure to issues in higher education management, governance and leadership. Graduates may pursue careers in various functional areas within colleges and universities, as well as in educational associations, government agencies and other nonprofit and for-profit organizations serving the higher education sector.

Students in the General Administration concentration gain a broad exposure to issues of higher education management, governance, and leadership, and graduates are able to:

1. Compare and contrast the organizational structures and governance systems of different kinds of colleges and universities.
2. Articulate key legal and ethical issues in higher education.

Concentration in Institutional Advancement

The concentration in Institutional Advancement is designed for students who are pursuing, or wish to pursue, careers in any of the functional areas within Institutional Advancement, including fund raising and development, marketing and communications, alumni relations, and

government and community affairs. Students will gain a broad exposure to these areas, along with an appreciation for the historical, legal and sociological contexts in which they operate.

Students in the Institutional Advancement concentration explore functional areas of the advancement field, including fundraising and development, marketing and communications, alumni relations, and government and community affairs, and graduates are able to:

1. Effectively apply theory to create a comprehensive development program.
2. Analyze the organizational structure and reporting relationships in functional offices of higher education advancement.

Concentration in Online Teaching and Program Administration

The concentration in Online Teaching and Program Administration is designed for students seeking to gain expertise in online teaching and exposure to issues of higher education management and leadership. It helps the graduate to position themselves in their organizations as knowledgeable of trends and best practices in online teaching, curriculum development, designing and teaching online courses and building online communities. Students will gain an understanding of online educational pedagogy, course design and delivery, educational technologies, higher education management, and leadership.

Students in the Online Teaching and Program Administration concentration gain expertise in best practices for teaching in and managing online programs, and graduates are able to:

1. Demonstrate an understanding of principles, philosophies and pedagogy of online learning.
2. Evaluate learning theories and their use in online education, and analyze the effectiveness of various models of online education.
3. Develop well-designed online course modules that incorporate best practices in online teaching and foster active learning communities.

Student Learning Outcomes

Graduates of the M.S. in Higher Education Administration program are expected to demonstrate achievement in all areas of the program. Specifically, graduates of the program are expected to:

- Demonstrate an understanding of the administration of colleges and universities in modern-day America, including the roles and functions of the major administrative units and the interests of key stakeholders.
- Identify and analyze current issues and trends facing higher education.
- Communicate clearly and effectively using the professional standards of the field.
- Apply critical thinking and analytical methods to management problems in higher education.

Students will demonstrate their mastery of the four program learning outcomes as well as the program learning outcomes relevant to their concentration via the ePortfolio requirement. These proposed program learning outcomes are skill-specific rather than content-knowledge specific, in keeping with the standards and best practices of higher education assessment.

Program Requirements

To earn a M.S. in Higher Education Administration, all students must complete 36 hours of graduate coursework, a final capstone project and a final portfolio which documents students' completion of the program's learning outcomes. The capstone project is presented live online and the portfolio is posted in an electronic format. Both of these become the property of Bay Path University.

Required Courses and Electives

M.S. Higher Education Administration: Enrollment Management Requirements (36 credits):

Course Code	Course Name
MHE 600	Introduction to Higher Education Administration
MHE 620	The Contemporary College Student
MHE 627	Enrollment Management Principles and Practices
MHE 635	Student Personnel Services in Higher Education
MHE 640	History and Economics of Higher Education
MHE 645	Higher Education Marketing and Communications
MHE 650	Leading Change Through Research in Higher Education
MHE 670	Advanced Management Seminar
	Electives* (12 credits)

*Students can select from a wide number of approved graduate electives and can check with their advisor for help selecting electives from MHE, NMP, CIM, or MBA programs that interest them.

M.S. Higher Education Administration: General Administration Requirements (36 credits):

Course Code	Course Name
MHE 600	Introduction to Higher Education Administration
MHE 605	Organization and Governance of Higher Education
MHE 610	Higher Education Curriculum Development
MHE 620	The Contemporary University Student
MHE 630	Law and Ethics in Higher Education
MHE 640	History and Economics of Higher Education
MHE 650	Leading Change Through Research in Higher Education
MHE 670	Advanced Management Seminar
	Electives* (12 credits)

*Students can select from a wide number of approved graduate electives and can check with their advisor for help selecting electives from MHE, NMP, CIM, or MBA programs that interest them.

M.S. Higher Education Administration Online Teaching & Program Administration Requirements (36 courses):

Course Code	Course Name
MHE 600	Introduction to Higher Education Administration
MHE 605	Organization and Governance of Higher Education
MHE 622	Foundations of Online Learning
MHE 610	Higher Education Curriculum Development
MHE 628	Designing and Teaching Online Courses
MHE 632	Building Online Learning Communities
MHE 650	Leading Change Through Research in Higher Education
MHE 670	Advanced Management Seminar
	Electives* (12 credits)

*Students can select from a wide number of approved graduate electives and can check with their advisor for help selecting electives from MHE, NMP, CIM, or MBA programs that interest them.

M.S. Higher Education Administration: Institutional Advancement Requirements (36 credits):

Course Code	Course Name
MHE 600	Introduction to Higher Education Administration
MHE 626	Introduction to Institutional Advancement
MHE 640	History and Economics of Higher Education
MHE 645	Higher Education Marketing and Communications
NMP 521	Foundations of Philanthropy
NMP 622	Donor Motivation and Behavior <u>OR</u>
NMP 656	Relationships, Communication and Philanthropy
MHE 650	Leading Change Through Research in Higher Education
NMP 670	Capstone: Advanced Fundraising Seminar
	Electives* (12 credits)

*Students can select from a wide number of approved graduate electives and can check with their advisor for help selecting electives from MHE, NMP, CIM, or MBA programs that interest them.

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
Enrollment Management Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Higher Education Administration with a concentration in Enrollment Management. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Session I - Year One	Credits
MHE 600: Introduction to Higher Education Administration	3
Fall Session II - Year One	Credits
MHE 627: Enrollment Management Principles & Practices	3
Spring Session I - Year One	Credits
MHE 645: Higher Education Marketing and Communications	3
Spring Session II - Year One	Credits
Elective	3
Summer Session I - Year One	Credits
MHE 635: Student Personnel Services in Higher Education	3
Summer Session II - Year One	Credits
MHE 640: History and Economics of Higher Education	3
Fall Session I - Year Two	Credits
Elective	3
Fall Session II - Year Two	Credits
Elective	3
Spring Session I - Year Two	Credits
MHE 620: The Contemporary College Student	3
Spring Session II - Year Two	Credits
Elective	3
Summer Session I - Year Two	Credits
MHE 650: Leading Change Through Research in Higher Education	3
Summer Session II - Year Two	Credits
MHE 670: Capstone Advanced Management Seminar	3

**All Graduate Level Electives must be approved by the Director of the Program. Program can also be completed on one-year sequence.*

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
Enrollment Management with Certificate from Ruffalo Noel-Levitz Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Higher Education Administration with a concentration in Enrollment Management (with the Enrollment Management/Noel-Levitz certificate). This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Session I - Year One	Credits
MHE 600: Introduction to Higher Education Administration	3
Fall Session II - Year One	Credits
MHE 627: Enrollment Management Principles & Practices	3
Spring Session I - Year One	Credits
MHE 645: Higher Education Marketing and Communications	3
Spring Session II - Year One	Credits
MHE 652: Retention in Higher Education	3
Summer Session I - Year One	Credits
MHE 635: Student Personnel Services in Higher Education	3
Summer Session II - Year One	Credits
MHE 640: History and Economics of Higher Education	3
Fall Session I - Year Two	Credits
MHE 656: Financial Assistance in Higher Education	3
Fall Session II - Year Two	Credits
MHE 654: Technology Applications to Enrollment Management	3
Spring Session I - Year Two	Credits
MHE 620: The Contemporary College Student	3
Spring Session II - Year Two	Credits
MHE 658: Strategic Planning for Enrollment Management	3
Summer Session I - Year Two	Credits
MHE 650: Leading Change Through Research in Higher Education	3
Summer Session II - Year Two	Credits
MHE 670: Capstone Advanced Management Seminar	3

**All Graduate Level Electives must be approved by the Director of the Program. Program can also be completed on one-year sequence.*

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
General Administration Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Higher Education Administration with a concentration in General Administration. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Session I - Year One	Credits
MHE 600: Introduction to Higher Education Administration	3
Fall Session II - Year One	Credits
MHE 605: Organization and Governance of Higher Education	3
Spring Session I - Year One	Credits
MHE 620: The Contemporary College Student	3
Spring Session II - Year One	Credits
MHE 610: Higher Education Curriculum	3
Summer Session I - Year One	Credits
MHE 630: Law and Ethics in Higher Education	3
Summer Session II - Year One	Credits
MHE 640: History and Economics of Higher Education	3
Fall Session I - Year Two	Credits
Elective	3
Fall Session II - Year Two	Credits
Elective	3
Spring Session I - Year Two	Credits
Elective	3
Spring Session II - Year Two	Credits
Elective	3
Summer Session I - Year Two	Credits
MHE 650: Leading Change Through Research in Higher Education	3
Summer Session II - Year Two	Credits
MHE 670: Capstone Advanced Management Seminar	3

**All Graduate Level Electives must be approved by the Director of the Program. Program can also be completed on one-year sequence.*

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
Institutional Advancement Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Higher Education Administration with a concentration in Institutional Advancement. This sequence assumes a fall semester start. Students who begin in the other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Session I - Year One	Credits
MHE 600: Introduction to Higher Education Administration	3
Fall Session II - Year One	Credits
MHE 626: Introduction to Institutional Advancement	3
Spring Session I - Year One	Credits
NMP 622: Donor Motivation and Behavior	3
Spring Session II - Year One	Credits
NMP 521: Foundations of Philanthropy	3
Summer Session I - Year One	Credits
MHE 630: Law and Ethics in Higher Education	3
Summer Session II - Year One	Credits
MHE 650: Leading Change Through Research in Higher Education	3
Fall Session I - Year Two	Credits
Elective	3
Fall Session II - Year Two	Credits
NMP 656: Relationships, Communication and Philanthropy	3
Spring Session I - Year Two	Credits
Elective	3
Spring Session II - Year Two	Credits
Elective	3
Summer Session I - Year Two	Credits
Elective	3
Summer Session II - Year Two	Credits
MHE 670: Capstone Advanced Management Seminar	3

**All Graduate Level Electives must be approved by the Director of the Program.
Program can also be completed on one-year sequence.*

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
Online Teaching and Program Administration Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Higher Education Administration with a concentration in Online Teaching and Program Administration. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Session I - Year One	Credits
MHE 600: Introduction to Higher Education Administration	3
Fall Session II - Year One	Credits
MHE 605: Organization and Governance of Higher Education	3
Spring Session I - Year One	Credits
MHE 638: Building Online Learning Communities	3
Spring Session II - Year One	Credits
MHE 610: Higher Education Curriculum Development	3
Summer Session I - Year One	Credits
MHE 628: Designing and Teaching Online Courses	3
Summer Session II - Year One	Credits
Elective	3
Fall Session I - Year Two	Credits
MHE 622: Foundations of Online Teaching	3
Fall Session II - Year Two	Credits
Elective	3
Spring Session I - Year Two	Credits
Elective	3
Spring Session II - Year Two	Credits
Elective	3
Summer Session I - Year Two	Credits
MHE 650: Leading Change Through Research in Higher Education	3
Summer Session II - Year Two	Credits
MHE 670: Capstone Advanced Management Seminar	3

**All Graduate Level Electives must be approved by the Director of the Program.
Program can also be completed on one-year sequence.*

Master of Science in Information Management

Information technology will provide the foundation for data storage, retrieval and timely decision-making; but, without management teams that share the same vision, own their goals and objectives, recognize the interdependencies of the organization and all of its stakeholders, and know how to address problems systematically, an organization cannot effectively manage change. This program will introduce you to the nature and scope of the most popular information management and decision-making systems used throughout business and the non-profit sector; utilize dashboards and decision-support applications that will keep your organization on plan and help it to make more timely mid-course corrections; support a cyber-safe culture in your organization, recognizing that most cyber breaches are caused by human error; and employ project management techniques ensure on-time and on-budget completion of challenging assignment.

Student Learning Outcomes

Students will be able to:

- Demonstrate an ability to articulate, assess, and apply appropriate theories and principles of information management.
- Demonstrate an understanding of cultural and global perspectives as they apply to modern business, the management of information, and communications with a wide range of stakeholders.
- Demonstrate an understanding of the interdisciplinary nature of communications and its influence on incremental and disruptive innovation.
- Demonstrate an understanding of appropriate research methods used to collect and analyze data for decision-making and communications; inclusive of traditional and digital forms of communication.
- Demonstrate knowledge of the underlying principles and evaluation methods for analyzing information for financial decision-making, investing, capital budgeting, and forecasting.
- Demonstrate an understanding of communication, information and decision theories and practices as they relate to managerial decision-making and the establishment of a sustainable competitive advantage by leveraging market-industry forces; organizational, human and knowledge resources; core competencies; and value adding activities.
- Articulate and evaluate appropriate legal and ethical standards pertaining to business, communications, and network security.
- Demonstrate presentation proficiency for written, oral, and visual communications in the context of traditional and digital forms of communications.

Program Requirements

To earn a M.S. in Information Management, all students must complete 36 hours of graduate coursework, a final capstone project and a final portfolio which documents students' completion of the program's learning outcomes. The portfolio must be posted in an electronic format and becomes the property of Bay Path University.

Required Courses and Electives

M.S. Information Management Requirements (36 credits):

Course Code	Course Name
CIM 601	Principles of Communications
CIM 603	Targeted Communications
CIM 605	Decision Support Systems
CIM 607	Applied Research Strategies
CIM 610	Competitive Threats and Challenges
CIM 634	Fiscal Management
CIM 640	Strategic Innovations
INF 642	Project Management
INF 654	Organizations Knowledge Management
INF 656	Cyber Security
INF 658	Strategies for Information Management
INF 670	Case Analysis Capstone

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Information Management**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Information Management. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Session I - Year One	Credits
CIM 603: Targeted Communications	3
Fall Session II - Year One	Credits
CIM 610: Competitive Threats and Challenges	3
Spring Session I - Year One	Credits
CIM 601: Principles of Communications	3
Spring Session II - Year One	Credits
INF 654: Organizations Knowledge Management	3
Summer Session I - Year One	Credits
INF 656: Cyber Security	3
Summer Session II - Year One	Credits
INF 642: Project Management	3
Fall Session I - Year Two	Credits
CIM 607: Applied Research Strategies	3
Fall Session II - Year Two	Credits
CIM 605: Decision Support Systems	3
Spring Session I - Year Two	Credits
CIM 634: Fiscal Management	3
Spring Session II - Year Two	Credits
CIM 640: Strategic Innovations	3
Summer Session I - Year Two	Credits
INF 658: Strategies for Information Management	3
Summer Session II - Year Two	Credits
INF 670: Case Analysis Capstone	3

Master of Science in Leadership and Negotiation

Much has been made of the need for managers to excel in leadership and negotiation in the face of the new challenges of increased diversity, less hierarchical structures and the growing need to manage people from afar. The body of literature associated with leadership and negotiations has changed dramatically over the past decade to reflect the range of options available to attend to these challenges. The content and skills provided through this program will help graduates lead and negotiate more confidently and effectively in this complex, rapidly changing world.

Student Learning Outcomes

Upon successful completion of the M.S. in Leadership and Negotiation, graduates will:

- Understanding of Concepts, Practices, Theories: Articulate and demonstrate an understanding of core leadership and negotiation models, theories, and practices as they relate to intrapersonal, interpersonal and organizational levels.
- Analysis: Exhibit the capacity to assess a situation and recognize verbal, behavioral and structural indicators of problems, decipher the interests and needs of different stakeholders in any given setting, which sets the stage for appropriate leadership and negotiating actions.
- Application of Practices: Demonstrate the ability to set realistic and achievable goals and objectives, utilize appropriate leadership and/or negotiating processes and skills to fit the current challenge, develop a strategic plan of action with acceptable contingencies for various possible occurrences.
- Research: Investigate and accurately assess the benefits and barriers associated with any given goal or objective; including formal preparation before meeting with various stakeholders and making the necessary adjustments on an ongoing basis as new information is uncovered during the process.
- Problem-Solving: Display the aptitude to accurately assess the gaps between expectations and reality on an ongoing, iterative basis, and develop creative ideas that address difficult and challenging dilemmas.
- Communications Skills: Develop proficiency in, and understand the limitations of, all forms of communications; i.e., verbal, nonverbal, virtual, etc... to achieve goals and objectives.
- Ethics and Standards: Demonstrate capability to use ethical standards to support value-based decisions and behavior within a rapidly changing interconnected global environment.
- Reflective Global Perspective: Become aware of, and gain respect for, cultural norms and behavioral expectations during all phases of the leadership and negotiating process. Possess the ability to convey sincere interest in multi-cultural pluralism and a willingness to adapt leadership and negotiations accordingly.

Program Requirements

Students must complete 36 hours of graduate coursework to complete the Master of Science in Leadership and Negotiation.

Required Courses and Electives

M.S. Leadership and Negotiation Requirements (36 credits):

Course Code	Course Name
MLN 600	Introduction to the Theory and Practice of Negotiation
MLN 605	Introduction to Models and Concepts in Leadership
MLN 610	Advanced Leadership and Negotiation Concepts
MLN 615	Leading and Negotiating in a Virtual and Multicultural World
MLN 620	Psychological Dimensions of Leadership and Negotiation
MLN 625	Gender, Leadership, and Negotiation
MLN 630	Leadership and Negotiation Lab 1: Planning and Preparation Skills
MLN 635	Leadership and Negotiation Lab 2: Relational Skills
MLN 640	Leadership and Negotiation Lab 3: Challenging Situation Skills
MLN 645	Leadership and Negotiation Lab 4: Intangible Skills
MLN 650	Case Studies of Leadership and Negotiation
MLN 670	Leadership/Negotiation Application Project and Capstone

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Leadership and Negotiation**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Leadership and Negotiation. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Session I - Year One	Credits
MLN 600: Introduction to Theory/Practice of Negotiation	3
Fall Session II - Year One	Credits
MLN 605: Introduction to Models/Concepts in Leadership	3
Spring Session I - Year One	Credits
MLN 610: Advanced Leadership and Negotiation Concepts	3
Spring Session II - Year One	Credits
MLN 615: Leadership and Negotiation in Multicultural World	3
Summer Session I - Year One	Credits
MLN 620: Psychological Dimensions of Leadership and Negotiation	3
Summer Session II - Year One	Credits
MLN 625: Gender, Leadership, and Negotiation	3
Fall Session I - Year Two	Credits
MLN 630: Leadership and Negotiation Lab I: Planning and Prep Skills	3
Fall Session II - Year Two	Credits
MLN 635: Leadership and Negotiation Lab II: Relational Skills	3
Spring Session I - Year Two	Credits
MLN 640: Leadership and Negotiation Lab III: Challenging Situation Skills	3
Spring Session II - Year Two	Credits
MLN 645: Leadership and Negotiation Lab IV: Intangible Skills	3
Summer Session I - Year Two	Credits
MLN 650: Case Studies of Leadership and Negotiation	3
Summer Session II - Year Two	Credits
MLN 670: Leadership/Negotiation Application Project and Capstone	3

Master of Science in Nonprofit Management and Philanthropy

The Master of Science in Nonprofit Management and Philanthropy degree is designed to prepare individuals to move into or to advance to middle and senior management positions in not-for-profit organizations. This program provides recognized professional academic credentials and advanced skills and expertise for seasoned professionals in the field, as well as an introduction to nonprofit management and oversight for those who serve on boards of nonprofit organizations or work for foundations which support nonprofit entities. The degree provides critical management skills and knowledge to prepare ethical, skilled, and knowledgeable leaders in nonprofit management and philanthropy.

The Master of Science in Nonprofit Management and Philanthropy requires 36 credit hours of graduate course work and a final portfolio, which documents students' completion of the program goals. The portfolio is posted in an electronic format and becomes the property of Bay Path University. Online students must also successfully complete EXT 099: Orientation for Online Learning prior to enrollment in their first online course.

Student Learning Outcomes

Graduates of the M.S. in Nonprofit Management and Philanthropy program are expected to demonstrate achievement in all areas of the program. Specifically, graduates of the program are expected to:

- Articulate an understanding of the history, theory, scope, unique role, and significance of philanthropy, voluntarism, and nonprofit sector organizations within the North American and global context;
- Demonstrate knowledge and awareness of the standards and codes of conduct that are appropriate to professionals and volunteers in philanthropy and the nonprofit sector;
- Develop a thorough understanding of the various technical, functional, and operational areas of a nonprofit organization and be able to apply this knowledge to organizational practice and planning;
- Describe the history, role, and function of governance and executive leadership in achieving the mission and vision of nonprofit organizations;
- Understand and adhere to the appropriate legal, financial, and ethical frameworks under which nonprofit organizations operate and are regulated;
- Apply appropriate analytic methods to management problems in a nonprofit organizational context and design solutions to problems;
- Analyze, design, implement, maintain, and evaluate problems/solutions in the key nonprofit functional areas including fundraising, planning, financial management, board governance, volunteer management, and information management;
- Demonstrate knowledge of the role and function of financial literacy and stewardship in the effective oversight and management of nonprofit organization resources; and
- Apply financial management and revenue generation principles and concepts in the nonprofit organizational context.

Program Requirements

Students must complete 36 credit hours of graduate coursework and a portfolio of graduate work to earn a Master of Science of Nonprofit Management and Philanthropy.

Required Courses and Electives

M.S. Nonprofit Management and Philanthropy Requirements (36 credits):

Course Code	Course Name
NMP 500	Foundations of the Nonprofit Sector
NMP 521	Foundations of Philanthropy
NMP 605	Financial Management in the Nonprofit Sector
NMP 625	Strategic Management of Nonprofit Organizations
NMP 635	Board Governance and Volunteer Management
NMP 650	Leading Change Through Research in Nonprofits
NMP 665	Public Policy, Advocacy and Government Relations
NMP 670*	Capstone: Advanced Management Seminar
	Electives* (12 credits)

*Students may select courses from the following list of elective options:

Course Code	Course Name
MHE 500	Introduction to Higher Education Administration
MHE 505	Organization and Governance of Higher Education
NMP 609	Organizations and Applied Leadership
NMP 610	Diversity Management for Today's Nonprofit
NMP 615	Development and Management of Faith-Based Organizations
NMP 616	Advanced Management Principles & Practices for Faith-Based Organizations
NMP 620	Counseling in Nonprofits: Theory and Practicum
NMP 622	Donor Motivation and Behavior
NMP 623	Resource Development Management
NMP 631	Grant Writing for Corporations and Foundations
NMP 641	Capital Campaign and Planned Giving
NMP 645	Marketing Principles and Techniques for Nonprofits
NMP 646	Healthy Solutions for Non-Profits in Challenging Times
NMP 651	Annual Giving and Donor Relations
NMP 652	Program Evaluation
NMP 655	Leadership & Personal Effectiveness
NMP 656	Relationships, Communication and Philanthropy
NMP 661	Major Gifts
NMP 667	Special Topics
NMP 675	Capstone: Advanced Fundraising Seminar

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Nonprofit Management and Philanthropy**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Nonprofit Management and Philanthropy. This sequence assumes a fall semester start. Students who begin the program in other semesters should consult with the program director to plan their schedule.

One-Year Sequence	
Fall Session I	Credits
NMP 500: Foundations of the Nonprofit Sector Elective	3 3
Fall Session II	Credits
NMP 521: Foundations of Philanthropy Elective	3 3
Spring Session I	Credits
NMP 605: Financial Management in the Nonprofit Sector Elective	3 3
Spring Session II	Credits
NMP 625: Strategic Management of Nonprofit Organizations Elective	3 3
Summer Session I	Credits
NMP 635: Board Governance and Volunteer NMP 650: Leading Change Through Research in Nonprofits	3 3
Summer Session II	Credits
NMP 665: Public Policy, Advocacy and Government Relations NMP 670: Advanced Management Seminar	3 3

**All Graduate Level Electives must be approved by the Director of the Program.*

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Nonprofit Management and Philanthropy**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Nonprofit Management and Philanthropy. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Session I - Year One	Credits
NMP 500: Foundations of the Nonprofit Sector	3
Fall Session II - Year One	Credits
NMP 521: Foundations of Philanthropy	3
Spring Session I - Year One	Credits
NMP 605: Financial Management in the Nonprofit Sector	3
Spring Session II - Year One	Credits
NMP 625: Strategic Management of Nonprofit Organizations	3
Summer Session I - Year One	Credits
NMP 635: Board Governance and Volunteer	3
Summer Session II - Year One	Credits
NMP 665: Public Policy, Advocacy and Government Relations	3
Fall Session I - Year Two	Credits
Elective	3
Fall Session II - Year Two	Credits
Elective	3
Spring Session I - Year Two	Credits
Elective	3
Spring Session II - Year Two	Credits
Elective	3
Summer Session I - Year Two	Credits
NMP 650: Leading Change Through Research in Nonprofits	3
Summer Session II - Year Two	Credits
NMP 670: Advanced Management Seminar	3

**All Graduate Level Electives must be approved by the Director of the Program.*

Master of Science in Physician Assistant Studies

The Master of Science in Physician Assistant Studies curriculum is an innovative 24-month period of intense study to prepare the graduate for an entry level position in health care as a certified physician assistant. The program provides instruction with the use of cutting edge technology, a cadre of medical professional in their field of practice and collaboration with community health care partners. This multi-faceted training will prepare the graduate for success on the National Commission for the Certification of Physician Assistants (NCCPA) board exam.

Mission

Bay Path University Physician Assistant Program educates a diverse student body to provide compassionate, culturally aware healthcare providers who advocate for their patients, provide their communities with the highest quality and ethical standards of care, and fosters the advancement of and leadership in the physician assistant profession.

Vision

Bay Path University strives to empower physician assistant students to take ownership of their learning by engaging them in a transformative, highly personalized educational experience utilizing technology and innovative teaching strategies to provide PA students with the necessary knowledge, skills and abilities to be team-based lifelong learners capable of adapting to the changing health care environment.

Student Learning Outcomes

Bay Path University Physician Assistant Program graduates are expected to perform and be competent in a variety of functions and in various clinical settings. The graduate must be able to identify, analyze, and manage clinical problems and be able to apply a scientific method, evidenced based medicine and critical thinking to the solution of the medical problems. The graduate's functions and tasks are divided into seven categories: professional responsibility, evaluation, monitoring, diagnostics, therapeutics, counseling, and referral.

Professional Responsibility

- The graduate shall respect the law, to uphold the dignity of the physician assistant profession, and to accept its ethical principles.
- The physician assistant shall not participate in or conceal any activity that will bring discredit or dishonor to the physician assistant profession and shall expose, without fear or favor, any illegal or unethical conduct in the medical profession.

Evaluation

- The graduate will be able to perform an accurate and comprehensive history and physical examination for patients of any age, in any health care setting, and be able to recognize and interpret pertinent factors in the patient's history and physical findings.
- Elicit a screening and problem-based health history consisting of the chief complaint, history of present illness, pertinent review of systems, past medical history, family and social history and alternative therapy practices.
- Perform skills necessary to accomplish screening and problem-specific physical examination involving major organs and systems of the human body.
- The medical information obtained will be organized and presented in a form that lends itself to physician interpretation and will be recorded in the medical record.

- Recognize personal prejudices and biases that affect the ability to incorporate cultural beliefs and alternative therapy practices of patient groups into the care planning process.
- Develop rapport and trust by using interpersonal skills to facilitate patient sharing of personal information including cultural beliefs, at-risk behaviors, and alternative therapy practices.
- Synthesize patient data pertinent to the identification of age-related physiologic changes, health risk factors, medical illness, behavioral disorders, socioeconomic problems, cultural beliefs about health/illness, and alternative therapy practices.

Monitoring

- The graduate will be able to manage health care activities in the acute care, long term care, home care and outpatient settings by making rounds, ordering needed diagnostic tests and therapies, accurately recording progress notes and other documentation, providing services necessary for continuity of care, nursing homes and house calls.
- The graduate will be able to focus on identifying risk factors and characteristics for patient population groups at risk.
- Define accurately problems of a biological, functional, psychosocial, environmental, and cultural nature and their differential diagnosis.
- Generate care plans that are relevant to the further evaluation and management of a range of at- risk behaviors, illnesses, and injuries that incorporate the conventional medical therapies, cultural beliefs and alternative therapy practices of individuals.
- Implement problem management and treatment decisions for individuals seen initially or in follow-up for a previously diagnosed problem that acknowledges cultural beliefs and alternative therapy preferences.
- Provide continuous care to persons in the home, nursing home, extended care facility, hospital and any other setting considered part of the physician practice.

Diagnostics

- The graduate will be able to initiate requests for diagnostic procedures, perform or assist with obtaining quality specimens and/or performing laboratory and diagnostic procedures, and establish priorities for appropriate diagnostic and laboratory testing.
- The graduate will be able to order and interpret a wide array laboratory procedures and diagnostic imaging and studies to further delineate and monitor health risks, illness, or injury with attention to risks and costs.

Therapeutics

- The graduate will be able to perform therapeutic and/or diagnostic procedures including, immunizations, applying and removing casts and splints, debriding and repairing lacerations, wound care, managing and caring for conditions, assisting surgeons, and manage complex illnesses and injuries such as: initiating evaluation and management of acute life-threatening situations from motor vehicle accidents and trauma injuries, cardiac arrest, respiratory failure and other life-threatening situations.

Counseling

- The graduate will be able to provide patient education and counseling services such as: instructing preventive medicine measures and the impact of habits and life styles on health; fostering an awareness of signs, symptoms and precautions for certain diseases

common to certain age groups; helping patients and families understand issues of normal growth and development; sensitively working with patients making family planning decisions; helping patients cope with emotional problems of daily living; helping patients and family members cope with the emotional issue of the dying patient; and the ability to discuss implications of certain diagnostic and therapeutic procedures, diseases, and medications.

- Communicate with and counsel individuals and families about growth and development, family planning, disease prevention through risk factor reduction, diet and nutrition, immunizations, illness and injury evaluation, and therapeutic management plans including alternative therapies and advanced care directives.
- Assess patient and family member comprehension of a health problem, illness, or injury and the diagnostic and therapeutic care plans for that problem.

Referral

- The graduate will be able to recognize their own limitations and the limitations of their practice setting, facilitating timely and appropriate referral of patients to members of the health care team and social service agencies.
- Report, record, and retrieve findings obtained through interview, examination, and diagnostic testing to the supervising physician and other health care providers in an articulate, efficient, and accurate manner.
- Communicate with physicians, other members of the health care team, and peers about the evaluation and management of patients with a personal level of confidence.

Program Requirements

All students must complete the outlined 116 hours of graduate coursework to earn a M.S. in Physician Assistant Studies.

Required Courses and Electives

M.S. Physician Assistant Studies Requirements (116 credits):

Course Code	Course Name
PAS 500	Professional Practice in the 21st Century
PAS 511	Clinical Anatomy & Physiology
PAS 512	Patient Assessment
PAS 520	Evidence-Based Medicine
PAS 522	Public Health Seminar I
PAS 524	Public Health Seminar II
PAS 526	Public Health Seminar III
PAS 528	Public Health Seminar IV
PAS 530	Pharmacology
PAS 540	Clinical Medicine I
PAS 540L	Clinical Medicine I Lab
PAS 541	Clinical Medicine II
PAS 541L	Clinical Medicine II Lab
PAS 560	Therapeutics I
PAS 561	Therapeutics II
PAS 570	Clinical Medicine III
PAS 570L	Clinical Medicine III Lab
PAS 571	Clinical Medicine IV
PAS 571L	Clinical Medicine IV Lab
PAS 590	Therapeutics III
PAS 591	Therapeutics IV
PAS 598	Introduction to Clinical Practice I
PAS 599	Introduction to Clinical Practice II
PAS 610	Psychiatry Clerkship
PAS 625	Ambulatory Care Clerkship I
PAS 626	Ambulatory Care Clerkship II
PAS 630	Emergency Medicine Clerkship
PAS 645	Surgery Clerkship I
PAS 646	Surgery Clerkship II
PAS 655	Inpatient Medicine Clerkship I
PAS 656	Inpatient Medicine Clerkship II
PAS 670	Pediatrics Clerkship
PAS 680	Women's Health Clerkship
PAS 690	Elective Clerkship I
PAS 691	Physician Assistant Clinical Seminar I
PAS 692	Physician Assistant Clinical Seminar II
PAS 693	Physician Assistant Clinical Seminar III
PAS 698	Capstone

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Physician Assistant Studies**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Physician Assistant Studies. This sequence assumes a summer semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence			
Summer Semester (Year One)	Credits	Year Two (Clinicals)	Credits
PAS 500 Professional Practice in the 21st Century	1	PAS 610 Psychiatry Clerkship	4
PAS 511 Clinical Anatomy & Physiology	6	PAS 625 Ambulatory Care Clerkship I	4
PAS 512 Patient Assessment	8	PAS 626 Ambulatory Care Clerkship II	4
PAS 520 Evidence-Based Medicine	1	PAS 630 Emergency Medicine Clerkship (4 credits)	4
PAS 530 Pharmacology	2	PAS 645 Surgery Clerkship I	4
Fall Semester (Year One)	Credits	PAS 646 Surgery Clerkship II	4
Graduate Session I		PAS 655 Inpatient Medicine Clerkship I	4
PAS 522 Public Health Seminar I	1	PAS 656 Inpatient Medicine Clerkship II	4
PAS 540 Clinical Medicine I	6	PAS 670 Pediatrics Clerkship	4
PAS 540L Clinical Medicine I Lab	2	PAS 680 Women's Health Clerkship	4
PAS 560 Therapeutics I	2	PAS 690 Elective Clerkship I	4
Graduate Session II		PAS 691 Physician Assistant Clinical Seminar I	2
PAS 524 Public Health Seminar II	1	PAS 692 Physician Assistant Clinical Seminar II	2
PAS 541 Clinical Medicine II	6	PAS 693 Physician Assistant Clinical Seminar III	1
PAS 541L Clinical Medicine II Lab	2	PAS 698 Capstone	1
PAS 561 Therapeutics II	2		
Spring Semester (Year One)			
Spring Session I			
PAS 526 Public Health Seminar III	1		
PAS 570 Clinical Medicine III	6		
PAS 570L Clinical Medicine III Lab	2		
PAS 590 Therapeutics III	2		
PAS 598 Clinical Practice I	2		
Spring Session II			
PAS 528 Public Health Seminar IV	1		
PAS 571 Clinical Medicine IV	6		
PAS 571L Clinical Medicine IV Lab	2		
PAS 591 Therapeutics IV	2		
PAS 599 Clinical Practice II	2		

Master of Science in Strategic Fundraising and Philanthropy

The Master of Science in Strategic Fundraising and Philanthropy is designed to prepare individuals to move into the field of fundraising or to advance to middle and senior management fundraising positions in not-for-profit organizations. The degree provides critical management skills and knowledge to prepare ethical, skilled, and knowledgeable leaders in the field of fundraising.

The Strategic Fundraising and Philanthropy program is a highly focused, rigorous course of study designed to educate students about how to be more strategic and intentional in leveraging philanthropic resources on behalf of the nonprofit organization and its mission and cause. The Master of Science in Strategic Fundraising and Philanthropy requires the completion of twelve, three-credit courses (36 total hours) of graduate course work and a final portfolio which documents students' completion of the program goals. Students must select one of the following concentrations:

- Higher Education Fundraising
- Nonprofit Fundraising

Student Learning Outcomes

Graduates of the M.S. in Strategic Fundraising and Philanthropy program are expected to demonstrate achievement in all areas of the program. Specifically, graduates of the M.S. in Strategic Fundraising and Philanthropy program are expected to:

- Articulate an understanding of the history, theory, scope, and significance of philanthropy in the nonprofit organizational setting within the North American context and throughout the world;
- Demonstrate knowledge and awareness of the standards and codes of conduct that are appropriate to professionals and volunteers in philanthropy and the nonprofit sector;
- Develop a thorough understanding of the various technical, functional, and operational areas of fundraising management and be able to apply this knowledge to organizational practice and planning;
- Describe the history and role of the fundraising function in achieving the mission and vision of nonprofit organizations;
- Understand and adhere to the appropriate legal, financial, and ethical frameworks under which fundraisers operate and are regulated;
- Apply appropriate research methods to fundraising management problems in a nonprofit organizational context and design solutions to problems;
- Analyze, design, implement, maintain, and evaluate problems/solutions in the management of the fundraising function within a nonprofit organization; and
- Demonstrate knowledge of the role and function of financial literacy and stewardship in the effective oversight and management of nonprofit organization resources.

Program Requirements

To earn a M.S. in Strategic Fundraising and Philanthropy, all students must complete 36 credit hours of graduate coursework and a portfolio of graduate work.

Required Courses and Electives

M.S. Strategic Fundraising and Philanthropy: Higher Education Fundraising Concentration Requirements (36 credits):

Course Code	Course Name
NMP 521	Foundations of Philanthropy
MHE 600	Introduction to Higher Education Administration
NMP 622	Donor Motivation and Behavior
MHE 626	Introduction to Institutional Advancement
NMP 650	Leading Change Through Research in Nonprofits
NMP 675	Capstone: Advanced Fundraising Seminar
	Higher Education Administration Elective* (3 credits)
	Organizational Behavior and Personal Effectiveness Electives** (6 credits)
	Philanthropic Studies Electives*** (6 credits)
	Elective**** (3 credits)

*Students may select courses from the following list of elective options:

Course Code	Course Name
MHE 605	Organization and Governance of Higher Education
MHE 610	Higher Education Curriculum Development
MHE 620	The Contemporary C Student
MHE 627	Enrollment Management Principles and Practices
MHE 630	Law and Ethics in Higher Education
MHE 640	History and Economics of Higher Education
MHE 645	Higher Education Marketing and Communications

**Students may select courses from the following list of elective options:

Course Code	Course Name
MBA 620	Organizational Behavior and Leadership
NMP 609	Organizations and Applied Leadership
NMP 655	Leadership and Personal Effectiveness
NMP 656	Relationships, Communication and Philanthropy

***Students may select courses from the following list of elective options:

Course Code	Course Name
NMP 531	Grant Writing for Corporations and Foundations
NMP 623	Resource Development Management
NMP 641	Capital Campaigns and Planned Giving
NMP 651	Annual Giving and Donor Relations

****Students can select from a wide number of approved graduate electives and can check with their advisor for help selecting electives from MHE, NMP, CIM, or MBA programs that interest them.

M.S. Strategic Fundraising and Philanthropy: Nonprofit Fundraising Concentration Requirements (36 credits):

Course Code	Course Name
NMP 500	Foundations of Nonprofit Management
NMP 521	Introduction to Philanthropy and Fundraising Fundamentals
NMP 622	Donor Behavior and Giving Methodologies
NMP 635	Board Governance and Volunteer Management
NMP 650	Leading Change of Nonprofit Organizations
NMP 675	Capstone: Advanced Fundraising Seminar
	Nonprofit Management and Administration Elective* (3 credits)
	Organizational Behavior and Personal Effectiveness Elective** (3 credits)
	Philanthropic Studies Electives*** (6 credits)
	Electives**** (6 credits)

*Students may select courses from the following list of elective options:

Course Code	Course Name
CIM 642	Project Management
NMP 605	Financial Decision Making for Nonprofits
NMP 625	Strategic Planning for Nonprofits
NMP 645	Marketing for Nonprofits
NMP 665	Law, Policy, and Government Relations

**Students may select courses from the following list of elective options:

Course Code	Course Name
MBA 620	Organizational Behavior and Leadership
NMP 609	Organizations and Applied Leadership
NMP 656	Relationships, Communication and Philanthropy
NMP 655	Leadership and Personal Effectiveness

***Students may select courses from the following list of elective options:

Course Code	Course Name
NMP 531	Grant Writing for Corporations and Foundations
NMP 623	Resource Development Management
NMP 641	Capital Campaigns and Planned Giving
NMP 651	Annual Giving and Donor Relations

****Students can select from a wide number of approved graduate electives and can check with their advisor for help selecting electives from MHE, NMP, CIM, or MBA programs that interest them.

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Strategic Fundraising & Philanthropy
Higher Education Fundraising Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Strategic Fundraising and Philanthropy with a concentration in Higher Education Fundraising. This sequence assumes a fall semester start. Students who begin the program in other semesters should consult with their faculty program advisor to plan their schedule.

One-Year Sequence	
Fall Session I	Credits
MHE 600: Introduction to Higher Education Administration Elective	3 3
Fall Session II	Credits
MHE 626: Introduction to Institutional Advancement Elective	3 3
Spring Session I	Credits
Elective Elective	3 3
Spring Session II	Credits
Elective Elective	3 3
Summer Session I	Credits
NMP 650: Leading Change Through Research in Nonprofits Elective	3 3
Summer Session II	Credits
NMP 675: Advanced Fundraising Seminar Elective	3 3

**All Graduate Level Electives must be approved by the Director of the Program.*

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Strategic Fundraising & Philanthropy
Higher Education Fundraising Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Strategic Fundraising and Philanthropy with a concentration in Higher Education Fundraising. This sequence assumes a fall semester start. Students who begin the program in other semesters should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Session I - Year One	Credits
MHE 600: Introduction to Higher Education Administration	3
Fall Session II - Year One	Credits
MHE 626: Introduction to Institutional Advancement	3
Spring Session I - Year One	Credits
Elective	3
Spring Session II - Year One	Credits
Elective	3
Summer Session I - Year One	Credits
Elective	3
Summer Session II - Year One	Credits
Elective	3
Fall Session I - Year Two	Credits
Elective	3
Fall Session II - Year Two	Credits
Elective	3
Spring Session I - Year Two	Credits
Elective	3
Spring Session II - Year Two	Credits
Elective	3
Summer Session I - Year Two	Credits
NMP 650: Leading Change Through Research in Nonprofits	3
Summer Session II - Year Two	Credits
NMP 675: Advanced Fundraising Seminar	3

**All Graduate Level Electives must be approved by the Director of the Program.*

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Strategic Fundraising & Philanthropy
Nonprofit Fundraising Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Strategic Fundraising and Philanthropy with a concentration in Nonprofit Fundraising. This sequence assumes a fall semester start. Students who begin the program in other semesters should consult with their faculty program advisor to plan their schedule.

One-Year Sequence	
Fall Session I	Credits
NMP 500: Foundations of the Nonprofit Sector Elective	3 3
Fall Session II	Credits
NMP 521: Foundations of Philanthropy Elective	3 3
Spring Session I	Credits
Elective Elective	3 3
Spring Session II	Credits
Elective Elective	3 3
Summer Session I	Credits
NMP 635: Board Governance and Volunteer Management NMP 650: Leading Change Through Research in Nonprofits	3 3
Summer Session II	Credits
NMP 622: Donor Motivation and Behavior NMP 675: Advanced Fundraising Seminar	3 3

**All Graduate Level Electives must be approved by the Director of the Program.*

**ACADEMIC REQUIREMENTS FOR:
Master of Science in Strategic Fundraising & Philanthropy
Nonprofit Fundraising Concentration**

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Strategic Fundraising and Philanthropy with a concentration in Nonprofit Fundraising. This sequence assumes a fall semester start. Students who begin the program in other semesters should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence	
Fall Session I - Year One	Credits
NMP 500: Foundations of the Nonprofit Sector	3
Fall Session II - Year One	Credits
NMP 521: Foundations of Philanthropy	3
Spring Session I - Year One	Credits
Elective	3
Spring Session II - Year One	Credits
Elective	3
Summer Session I - Year One	Credits
NMP 635: Board Governance and Volunteer Management	3
Summer Session II - Year One	Credits
NMP 622: Donor Motivation and Behavior	3
Fall Session I - Year Two	Credits
Elective	3
Fall Session II - Year Two	Credits
Elective	3
Spring Session I - Year Two	Credits
Elective	3
Spring Session II - Year Two	Credits
Elective	3
Summer Session I - Year Two	Credits
NMP 650: Leading Change Through Research in Nonprofits	3
Summer Session II - Year Two	Credits
NMP 675: Advanced Fundraising Seminar	3

**All Graduate Level Electives must be approved by the Director of the Program.*

GRADUATE CERTIFICATE PROGRAMS

AUTISM SPECTRUM DISORDERS	292
EARLY INTERVENTION SPECIALIST	292
EMERGING MEDIA AND COMMUNICATIONS	292
ENGLISH COMMUNICATION SKILLS	292
ENROLLMENT MANAGEMENT/NOEL-LEVITZ	292
ENTREPRENEURIAL AND INNOVATIVE PROCESS	293
HIGHER EDUCATION ADMINISTRATION	293
INFORMATION MANAGEMENT	293
INSTITUTIONAL ADVANCEMENT	293
LABORATORY OPERATIONS	293
LANGUAGE AND LITERACY	294
LEADERSHIP & NEGOTIATION	294
MANAGEMENT OF FAITH-BASED ORGANIZATIONS	294
NONPROFIT GOVERNANCE	294
NONPROFIT MANAGEMENT	294
ONLINE TEACHING	294
ONLINE TEACHING AND PROGRAM ADMINISTRATION	295
ORGANIZATIONAL DEVELOPMENT	295
ORGANIZATIONAL EFFECTIVENESS	295
ORGANIZATIONAL EXCELLENCE	295
STRATEGIC FUNDRAISING	295
TEACHING: MODERATE SPECIAL NEEDS	295
TEACHING: SEVERE SPECIAL NEEDS	296

These certificates can be taken as stand-alone coursework or many may be applied towards the completion of a Bay Path graduate degree upon approval by the appropriate Graduate Program Director. Below are the requirements of each graduate certificate:

Autism Spectrum Disorders (12 credits)

Course Code	Course Name
SPE 546	Teaching Children with Autism Spectrum Disorders
SPE 552	Problem Solving and Program Analysis in Autism
SPE 560	Advanced Techniques and Process for Behavior Change Elective* (3 credits)

*Students may select courses from the following list of elective options:

Course Code	Course Name
ABA 501	The Science of ABA: Concepts and Principles
SPE 511	Applied Behavior Analysis

Early Intervention Specialist (18 credits)

Course Code	Course Name
CEI 579	Orientation to Practice in Early Intervention
CEI 580	Infant/Toddler Development, Risks and Disabilities
CEI 581	Family Systems
CEI 582	Assessment/Intervention
CEI 583	Planning/Evaluating EI Services
CEI 584	Practicum I
CEI 585	Practicum II

Emerging Media and Communications (12 credits)

Course Code	Course Name
COM 600	Emerging Media
COM 620	Media Preferences
COM 645	Social Media Campaigns
COM 660	Social Media Analytics

English Communication Skills (8 credits)

Course Code	Course Name
ECS 500	Foundations of English for Graduate Study
ECS 505	Effective English Communications I: Writing for Graduate Study
ECS 510	Effective English Communications II: Presenting for Graduate Study
ECS 515	Strategic and Collaborative Communications for Graduate Study

Enrollment Management/Noel-Levitz (18 credits)

Course Code	Course Name
MHE 627	Enrollment Management Principles and Practices
MHE 645	Higher Education Marketing and Communications
MHE 652	Retention in Higher Education
MHE 654	Technology Applications for Enrollment Management
MHE 656	Financial Assistance in Higher Education
MHE 658	Strategic Planning for Enrollment Management

Entrepreneurial and Innovative Process (12 credits)

Course Code	Course Name
CIM 654	Knowledge Management
MBA 600	Introduction to Entrepreneurial Thinking and Innovative Practices
MBA 601	Entrepreneurial Marketing Strategies
NMP 647	Quality Principles and Practices

Higher Education Administration (15 credits)

Course Code	Course Name
MHE 600	Introduction to Higher Education Administration
MHE 605	Organization and Governance of Higher Education
MHE 620	The Contemporary College Student
MHE 630	Law and Ethics in Higher Education
MHE 640	History and Economics of Higher Education

Information Management (12 credits)

Course Code	Course Name
INF 642	Project Management
INF 654	Organizational Knowledge Management
INF 656	Cyber Security
INF 658	Strategies for Information Management

Institutional Advancement (15 credits)

Course Code	Course Name
MHE 626	Introduction to Institutional Advancement
MHE 645	Higher Education Marketing and Communications
NMP 621	Introduction to Philanthropy and Fundraising Fundamentals
NMP 622	Donor Motivation and Behavior
	Elective* (3 credits)

*Students may select courses from the following list of elective options:

Course Code	Course Name
MHE 605	Organization and Governance of Higher Education
MHE 625	Women in Higher Education Administration
MHE 627	Enrollment Management Principles and Practices
NMP 623	Resource Development Management
NMP 625	Strategic Planning for Nonprofits
NMP 631	Grant Writing for Corporations and Foundations
NMP 635	Board Governance and Volunteer Management
NMP 641	Capital Campaigns and Planned Giving
NMP 651	Annual Giving and Donor Relations
NMP 656	Relationships, Communication and Philanthropy

Laboratory Operations (12 credits)

Course Code	Course Name
ASO 610	Ethical and Legal Issues in Applied Sciences
ASO 645	Laboratory Science Administration
ASO 665	Statistics and Advanced DNA Analysis
INF 642	Project Management

Language and Literacy (12 credits)

Course Code	Course Name
SPE 525	Working with Struggling Readers
SPE 543	Teaching of Writing
SPE 547	Structure of Language for Educators
SPE 548	Reading and Language for ELL Learners

Leadership and Negotiation (15 credits)

Course Code	Course Name
MLN 500	Introduction to the Theory and Practice of Negotiation
MLN 505	Introduction to Models and Concepts in Leadership
MLN 610	Advanced Leadership and Negotiation Concepts
MLN 615	Leading and Negotiating in a Virtual and Multicultural World
MLN 620	Psychological Dimensions of Leadership and Negotiation

Management of Faith-Based Organizations (15 credits)

Course Code	Course Name
NMP 615	Development and Management of Faith-Based Organizations
NMP 616	Advanced Management Principles and Practices for Faith-Based Organizations
NMP 605	Financial Decision Making for Nonprofits
NMP 621	Introduction to Philanthropy and Fundraising Fundamentals
NMP 635	Board Governance and Volunteer Management

Nonprofit Governance (15 credits)

Course Code	Course Name
NMP 600	Foundations of Nonprofit Management
NMP 605	Financial Decision Making for Nonprofits
NMP 621	Introduction to Philanthropy and Fundraising Fundamentals
NMP 635	Board Governance and Volunteer Management
NMP 665	Law, Policy, and Government Relations in Nonprofit Organizations

Nonprofit Management (15 credits)

Course Code	Course Name
NMP 600	Foundations of Nonprofit Management
NMP 635	Board Governance and Volunteer Management
NMP 605	Financial Decision Making for Nonprofits
NMP 625	Strategic Planning for Nonprofits
NMP 665	Law Policy and Government Relations

Online Teaching (12 credits)

Course Code	Course Name
MHE 610	Higher Education Curriculum Development
MHE 622	Foundations of Online Learning
MHE 628	Designing and Teaching Online Courses
MHE 632	Building Online Learning Communities

Online Teaching & Program Administration (15 credits)

Course Code	Course Name
MHE 605	Organization and Governance of Higher Education
MHE 610	Higher Education Curriculum Development
MHE 622	Foundations of Online Learning
MHE 628	Designing and Teaching Online Courses
MHE 632	Building Online Learning Communities

Organizational Development (15 credits)

Course Code	Course Name
MBA 655	Organizational Development Principles and Practices
MBA 633	Accounting for Decision Makers
MBA 620	Organizational Behavior and Leadership
MBA 635	Human Resources: Best Practices and Techniques
NMP 647	Quality Principles and Practices

Organizational Effectiveness (12 credits)

Course Code	Course Name
NMP 646	Healthy Solutions for Nonprofits in Challenging Times
NMP 647	Quality Principles and Practices
MBA 620	Organizational Behavior and Leadership
MBA 633	Accounting for Decision Makers

Organizational Excellence (12 credits)

Course Code	Course Name
HCM 510	Six Sigma Lean Methodology in Healthcare
HCM 511	Strategies for Continuous Improvement in Healthcare
HCM 512	Change Management/Project Management Integration
INF 642	Project Management

Strategic Fundraising (15 credits)

Course Code	Course Name
NMP 621	Introduction to Philanthropy and Fundraising Fundamentals
NMP 622	Donor Motivation and Behavior
NMP 623	Resource Development Management
NMP 656	Relationships, Communication and Philanthropy Elective* (3 credits)

*Students may select courses from the following list of elective options:

Course Code	Course Name
NMP 631	Grant Writing for Corporations and Foundations
NMP 641	Capital Campaign & Major Giving Fund
NMP 651	Annual Giving and Donor Relations

Teaching: Moderate Special Needs (15 credits)

Course Code	Course Name
SPE 548	Reading and Language Arts for English Language Learners
SPE 554	Pre-Practicum & Seminar I

SPE 555 Pre-Practicum & Seminar II
Level-Specific Electives* (9 credits)

*Students may select one group of courses from the following list of options:

Course Code Course Name

SPE 528 Curriculum I – English, Reading, History/Social Science (PreK-8)
SPE 538 Curriculum II – Math, Science, Technology, and Engineering (PreK-8)
SPE 558 Practicum: Moderate Disabilities (PreK-8)

Course Code Course Name

SPE 529 Curriculum I – English, Reading, History/Social Science (5-12)
SPE 539 Curriculum II – Math, Science, Technology, and Engineering (5-12)
SPE 559 Practicum: Moderate Disabilities (5-12)

Teaching: Severe Special Needs (15 credits)

Course Code Course Name

SPE 527 Curriculum I – English, Reading, History/Social Science
SPE 537 Curriculum II – Math, Science, Technology, and Engineering
SPE 548 Reading and Language Arts for English Language Learners
SPE 554 Pre-Practicum & Seminar I
SPE 555 Pre-Practicum & Seminar II
SPE 557 Practicum: Severe PreK-12

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COURSE FEES

Fees may apply when enrolling in any course listed below. Please refer to the [Financial Information](#) section of this academic catalog for a comprehensive list.

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.

ABA 502: Ethical Practice in Applied Behavior Analysis (3 credits)

This course provides an intensive, practical review of the ethical, legal, and professional issues in the field of applied behavior analysis. Core Ethical Principles in the discipline of psychology, adopted by the Association for Behavior Analysis-International (ABAI) to guide professional practice in the specialty are introduced, with a focus on practical applications of these principles in educational settings where the discipline of applied behavior analysis is practiced. Using case studies interwoven with scientific literature from the field of applied behavior analysis, students demonstrate the ability to apply the Behavior Analyst Certification Board Guidelines for Responsible[®] conduct in real-life educational contexts.

ABA 603: Research Methods in ABA (3 credits)

This course focuses on the measurement of behavior and the analysis of intervention effect using single-subject experimental design. Procedures for collection and display of behavioral data are demonstrated, practiced, and examined for reliability, validity, efficiency, and relevance to a variety of settings, with a focus on educational environments. Individualized measurement procedures are developed and implemented using a variety of single-subject design formats, and the contribution of single-subject research design to education, clinical practice, and scientific inquiry is examined. Ethical considerations of experimental analysis are examined.

ABA 604: Behavioral Assessment and On-Going Evaluation (3 credits)

The process of identifying behaviors targeted for change and the use of behavioral assessment techniques to identify and analyze behavior-environment relations, for the purpose of developing successful, functionally-based intervention strategies. Methodologies of descriptive assessment and functional analysis, applied to both challenging problem behaviors and academic learning situations. Use of many practical behaviorally-based assessment tools, including checklists and rating scales, structured observation tools, and curricular assessments.

ABA 605: Interventions & Behavior Change Procedures (3 credits)

Students implement behaviorally-based strategies to establish, strengthen, and weaken target behaviors. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based tactics that utilize basic principles of behavior (reinforcement, punishment, extinction, and stimulus control) and utilizing appropriate parameters and schedules of reinforcement and punishment. Various procedures combining fundamental behavior principles and tactic are reviewed, modeled, practiced, and demonstrated to mastery and fluency. Basic behavior analytic skills of measurement and analysis are practiced in the context of utilizing behavior change procedures.

ABA 606: Behavior Change Systems in Education (3 credits)

A system is a combination of independent but interrelated components comprising a unified whole. This class presents behavioral systems – methods, tactics, and models – designed to combine specific behavior change procedures in an effective manner to achieve success in the classroom setting. Procedures for evaluating the effectiveness of behavior change procedures and systems are practiced, and systems for supervision and competency-based training of those responsible for implementing and documenting programming and services are examined.

ABA 607: Pre-Supervision in ABA (0 credits)

Each student identifies and proposes a site (or sites) to complete the requirements for supervision in applied behavior analysis. Attendance at 2 seminars is required during the pre-practicum. The seminar is a competency-based course which is part of the Program in Applied Behavior Analysis fulfilling the requirement for BACB® Supervision. The seminar is designed to ensure the student understands the requirements of supervision and is placed in an appropriate setting.

ABA 608: Supervision I in ABA (1-5 credits)

This is an experiential learning opportunity designed to fulfill the requirement for a supervised independent practicum experience as defined by the Behavior Analyst Certification Board (BACB®). During a supervised independent practicum, students complete 1500 hours of Supervised Independent Fieldwork in behavior analysis. Students are supervised at least once every 2 weeks for 5% of the total hours they spend in Supervised Independent Fieldwork. The students' primary focus during supervision is on learning new behavior analytic skills related to the BACB® Third Edition Task List (Behavior Analyst Certification Board, 2010). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article *Some Current Dimensions of Applied Behavior Analysis* published in the *Journal of Applied Behavior Analysis*. The assigned supervisor directly observes the student's performance and provides specific feedback related to the results of observation and performance measurement.

ABA 609: Supervision II in ABA (1-5 credits)

This is an experiential learning opportunity designed to fulfill the requirement for a supervised independent fieldwork experience as defined by the Behavior Analyst Certification Board (BACB®). During a supervised independent fieldwork experience, students complete 1500 hours of applied work in behavior analysis. Students are supervised at least once every 2 weeks for 5% of the total hours they spend in Supervised Independent Fieldwork. The student's primary focus during supervision is on learning new behavior analytic skills related to the BACB® 4th Edition Task List (Behavior Analyst Certification Board, 2010). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article *Some Current Dimensions of Applied Behavior Analysis* published in the *Journal of Applied Behavior Analysis*. The assigned supervisor directly observes the student's performance and provides specific feedback relate to the results of observation and performance measurement.

ABA 610: Supervision III in ABA (2 credits)

This is an experiential learning opportunity designed to fulfill the requirement for a supervised independent fieldwork experience as defined by the Behavior Analyst Certification Board (BACB®). During a supervised independent fieldwork experience, students complete 1500 hours of applied work in behavior analysis. Students are supervised at least once every 2 weeks for 5% of the total hours they spend in Supervised Independent Fieldwork. The student's primary focus during supervision is on learning new behavior analytic skills related to the BACB® 4th Edition Task List (Behavior Analyst Certification Board, 2010). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article *Some Current Dimensions of Applied Behavior Analysis* published in the *Journal of Applied Behavior Analysis*. The assigned supervisor directly observes the student's performance and provides specific feedback related to the results of observation and performance measurement.

ABA 611: Supervision IV in ABA (2 credits)

This is an experiential learning opportunity designed to fulfill the requirement for a supervised independent fieldwork experience as defined by the Behavior Analyst Board (BACB®). During a supervised independent fieldwork experience, students complete 1500 hours of applied work in behavior analysis. Students are supervised at least once every 2 weeks for 5% of the total hours they spend in the supervised experience. The student's primary focus during supervision is on learning and applying behavior analytic skills related to BACB® 4th Edition Task List (Behavior Analyst Certification Board, 2010). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article *Some Current Dimensions of Applied Behavior Analysis* published in the *Journal of Applied Behavior Analysis*. The assigned supervisor directly observes the student's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance management.

ABA 612: Supervision V in ABA (1-2 credits)

This is an experiential learning opportunity designed to fulfill the requirement for a supervised independent fieldwork experience as defined by the Behavior Analyst Certification Board (BACB®). During a supervised independent fieldwork experience, students complete 1500 hours of applied work in behavior analysis. Students are supervised at least once every 2 weeks for 5% of the total hours they spend in the supervised experience. The student's primary focus during supervision is on learning and applying new behavior analytic skills related to the BACB® 4th Edition Task List (Behavior Analyst Certification Board, 2010). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article *Some Current Dimensions of Applied Behavior Analysis* published in the *Journal of Applied Behavior Analysis*. The assigned supervisor directly observes the student's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance measurement.

ABA 620: Group Supervision I in ABA (2 credits)

This is an experiential learning opportunity designed to fulfill the requirement for a supervised independent fieldwork experience as defined by the Behavior Analyst Certification Board (BACB®), during a supervised independent fieldwork experience, students complete 1500 hours of applied work in behavior analysis. Students are supervised at least once every 2 weeks for 5% of the total hours they spend in the supervised experience. The student's primary focus during supervision is on learning and applying new behavior analytic skills related to the BACB® 4th Edition Task List (Behavior Analyst Certification Board 2010). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis

identified by Baer, Wold, and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis. The assigned supervisor directly observes the student's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance measurement.

ABA 621: Group Supervision II in ABA (2 credits)

This is a small group experiential learning opportunity designed to fulfill the requirement for a supervised independent fieldwork experience as defined by the Behavior Analyst Certification Board (BACB®). During a supervised independent fieldwork experience, students complete 1500 hours of applied work in behavior analysis. Students are supervised at least once every 2 weeks for 5% of the total hours they spend in the supervised experience. The student's primary focus during supervision is on learning and applying new behavior analytic skills related to the BACB® 4th Edition "Task List" (Behavior Analyst Certification Board, 2010). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wold, and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the journal of Applied Behavior Analysis. The assigned supervisor directly observes the student's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance measurement.

ABA 630: Qualifying Comprehensive Examination 1 (0 credits)

ABA 630 requires the student to take and pass, according to a pre-determined criterion, a qualifying comprehensive examination. The exam content is aligned with the BACB exam content.

ABA 631: Qualifying Comprehensive Examination 2 (0 credits)

ABA 631 requires the student to take and pass, according to a pre-determined criterion, a qualifying comprehensive examination. The exam content is aligned with the BACB exam content.

ACCOUNTING

ACC 630: Government and Nonprofit Accounting (3 credits)

This course will provide an in depth study of state and local government accounting and reporting as well as accounting for not-for-profit organizations including colleges, universities and health care organizations. Federal government accounting and special auditing considerations related to government and nonprofit accounting will also be covered.

ACC 635: Advanced Financial Reporting (3 credits)

This course emphasizes the fundamental techniques of financial statement analysis. Building upon core accounting and investment concepts, the course covers the analysis (including ratio analysis) and interpretation of financial accounting information including the balance sheet, income statement, and statement of cash flows. The course also examines the use of accounting information in investment and credit decisions.

ACC 640: Gift and Estate Taxation (3 credits)

This course examines Federal tax law as it relates to gift and estate taxes. Topics include basic estate planning concepts, gift planning fundamentals, and planning issues related to closely held business interests. The unified transfer tax, gift and estate taxes, and the taxation of trusts will also be covered.

ACC 645: Advanced Taxation for Corporations and Pass-Through Entities (3 credits)

This course examines advanced issues related to corporations such as reorganizations, liquidations, mergers, acquisitions and the consolidated tax return. Advanced issues related to partnerships and limited liability companies such as special basis adjustment elections, allocation of nonrecourse liabilities, property contributions with built-in gains and losses, the admission of a new partner and exit strategies are also covered.

ACC 647 Legal Issues in Accounting: Including Business Ethics & Social Responsibility (3 credits)

This course involves a broad survey of legal problems encountered in business transactions; emphasis on implications to accountants and auditors. The course will cover contracts, sales, commercial paper, secured transactions, and surety ship and creditors' rights. As well as agency, bankruptcy, securities, and CPA legal liability. The course will also discuss ethics and social responsibility.

ACC 650: Controllership (3 credits)

This course focuses on the Controller's role in the development and growth of today's businesses. Topics include planning and control, financial reporting and interpretation, tax administration, development of accounting systems and controls, strategic planning, and e-business. Oversight of the internal and EDP audit functions will also be covered.

ACC 655: Advanced Auditing (3 credits)

This course takes a case approach to the attestation function where students will plan, organize and perform audit examinations. Case simulations will require students to put auditing concepts into practice by analyzing risk, assessing the implications of Sarbanes-Oxley, performing analytical procedures and preparing audit reports. The course will also utilize electronic working papers for documentation purposes.

ACC 660: Advanced Cost Accounting (3 credits)

This course involves the in-depth study of the principles and objectives of the techniques and theories used in managerial accounting. Topics such as capital budgeting, manufacturing accounting, management control systems, performance measurement, and quantitative techniques for planning and control will be discussed. The strategic and behavioral implications and impacts of planning and control will form the context for study

ACC 665: IT for Accountants (3 credits)

This course involves understanding organization needs assessment, systems design and other elements, information technology security, internet implications for business, types of information systems and technology risks, disaster recovery and business continuity.

ACC 670: Forensics Accounting/Systems (3 credits)

This course will cover a variety of facets related to Information Technology (IT) Auditing and Forensic Accounting especially fraud audits), from simple to complex computer systems. The course will present tools, concepts, and techniques necessary to properly audit IT. Introduction to the practice of forensic accounting and its relationship to auditing in settings characterized by extensive reliance on information technology. An emphasis on audit methodology as applied to accounting information systems.

ACC 675: Fraud Examination (3 credits)

This course helps students understand the growing significance of fraud in business. Students will examine the nature of fraud, the various types of fraud including e-fraud as well as the

detection, investigation, resolution and prevention of fraud. The use of technology in the commission and detection of fraud will be covered as well as forensic analysis techniques.

ACC 699: Contemporary Issues in Accounting (3 credits)

This course examines current developments in the accounting industry including recent FASB pronouncements and their effects on financial reporting, changes in auditing standards, tax law changes, international accounting standards and issues surrounding the Sarbanes-Oxley Act. Professional ethics and the various services a public accountant may provide will also be discussed. A research project to serve as a capstone to the Master of Science in Accounting and Taxation program will be the primary focus of the course.

APPLIED DATA SCIENCE

ADS 521: Foundations of Data Science (3 credits)

Serving as an introduction course to the ADS program, ADS521 examines the history of data science, its status as a scientific and applied discipline in a modern-day world, and surveys all the important topics covered in the courses in the program and many of their applications to everyday life. Part of the course will also serve as review of mathematics and basic programming knowledge.

ADS 522: Data Analytics I (3 credits)

ADS522 and ADS533 cover the foundation of statistical analysis of data. While necessary concepts and theory are covered, emphasis is put on the analysis of real-world data. Topics include exploratory data analysis – organizing, displaying and describing data, summarizing data, discrete and continuous distributions, data sampling and hypothesis testing.

ADS 523: Data Analytics II (3 credits)

Continuing from ADS522, ADS523 covers essential topics in statistics including inference for population statistics from random samples, ANOVA, categorical data analysis, design of experiments and simulation methods such as Bootstrap and permutation test, and an introduction to regression.

Prerequisite: ADD 522

ADS 525: Machine Learning I (3 credits)

ADS525 and ADS526 serve as an introduction to the common themes in data mining and machine learning, covering a wide range of various data problems and their solutions, with focus on hands-on applications instead of theory. ADS525 covers topics including data preprocessing, learning methods such as decision trees, random forest, Naïve Bayes, k-Means, data reduction, shrinkage methods, principle component analysis and discriminant analysis, all with hands-on application utilizing statistical packages and programming languages.

ADS 526: Machine Learning II (3 credits)

Continuing from ADS525, ADS526 covers additional important data mining methods such as bagging and boosting techniques, neural networks, clustering and ensemble methods.

Prerequisite: ADD 525

ADS 532: Probability for Data Analytics (3 credits)

This course is an in-depth introduction of probability and some foundational concepts in statistics. Topics include key concepts in probability, conditional probability, random variables, common distributions, expected values, variance, covariance, limit theorems, sampling and estimation of parameters. The course will use R or similar programming language.

ADS 533: Statistical Inference for Data Analytics (3 credits)

Continuing from ADS532, ADS533 is an in-depth introduction of making inference using statistics. Topics include point and interval estimation of parameters and hypothesis testing. Methods including likelihood, frequentist, Bayesian, resampling methods such as Bootstrap and permutation testing are covered, and properties of estimators such as bias, consistency, efficiency and sufficiency are considered. An introduction to categorical data analysis and ANOVA is also included. The course will use R or similar programming language.

ADS 534: Statistical Modeling (3 credits)

This application-focused course focuses on regression analysis including linear, multiple linear and logistic regression models, with detailed discussions of model formulation, model inference, and model interpretation. Programming languages such as a SAS will be utilized.

Prerequisites: ADS 522 and ADS 523 OR ADS 532 and ADS 533

ADS 635: Data Mining I (3 credits)

This course will be an introduction to data mining. Data Mining studies algorithms and computational paradigms that allow computers to find patterns and regularities in databases, perform prediction and forecasting, and generally improve their performance through interaction with data. Topics including feature selection, shrinkage methods, discriminant analysis, regularization methods, kernel smoothing methods and model assessment, all with hands-on application utilizing statistical packages and programming languages.

ADS 636: Data Mining II (3 credits)

This course will cover additional topics in data mining including tree-based methods, neural networks, support vector machines, cluster analysis, graphical models, ensemble learning and text mining, all with hands-on application utilizing statistical packages and programming languages.

ADS 637: Data Exploration and Visualization (3 credits)

This course is an introduction to data visualization. It includes data preprocessing and focuses on specific tools and techniques necessary to visualize complex data. Data visualization topics covered include design principles, perception, color, statistical graphs, maps, trees and networks, data visualization tools, and other topics as appropriate. Visualization tools may include Tableau, Python, and R, etc. The course introduces the techniques necessary to successfully implement visualization projects using the programming languages studied.

ADS 638: Database Systems (3 credits)

It is increasingly important for data scientists to understand various database models and their associated data access methods. This course covers both the fundamental concepts of database systems and associated tools. Topics include conceptual data modeling, database design and normalization, database implementation and the use of SQL for data definition, manipulation, and query processing. The course also includes a survey of techniques for handling non-relational data models, massive datasets, and unstructured data, including data warehousing, in-memory databases, NewSQL, NoSQL, and Hadoop.

ADS 650: Time Series Analysis (3 credits)

Essential to the analysis of economic and financial data, time series analysis has wide applications and can be applied to any data that has been observed over time. This course introduces both the theory and practice of time series analysis, covering classical topics including stationarity, autocorrelation functions, autoregressive moving average models, partial autocorrelation functions, forecasting, seasonal ARIMA models, power spectra, parametric spectral estimation

and nonparametric spectral estimation. The analysis of real-life data and hands-on practice will be emphasized throughout the course.

Prerequisites: ADS 522 and ADS 523 OR ADS 532 and ADS 533

ADS 652: Text Mining (3 credits)

Mining high-quality information from text has become critical to many industries. Starting from basic natural language processing techniques and document representation, to text categorization and clustering, sentiment analysis and text-based prediction, this course serves as a comprehensive introduction to the topic. Relevant tool-kits will be utilized and case studies from various industries will be examined.

Prerequisites: ADS 522 and ADS 523 OR ADS 532 and ADS 533

Recommended Prerequisites: ADS 635 and ADS 636 OR ADS 635 and ADS 636

ADS 654: Deep Learning (3 credits)

Many recent breakthroughs in artificial intelligence have been made possible by deep learning, a branch of machine learning concerned with the development and application of modern neural networks. This is an advanced course that builds upon the knowledge of probability, statistics, linear algebra, optimization and basic neural networks. Topics include convolutional and recurrent network structures, deep unsupervised and reinforcement learning, and applications to problem domains such as speech recognition and computer vision.

Prerequisites: ADS 522 and ADS 523 OR ADS 532 and ADS 533

Recommended Prerequisites: ADS 635 and ADS 636

ADS 670: Case Analysis Capstone (3 credits)

This is a project-oriented course at the end of the program. Students will demonstrate their competence in the theory and practice learned from the program through the whole process of a complex data analysis project, including data collection, exploration, preparation, analysis, interpretation and presentation. The project can be either relevant to students' experience or aspired filed, accompanied by a final essay in which students reflect upon the goals of the program and their personal goals, demonstrate how they met these goals, and what work supports their arguments.

APPLIED LABORATORY SCIENCE AND OPERATIONS

ASO 500: Applied DNA Biology (3 credits)

This course provides the framework for DNA analysis. The subject is developed so as to provide the student with an enhanced understanding of DNA analysis, its collection, preservation, and processing. The principles and techniques of current methods of DNA analysis will be taught and discussed, and the interpretation of data generated through the analysis of DNA will be reviewed.

ASO 502: Survey of Laboratory Instrumentation (3 credits)

This course will provide students with an overview of advanced instrumentation in the life and chemical sciences. Students will first learn the theory behind each instrument and its potential uses. Students will then be involved in the planning of an experiment using each instrument. Finally that experiment will be run and its results analyzed and interpreted. Instrumentation will include: confocal microscopy, capillary electrophoresis, gas chromatography/mass spectrometry, and inductively coupled plasma optical emission spectrometry.

ASO 605: Toxicology and Drug Analysis (3 credits)

This course introduces students to principles and methods employed in toxicological assays. Principles in pharmacology and toxicology will be presented in the context of abused and toxic

substances commonly encountered in forensic, clinical, and laboratory settings. The methods for collecting and analyzing substances such as hallucinogens, amphetamines, marijuana, cocaine, opioids, barbiturates, benzodiazepines, and alcohol will be discussed.

ASO 610: Ethical and Legal Issues in Applied Sciences (3 credits)

This course examines the professional code of ethics and the role of the life scientist in performing applied research endeavors. Standard codes of conduct, as applied to laboratory science, will be explored as well as guidelines for professionalism, appropriate conduct, and what makes good as well as bad science.

ASO 645: Laboratory Science Administration (3 credits)

This course provides students with the opportunity to explore the practical applications of managing an applied science laboratory. Topics such as budgeting, resource allocation, managing personnel, issues involving facilities and safety agency compliance, dealing with outside agencies, and other pertinent issues will be discussed.

ASO 660: Trace Analysis and Microscopy (3 credits)

Trace Analysis and Microscopy provides an in-depth examination of the proper collection, preservation, identification and comparison of items such as hair, paint, glass, fibers, and soil and the techniques used to analyze these types of trace evidence. The theory and practical application of various types of microscopy methodologies used in trace analysis are discussed.

ASO 665: Statistics and Advanced DNA Analysis (3 credits)

This course combines the latest techniques in DNA analysis including mitochondrial DNA sequencing, YSTR typing, and sequence homology analysis with statistical principles used for the specific tests as well as for research and validation projects. Additional subjects may include low-copy number analysis and degraded sample interpretation.

ASO 670: Capstone I (3 credits)

In small groups, students will select a research interest, perform a thorough background literature review in that area, devise a research project, formulate a hypothesis and draft a well-controlled experimental design. Students will then conduct their research project and gather relevant data under the supervision of a faculty research coordinator.

ASO 680: Capstone II (3 credits)

Under the guidance of their faculty research coordinator, students will analyze the data generated in ASO670 and interpret its meaning. Students will then draft their research thesis and seminar presentation. This course concludes with a public defense of that thesis and its submission to the University.

BIOLOGY

BIO 151: Anatomy and Physiology 2 (3 credits)

This course involves a study of the structural anatomy and physiological functioning of the senses, respiratory, circulatory, digestive, nervous, and urinary systems.

Course is a requirement of the 3-Year M.O.T. Bridge program.

BIO 151L: Anatomy and Physiology 2 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.

Course is a requirement of the 3-Year M.O.T. Bridge program.

CYBERSECURITY MANAGEMENT

CBY 510: Foundations of Cybersecurity Management (3 credits)

This course provides an understanding of IT infrastructure and services, their vulnerabilities as well as the size and complexity of security threats faced by enterprises. The course will focus on the tenants of cybersecurity of confidentiality, integrity, availability and governance. Building on an understanding of these infrastructures, the development of security practices, policies, and awareness and compliance programs, with an introductory look at legal and regulatory issues will be examined in the context of assurance and security. Issues of access and authentication; data confidentiality and integrity; data availability; and networking and routing will also be addressed.

CBY 515: Foundations of Data Protection (3 credits)

This course provides students with an understanding of fundamental data protection techniques for protecting data at rest, data in motion, and data in processing. Techniques of data protection such as a basic overview and understanding of cryptology, encryption and other protection schemas and systems, which are important for managers to understand, will be considered. The course will also examine access controls; availability, authentication, confidentiality, data integrity, and non-repudiation are covered as well as an overview of defenses against DDOS and other data attacks. Security by diversity and security in depth will be presented as fundamental requirements. Issues of access and authentication; data confidentiality and integrity; data availability; and networking and routing will also be addressed.

CBY 620: Compliance and Legal Issue (3 credits)

This course examines legal, privacy, and compliance environments facing US-based organizations. Students will build an understanding of the complexities of these compliance and legal obligations starting with a general foundation of laws and industry standards that apply across most organizations. The course will review the legal aspects of customer information safeguards. Examination of industry verticals will expand the student's knowledge of particular federal and state regulatory and industry-based obligations. This course will also introduce the relevant laws and regulations with regard to law enforcement and civil investigation of digital crimes.

CBY 625: Financing, Cost Control and Project Management of Cybersecurity Organization (3 credits)

This course explores Information Assurance Management through finance and cost controls. The course will look at the strategic costs, financing and project management of important organizational IT functions. The course will also explore the aspects, methods, and alternatives in financing and cost control in information assurance management and compares/utilizes them with respect to non-IT-related expenses and costs. This seminar will also discuss and develop how to determine the costs and management of projects and compliance. The course also explores alternatives in building support and consensus for projects and activities, and focuses heavily on adding value to the organization. Moreover, the course explores methods to build support and consensus for projects and activities while adding value to the organization. Financing and cost are explored both in terms of measuring business impact, problem solving and project management.

CBY 630: Emerging Cyber Threats (3 credits)

This course examines the current topics of cybersecurity attacks and defenses from a global perspective. Security incidents will be analyzed and technologies and processes studied to better understand how to prevent or minimize a similar threat in the future. The course will be a

mixture of traditional concerns around virus protection and spam prevention with new threats introduced by technology, such as mobile devices and cloud computing.

CBY 635: Human and Organizational Aspects of Cybersecurity (3 credits)

This course investigates the relationships between human and organizational behavior and cybersecurity. Emphasis is on the human and OB elements of cyber-crimes. Topics will include ethics, psychology, sociology, hacker and organizational culture. Motivations for cybercrime and breaches of cybersecurity will be investigated. This course will consider social psychology and positive psychology and how behaviors influence the effectiveness of security practices. The courses will talk about best employment and risk management practices and policies to support information assurance and security including social network and email policies. The focus is on the ways that business objectives, user attitudes and user activities significantly influence both the development of an information assurance program and successful implementation of such programs.

CBY 640: Information Assurance Management and Analytics (3 credits)

This seminar is arranged beginning with examining and exploring Information Assurance Management and Analytics from a strategy perspective and gradually narrowing down to the tactical level, including the management of projects and compliance; leadership and policy development; relationship building in an organization; and organizational education. The course will also review customer information safeguards. The curriculum explores the aspects, methods, and alternatives in information assurance management and compares/utilizes them with respect to non-IT-related management approaches and styles. Additionally, it explores alternatives in building support and consensus for projects and activities and focuses heavily on adding value to the organization. Developing an information assurance management plan is examined and is used to help identify techniques of improving the information assurance awareness. Analytics are explored both in terms of measuring business impact, and problem solving and project management techniques and alternatives are included.

CBY 645: Cyber Criminal and Civil Investigations (3 credits)

In this course, the student will accomplish in-depth studies of the theory and practice of digital investigations in criminal and civil cases on a local, state, national, and global basis. Topics include cyber terrorism, cybercrime and cyber warfare. Discussions will also include identification, collection, acquisition, authentication, preservation, examination, analysis and presentation of evidence for prosecution purposes. In addition students will discuss the elements of management and leadership required in the field of investigations.

CBY 650: Strategic Cybersecurity Crisis Management (3 credits)

This course focuses on operational cybersecurity management issues in business continuity planning, disaster recovery, identity management, change management, metrics, accreditation, certification, and validation. The course examines in detail effective risk assessment programs, disaster recovery planning, how to interpret the sources and levels of risk, how to apply appropriate defensive systems employing security in depth and diversity concepts, and back-up and recovery procedures. Students are required to examine cybersecurity at a program and architectural level regarding issues such as risk management, audit, privacy, Information Security Management System (ISMS), and identify how management will respond to a disaster within an organizational context. Students will also be able to limit and mitigate loss, teach security awareness, metrics and develop educational strategies, and then present a plan to the executive board for approval.

Prerequisite: CBY 640

CBY 655: Digital Forensics (3 credits)

This course provides an analysis of the use of industry tools, technologies, and practices involved in gathering, protecting and analyzing digital evidence. The class uses industry tools to perform forensic analysis and examines how various operating systems store data on storage media – hard disk drives and other digital media. The course will highlight how computers are used in crimes and how this can be linked to criminal motivations to focus a digital investigation. Students will gain an in-depth study of the theories and practices for the prevention of cyber-attacks. Countermeasures discussed include training, encryption, virtual private networks, policies, practices, access controls, secure systems development, software assurance arguments, verification and validation, firewall architectures, anti-virus, patching practices, personnel security practices, and physical security practices. Business continuity plans and disaster recovery plans are also discussed. Strategies for large-scale prevention are also discussed, such as critical infrastructure protection, international collaboration and law enforcement. Emphasis is on methods to identify system vulnerabilities and threats and prevent attacks.

Prerequisite: CBY 510 and 515

CBY 657: Advanced Digital Forensic (3 credits)

In this course students will explore advanced aspects of working a variety of digital forensic case. Students will develop a methodology for learning as much about the targeted subject and the case as possible during the initial phase of your preliminary or full analysis. Students will have the opportunity to utilize both proprietary and open source tools throughout this course. An analytic approach will be used to provide students with the knowledge and skills to analyze evidence from a different perspective and we will see why it is important to not limit your analysis to just one tool.

CBY 658: Cloud Forensics (3 credits)

In this course students will explore advanced aspects of working a variety of digital forensic case. Students will develop a methodology for learning as much about the targeted subject and the case as possible during the initial phase of your preliminary or full analysis. Students will have the opportunity to utilize both proprietary and open source tools throughout this course. An analytic approach will be used to provide students with the knowledge and skills to analyze evidence from a different perspective and we will see why it is important to not limit your analysis to just one tool.

CBY 659: Mobile Device Analysis (3 credits)

This course will provide students the ability to identify and analyze the various data types and structures found on mobile devices and how they are stored. Students will learn both manual and automated parsing and analysis of data so that they will be able to combine data recovered from both automated tools and manually recovered data. This comprehensive approach will provide students the advanced skills necessary to generate more relevant and complete investigative reports.

CBY 660: Cyber Policy (3 credits)

This course will examine the role of various official and non-official agencies, domestic, international, governmental and non-governmental in setting cybersecurity policy. This is a dynamic examination of the issues surrounding cyber policy issues and includes: intellectual property and civil liberties, privacy concerns and national security issues. Given the fluidity of the field an examination of current laws, policies and standards is undertaken.

CBY 661: Intrusion Detection and Incident Response Investigations (3 credits)

This course will provide students with the knowledge and skills required to collect and interpret evidentiary evidence related to network intrusions such as: network traffic, network devices,

servers and operating systems. Specifically students will have the opportunity to collect and analyze network traffic, including TCP/IP and higher level protocols.

CBY 662: Expert Witness and Reporting (3 credits)

This course will acquaint the student with the qualifications and duties of an expert witness. Through the use of technology, case studies and specific guidelines, students will be prepared to serve as an expert witness in a variety of legal settings relating to the presentation of digital forensic evidence.

CBY 670: Capstone I: Cyber Thesis (3 credits)

A study of an exercise in developing, leading, and implementing effective enterprise level cybersecurity programs in a real-life setting. Focus is on establishing programs that combine technological, policy, training, auditing, personnel, and physical elements. Challenges within specific industries are discussed. Topics include enterprise architecture, risk management, vulnerability assessment, threat analysis, crisis management, security architecture, security models, security policy development and implementation, security compliance, information privacy, identity management, incident response, disaster recovery, and business continuity planning. A project paper is the major focus of the learning experience as it will reflect integration and synthesis of the entire cybersecurity curriculum. As part of this project the student will be able to define a program for one or a variety of users and/or develop sophisticated implementation policies for companies, agencies or governments. Must be taken as the last course in the program. Students must take either CBY 670 or CBY 675, not both.

CBY 675: Capstone II: Cyber Plan (3 credits)

This course presents a study of and an exercise in developing, leading, and implementing effective enterprise level cybersecurity programs in a real life setting. Focus is on establishing programs that combine technological, policy, training, auditing, personnel, and physical elements. Challenges within specific industries are discussed. Topics include enterprise architecture, risk management, vulnerability assessment, threat analysis, crisis management, security architecture, security models, security policy development and implementation, security compliance, information privacy, identity management, incident response, disaster recovery, and business continuity planning. A project plan for an existing organization will be developed and it will reflect integration and synthesis of the entire cybersecurity curriculum. The student will be able to define a plan for one or a variety of users and/or develop sophisticated implementation policies for companies, agencies or governments. Prior to beginning the plan, the student should select and meet with the company to receive permission to do this study. The information, if proprietary, may require certain confidentiality agreements and privacy restrictions between the professor, the company and you. Must be taken as the last course in the program. Student must take either CBY 670 or CBY 675, not both.

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.

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

COMMUNICATIONS AND INFORMATION MANAGEMENT

CIM 601: Principles of Communication (3 credits)

In the spirit of understanding that sound theoretical foundations lead to good professional practices, this course studies the theories of human communications and information systems. It provides frameworks defining both the scope and history of both fields, the former dating back almost 3000 years and the latter an emerging field with roots stemming to the 1950's. Through a series of frameworks and traditions in human communications and information systems, students engage in the analysis and evaluation of the nature and role of the communications and information management theories, the myriad approaches to understanding language and communication, and the relationship between human and technological channels of communications. Students pay special attention to theories of communications and information management as related to systems theory and the relationships among and between communications, information management, business, and other professional organizations such as health, education, and government.

CIM 603: Targeted Communication (3 credits)

Writing, speaking, listening, reading, and presenting well are the keys to advancement in any profession. Thus, this course pushes students to hone these communications skills in business and professional contexts for both professional/technical and non-specific professional audiences. Students analyze their audiences, determine the appropriate medium – oral or written – they require, and compose, edit, proofread, and present communications in professional settings. By participating in peer reviews, students hone their skills in analyzing, critiquing, and revising communications. Class members also learn to collaborate on projects, working as part of a professional team. Throughout the course, students develop problem-solving strategies for communicating in both national and international contexts.

CIM 605: Decision Support Systems (3 credits)

Business Intelligence is a process that helps managers make evidence-based, rational decisions by applying an analytic approach to decision making. Good business decisions should lead to efficient operations, effective utilization of scarce resources, satisfied customers, and increased profits. The course examines two logical components of management information system: the structured decision system which lends itself to providing actual computer-generated decisions, and decision support systems, in which computer-based systems aid decision makers in confronting problems through direct interaction with data and analytic models. Several of the topics covered in this course include: decision theory, data warehousing and data mining, business analytics (i.e., descriptive and predictive statistics), rational and behavioral economic theories of decision-making.

CIM 607: Applied Research Strategies (3 credits)

Applied Research Strategies provides students with strategies for designing, conducting and evaluating research so that they can solve problems and recommend solutions pertaining to communications and information science. Students acquire the knowledge and skills to formulate research problems; plan studies; gather, organize, analyze and interpret results; prepare research reports; and present findings and recommendations in professional contexts. Specific areas include: qualitative and quantitative research, sampling, measurement techniques, data collection, observational methods, and general principles of research design. Students use bibliographies and other print and computerized databases in conducting research. Throughout the course, students broaden and deepen their understanding of the relationships between research and theory.

CIM 610: Competitive Threats & Challenges (3 credits)

Modern organizations are faced with a variety of rapidly changing communication and information technologies that can threaten the very core competencies upon which the organization had been built. Add to this the rise in global competition and a persuasive argument could be made that today's managers are facing bigger threats and challenges than ever before. Drawing from relevant conceptual frameworks this course will examine business and information techniques for implementing effective strategies in today's global environment. Several of the topics covered in this course are: Supply Chain Management, Enterprise Resource Planning, Customer Relationship Management, industry analysis, the Value Chain and SWOT analysis techniques.

CIM 612: Information Design and Usability Testing (3 credits)

The digital information age requires professionals to understand and apply design and testing practices to any information disseminated via print, audio, Internet, and other digitized media. Thus, this course enables students to design information effectively for a variety of these media, to present findings about a document or other mediated message by collecting, analyzing, and interpreting data of real users, and to identify and specify user needs or information requirements and their practical consequences. Students learn to use respected testing methods, research approaches, and practices related to the design of text and other forms of messages communicated through electronic media. As part of this course, students learn to understand, apply, and present design and usability strategies and practices. As part of the process students work together in testing teams to investigate usability and its practical consequences for information design in regard to hard copy documents, screen displays, presentational materials, and other digitized user interfaces through information systems displays and reports. Students emerge from the course with a hands-on, practical set of tools that only the best communications specialists and researchers know how to use.

CIM 614: Networks and Data Communications (3 credits)

This course provides the student with terminology and concepts related to data communications in an Internet-driven world. Emphasis is placed on the integration of software and hardware considerations with systems analysis and design for computer networks. The role of telecommunications in systems design for networking and distributed processing is presented, along with the architecture of data communication systems ranging from local area networks to international wide area networks. Current technologies that include hardware, software, and protocols are presented, and an emphasis is placed on the application of the technology to the solution of problems. Other topics include the definition of network requirements, evaluation of technology, design and installation of the network, security management, and network performance.

CIM 621: Designing Effective Web Sites (3 credits)

Effective web design for a highly networked and socially connected environment presents a major challenge for modern business. Web design and business strategy should be highly correlated. Today's global organizations require dynamic web sites that establish robust connections with customers, suppliers and employees. This course examines the historical roots of the Internet and the World Wide Web; Internet and Web standards; and n-tier client server environments.

CIM 626: Database Management Systems (3 credits)

This course presents the concept of a database environment and the spectrum of capabilities considered to be part of the database management system. The course provides an overview of topics and related issues in planning, designing, implementing and managing a database. While

all four models of database are examined, the course emphasizes and provides experience with the relational model and with an SQL-compliant database management system.

CIM 630: Legal Issues in Communications and Information Management (3 credits)

This course considers a variety of judicial cases to review and discusses the impact of responsible legal and ethical decision-making in areas of communications and information in a variety of business environments. Issues to be addressed include intellectual property, copyright issues, and communication and information ethics.

CIM 633: Strategies for Internet Commerce (3 credits)

This course provides students with a background in the theory and practice of doing business over the Internet and World Wide Web. Topics include an introduction to electronic commerce technologies and the elements of its infrastructure, electronic commerce security issues, and electronic payment systems. Business strategies are addressed, including: branding, technology-enabled relationship management, purchasing, electronic data interchange, supply-chain management, auction sites, virtual communities, and Web portals. Ethics in the computer field, and specifically the electronic commerce area, are addressed.

CIM 634: Strategies for Fiscal Management (3 credits)

This course focuses on the communication and use of financial information for the purpose of making sound economic decisions. Students learn to read and analyze financial information as presented in a firm's annual report and SEC 10K with a concentration on Financial Statements, Income Statement, Balance Sheet and Statement of Cash Flow. Financial analysis techniques are used to interpret this information and evaluate the performance and financial health of a business. Students will examine the financial decision-making processes to determine capital budget project selection and capital budget financing. This course emphasizes analysis, real-world application, and communication.

CIM 640: Strategic Innovation (3 credits)

The major impact of growing information technology, whose core is innovation, has resulted in the great change it has caused in the way the world now conducts business. Students in this course study and apply three different strategic approaches to innovation: From a historical perspective, students learn about the major issues and developments in technology and their various effects in the market on individuals, organizations, society, and culture. From the analytical perspective of the "innovator's dilemma," students learn about both incremental and radical innovation in both service and manufacturing industries. And finally, from a creative perspective, students learn how to bring to market a "revolutionary new business concept" that forces most organizations to change their ways of seeing and conducting their businesses. Information technology's impact upon organizational and societal structures sits at the heart of strategic innovation, and students emerge from this course knowing how to identify, analyze, and apply it to both historical and contemporary ventures while maintaining legal and ethical values.

Prerequisite: Successful completion of 5 CIM courses

CIM 642: Project Management (3 credits)

Students focus on project management through critical examination of project planning, design, production, documentation, and presentation techniques. The course distinguishes among the three primary purposes of project management: (1) planning and scheduling project tasks, (2) critical diagnosis and prediction of success or failure in meeting schedules, and (3) estimation of requirements for the project. Topics include: problem identification and definition, project design and analysis, feasibility measures, project charting methods (PERT, GANTT, CPM), process documentation techniques, information modeling, project design specifications and error

diagnosis, and task monitoring. Various software packages are used as tools to assist in all phases of project management, development, and presentation.

CIM 654: Organizational Knowledge Management (3 credits)

This course develops the student's understanding of how intellectual capital is created, shared, stored and manipulated. Students are required to do scholarly research on critical theories and applications of knowledge management in organizations. Special emphasis is placed on knowledge creation, the evaluation of knowledge as an organizational asset, and the transfer of knowledge within learning organizations.

CIM 655: Advanced Graphic Design and Visual Communication (3 credits)

This course introduces a variety of theories and practices for planning and revising visual design and will focus on the core concepts and skills required to understand and control visual language in the design process, providing an experience that examines theoretical and practical aspects of visual communication. Topics include discussions of graphic devices such as grid systems, typography, illustrations, and icons. Particular emphasis is placed on detecting, diagnosing and solving visual design problems. Semiotic concepts will be introduced and assignments developed to provide exposure to critical aspects of visual thinking and its relationship to design.

CIM 656: Strategies for Network Security (3 credits)

This course defines security and risk management principles using the context of a wireless network computer environment. Students will have the opportunity through case studies and guest speakers to investigate more fully issues such as how security threats are handled for computer operating systems and network environments by considering security regulations, cryptography, and business practices for electronic commerce.

CIM 658: Strategies of Information Management (3 credits)

This course considers the parameters an organization may use to identify strategic information and integrate information throughout all functions and processes of the business. Information flow and strategic integration of information as well as business management processes and change management are stressed.

CIM 670: Case Analysis Capstone (3 credits)

At the end of the program, students synthesize what the CIM program is about from a management and leadership perspective and refine strategies for applying the degree in a range of contexts. They use the theory and practice learned throughout the program, applying these to their current work or to their aspired field of work. The means for achieving the course outcomes includes students analyzing, summarizing, and synthesizing cases relevant to communication and information problem solving in professional and business settings, and demonstrating their competence in communications, information management, and business as managers and leaders. The course requires a major project relevant to students' experience and/or current work situation and a final essay with a portfolio in which students reflect upon the goals of the program and their personal goals, demonstrate how they met these goals, and what work supports their arguments.

Prerequisite: Completion of 10 graduate courses (seven required CIM core courses and three electives) and an overall 3.0 GPA

COMMUNICATIONS

COM 600: Emerging Media (3 credits)

Web 2.0 technology has enabled the development of a wide variety of social media; including, but not limited to Facebook™, Twitter™, Pinterest™, SnapChat™, Linked-In™ and a myriad of topical blog sites. Communications professionals must understand the nature and scope of these media as well as the strong likelihood that these media will soon morph into new forms as the Internet continues to evolve. This course allows students to understand the strengths and weaknesses of all forms of emerging media as well as the need for next generation capabilities.

COM 620: Media Preferences (3 credits)

Marketing campaigns have always focused on target markets and the media preferences of the membership of these markets. But as Web 2.0 technology based media become user-friendlier, their usage is becoming more pervasive. That said, the rate of adoption of the various forms of media is not as predictable as one might imagine. This course informs participants of the current media preferences of selected target markets as well as the factors that are impinging upon these preferences and initiatives underway to influence these preferences.

COM 645: Social Media Campaigns (3 credits)

Marketing campaigns have generally focused on the problems, interests and needs of customers in a given target market. And the goal of MARCOM has always been to persuade customers to make an increasingly stronger commitment to a brand and its related offerings. Social Media is disrupting this paradigm; perhaps best exemplified by the strong likelihood today that many customers will check out what others are saying about a brand or its offerings before making further commitments/purchases. Campaigns must be designed to capitalize on this trend in order to be successful. This course provides case studies that demonstrate the successful incorporation of early adopters and thought leaders into campaign development strategies.

COM 650: Integrated Marketing Communications (3 credits)

While social media has become an increasingly significant factor in the buying process, perhaps to the point of being a dominant influence in some target markets, it is less significant in others. Traditional media (TV, Radio and Newspapers) still accounts for upwards of 65% of all media advertising. It follows that marketing managers must carefully coordinate their campaigns across all forms of media in accordance with the media preference of their sometimes diverse target markets. Communications professionals must understand the language of all forms of media as well as the preferences of their target markets in order to optimize the MARCOM strategy.

COM 660: Social Media Analytics (3 credits)

Traditional marketing campaigns continue to be measured by the degree to which they are able to call customers to action (i.e., shop for the product or service being promoted). But where do customers shop today? Certainly in retail stores; but are those brick and mortar stores or online stores? Or both? And what process do they go through before they make a decision to buy. Google was only the first to provide data about the decision-making processes of consumers. Now, virtually all social media sites provide data about the behavioral preferences of their followers. This course informs students of the range of analytical tools available and the degree to which they can be utilized, often collectively, to determine the type of experience that a consumer is having with a brand and the primary sources of influence (including campaigns of all kinds) on that experience.

NURSING

DNP 500: Advanced Pathophysiology and Genetics (3 credits)

This course presents the theoretical and clinical principles and an in-depth description of diseases most often encountered in the primary care setting. The student will explore the pathophysiology and disruptions in normal body functioning for individuals across the lifespan. Health disparities resulting from genetic, environmental and stress-related causes will be analyzed. Assessment findings, diagnostic testing and interventions specific to selected health problems will be explored. Application of the advanced practice role in the treatment and management of disease processes will be discussed.

DNP 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.

DNP 505: Nursing Theory and Health Promotion (3 credits)

Students analyze theories and research from nursing, health promotion, health protection and disease prevention. Family, human development, patient education and community are the foundation for exploring the phenomena of family-focused care. Data grounded in epidemiological sources, health histories and family assessments are examined as the basis for identification of risk factors.

DNP 510: Utilization of Research in Evidence-Based Medicine (3 credits)

This course provides an examination of the research process, statistical analysis, and evidence-based practice with applicability to advanced nursing practice. Attention is given to critical research methods, analysis, and ethical aspects of scholarly inquiry. Emphasis on how research contributes to the development of nursing knowledge, improves patient care, and enhances the education and professional accountability of nurse practitioners.

DNP 513: 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.

DNP 515: Healthcare Informatics (3 credits)

This course focuses on the collection, organization, analysis, and dissemination of information in nursing and health care. Students explore nursing informatics, the information system life-cycle, telemedicine, and the use of technology to enhance nursing care delivery and patient safety. Students learn how to design, use, and manipulate large and small patient databases for the analysis of patient outcomes.

DNP 520: Advanced Pharmacology Across the Lifespan (3 credits)

This course will build upon basic pharmacologic principles developed in the professional nurse's basic educational program. This course is designed to expand the graduate student's knowledge of pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents. The purpose of the content is to provide the graduate the knowledge and skills to assess, diagnose, and manage a client's common health problems in a safe, high quality, and cost-effective manner.

DNP 525: Professional Development: Advocacy, Cultural Competence, Ethics, and Legislative Issues (3 credits)

This course addresses professional issues in the delivery of healthcare services. Policies and systems impacting the delivery of healthcare are reviewed. Students are introduced to theories of healthcare ethics, reimbursement, ethical decision making, legal and professional standards, and institutional policies facing today's practitioners. Global healthcare and sociocultural competence are addressed with an emphasis on advocacy for clients and the occupational therapy profession.

DNP 527: Advanced Leadership and Negotiation Concepts (3 credits)

This course builds on the basic classes by delving deeper into many of the complicating factors leaders and negotiators face as they do their work. Some of the issues that will be explored in detail are building an organization of leaders, working effectively in teams, empowering others to lead, handling power when you do and do not have it, and managing time pressure and deadlines. Students will have the opportunity to engage with these subjects through case studies and simulations.

DNP 530: Diagnostic Reasoning and Clinical Decision Making for the FNP (3 credits)

Apply theoretical foundations and clinical skills in comprehensive health assessment across the lifespan. This course will also focus on the foundations and principles of differential diagnosis, diagnostic reasoning, clinical decision making as well as bio-psycho-socio-cultural/spiritual considerations in advanced assessment across the lifespan.

DNP 535: FNP Primary Care Adolescents and Adult Patients (6 credits)

The focus of this course is integration of the FNP core knowledge in health promotion and diagnosis and management in the care of the adolescent and adult patient and families in the primary health care setting. Emphasis is placed on the care of adolescent and adult patients and families with acute and chronic complex health problems. In addition, the family nurse practitioner as a collaborative member of the inter-professional team will be emphasized.

Prerequisites: DNP 500 and DNP 520

DNP 540: FNP Women's Health (6 credits)

The focus of this course is integration of the FNP core knowledge in health promotion and diagnosis and management in the care of the female patient and families in the primary health care setting. Emphasis is placed on the care of women patients and families with acute and chronic complex health problems. In addition, the family nurse practitioner as a collaborative member of the inter-professional team will be emphasized.

Prerequisites: DNP 500, DNP 520, and DNP 530

DNP 545: Population Health: Analysis and Evaluation (3 credits)

This course explores the reciprocity between health care policies and population health, and emphasizes the relationship of behaviors as well as social and political structures to health outcomes. A variety of theories, concepts, and models from a range of social and behavioral disciplines will be utilized to examine influences at multiple levels (e.g., personal, community, institutional, and public policy).

DNP 550: FNP Pediatrics (5 credits)

The focus of this course is integration of the FNP core knowledge in health promotion and diagnosis and management in the care of the pediatric patient and families in the primary health care setting. Emphasis is placed on the care of pediatric patients and families with acute and chronic complex health problems. In addition, the family nurse practitioner as a collaborative member of the inter-professional team will be emphasized.

Prerequisites: DNP 500, DNP 520, and DNP 530

DNP 555: FNP Mental Health (5 credits)

The focus of this course is integration of the FNP core knowledge in health promotion and diagnosis and management in the care of the psychiatric patient and families in the primary health care setting. Emphasis is placed on the care of psychiatric patients and families with acute and chronic complex health problems. In addition, the family nurse practitioner as a collaborative member of the inter-professional team will be emphasized.

Prerequisites: DNP 500, DNP 520, and DNP 530

DNP 560: FNP Geriatrics and Chronic Illness (6 credits)

The focus of this course is integration of the FNP core knowledge in health promotion and diagnosis and management in the care of the mature and aging patient and families in the primary health care setting. Emphasis is placed on the care of mature and aging patients and families with acute and chronic complex health problems. In addition, the family nurse practitioner as a collaborative member of the inter-professional team will be emphasized.

Prerequisites: DNP 500, DNP 520, and DNP 530

DNP 565: Nurse as Educator (3 credits)

This course provides an overview of the nurse educator role. Students will examine a variety of teaching and learning theories. A wide selection of instructional methodologies appropriate for the higher education setting will be examined. These methods will be analyzed within the context of nursing education and emerging health care mandates. Students will also examine methods of learning assessment and program evaluation based on current educational and nursing research.

DNP 570: DNP Forum and Role Transformation (3 credits)

This seminar facilitates the transition of graduate nursing students to advanced clinical practice. It emphasizes the goals and tasks of the transformation of identity from student to independent professional.

DNP 575: DNP Capstone Project (3 credits)

The DNP capstone project is the major assessment of student learning in this program. DNP students must complete a final project that is an integrated evidence-based project that demonstrates a practice (as opposed to a research) focus. The DNP final project is an application-oriented, scholarly document exemplifying the concept of the scholar-practitioner. Translation of research into practice, directing practice to specific populations, evaluation of practice, and improving nursing practice and health care outcomes are some examples of projects within the scope of a DNP graduate.

ENGLISH COMMUNICATION SKILLS

ECS 500: Foundations of English Communications for Graduate Study (2 credits)

In the foundational course of the English Communications Skills course series for graduate learners, students will first be assessed using the TABE (Test of Adult Basic Education – CLAS E) to determine their strengths and areas for improvement in fluency and literacy in English. Assessment results will be used in the development of an individualized plan that enables students to focus on skill development and deeper practice of English communications skills in the academic context. Students will engage in integrated skill development, including practice in aural learning, reading, speaking, writing, and grammar skills necessary for academic success. The TABE will be taken as a post-test to assess growth.

ECS 505: Effective English Communications I: Writing for Graduate Study (2 credits)

This course focuses on developing writing skills necessary for graduate-level writing, with focus on (a) practicing discipline-specific writing including persuasive text and supporting a position; (b) understanding writing conventions in one's discipline; (c) research writing skills including the use of an appropriate documentation style; (d) text organization and language structure in texts such as summaries, routine communications, critiques, and data analysis; (e) reflective writing. Students will also practice collaborative writing and peer editing.

Prerequisite: ECS 500

ECS 510: Effective English Communications II: Presenting for Graduate Study (2 credits)

This course is designed to improve students' presentation skills. Assignments will include practice in (a) the creation and delivery of presentations in their disciplines; (b) participation in small and large groups; (c) pronunciation and fluency; (d) leading discussions.

Prerequisite: ECS 500

ECS 515: Strategic and Collaborative Communications for Graduate Study (2 credits)

The final course in the English Communications Skills course series focuses on advanced level skill application. Students will learn about and apply skills in (a) group development and group dynamics; and (b) collaborative problem-solving.

Prerequisite: ECS 500

EDUCATION

EDU 506: Learning Theory and Designing Instruction for the Inclusive Classroom (3 credits)

The design of curriculum and instruction for diverse learners in inclusive classrooms is the focus of this course. Course participants investigate universally designed approaches that draw on learning theories, differentiated instruction, multiple intelligences approaches, and new technologies to respond to the needs of all learners, including students with disabilities and students who are culturally and/or linguistically diverse. Course participants will be introduced to Response to Intervention as well as to evidence-based practices that provide access to the curriculum for all learners.

EDU 520: Empowerment through Education (3 credits)

This course will examine effective ways to empower students to make real life connections with their academic material, by providing strategies and tips for teachers to continue the learning process outside the confines of the classroom. This course draws on the literature about teaching and learning in classrooms and the connection between ethnically diverse classrooms and the larger social context. To stimulate student involvement, the course will explore effective activities to engage family and community involvement, to establish partnerships and collaborations, to design inclusive environments, and to illustrate how to incorporate guest speakers and field trips into the curriculum and demonstrate the importance of empowering students in a social impact project.

EDU 521: Creating Collaborative Classrooms (3 credits)

This course will examine effective ways to empower students to make real life connections with their academic material, by providing strategies and tips for teachers to continue the learning process outside the confines of the classroom. This course draws on the literature about teaching and learning in classrooms and the connection between ethnically diverse classrooms and the larger social context. Students will develop plans on how to establish partnerships and collaborations and how to design inclusive environments.

EDU 553: Pre-Practicum and Seminar I (0 credits)

Pre-practicum and seminar class meets three times during the spring semester and is designed to get the early childhood education student ready for the pre-practicum and seminar II experience.

EDU 554: Pre-Practicum and Seminar I (0 credits)

Pre-practicum and seminar class meets four times during the spring semester and is designed to get the elementary education student ready for the pre-practicum and seminar II experience.

EDU 555: Pre-Practicum and Seminar II (0 credits)

Pre-practicum hours begin the beginning of the public school year (August/September) and this experience gives the elementary education student a consistent, supervised experience in a public school/Chapter 766 school setting. A minimum of 80 hours is required in the appropriate school setting beginning the first week of school August/September and ending the last week in September. Six seminar classes will be offered between August and September.

Prerequisite: EDU 554, passing scores on all MTELEs for the license sought that need to be submitted to the program in elementary education prior to beginning this course.

EDU 557: Pre-Practicum and Seminar II (0 credits)

Pre-practicum hours begin the beginning of the public school year (August/September) and this experience gives the student a consistent, supervised experience in a public school/Chapter 766 school setting. A minimum of 80 hours is required in the appropriate school setting beginning the first week of school August/September and ending the last week in September. Three seminar classes will be offered between August and September.

Prerequisite: EDU 553 and passing scores on all MTELEs for the license sought need to be submitted to the program director in early childhood education prior to beginning this course.

EDU 562: English Language Arts Content, Applications and Assessment for Elementary Education (3 credits)

An in-depth examination of English language arts content, applications and assessment using technology as viewed through the Subject Matter Knowledge and Framework requirements in English Language Arts Elementary levels 1-6, Massachusetts Department of Elementary and Secondary Education. Included and not limited to, is an examination of reading content, methodology and comprehension strategies, as well as an examination of oral language, literature, composition, theories of cognitive, social, physical, language and emotional development of children and adolescents. Additionally, candidates will receive a deep understanding of pedagogical practice to promote excellence in the classroom. Includes formal and informal assessment. Technology based course.

EDU 563: English Language Arts Content, Applications and Assessment for PreK-2 (3 credits)

An in-depth examination of English Language arts content and applications using technology as viewed through the Subject Matter Knowledge and Framework requirements in English Language Arts Early Childhood levels PreK-2, Massachusetts Department of Elementary and Secondary Education. Included and not limited to, is an examination of reading theory, research and practice, phonemic awareness, reading and language acquisition, theories of cognitive, social, physical, language and emotional development of children. Additionally, candidates will receive a deep understanding of pedagogical practice to promote excellence in the classroom. Includes formal and informal assessment. Technology based course.

EDU 564: Science Content, Applications and Assessment for Elementary Education (3 credits)

An in-depth examination of Science content, applications and assessment using technology as viewed through the Subject Matter Knowledge and Framework requirements in Elementary levels 1-6, Massachusetts Department of Elementary and Secondary Education. Included but not

limited to, is an examination of Science and Technology/Engineering, basic principles and concepts of the life sciences, physical sciences. Principles and procedures of scientific inquiry, major scientific and technological discoveries/inventions, and safety issues related to science investigations, laboratory work. Theories of cognitive, social, emotional, language and physical development. Includes formal and informal assessment. Additionally, candidates will receive a deep understanding of pedagogical practice to promote excellence in the classroom. Technology based course.

EDU 565: Science Content, Applications and Assessment for PreK-2 (3 credits)

An in-depth examination of Science content, applications and assessment using technology as viewed through the Subject Matter Knowledge and Framework requirement Early Childhood levels PreK-2, Massachusetts Department of Elementary and Secondary Education. Included and not limited to, is an examination of inquiry based investigation, basic life science; earth and space science; physical science; and technology/engineering. Theories of cognitive, social, physical, language and emotional development of children; including learning through play, as they apply to all children. Includes formal and informal assessment. Additionally, candidates will receive a deep understanding of pedagogical practice to promote excellence in the classroom. Technology based course.

EDU 566: Social Studies Content, Applications and Assessment for Elementary Education (3 credits)

An in-depth examination of History and Social Science content, applications and assessment using technology as viewed through the Subject Matter Knowledge and Framework requirements in Elementary levels 1-6, Massachusetts Department of Elementary and Secondary Education. Included and not limited to, is an examination of Massachusetts and U.S. history from colonial times to the present, major developments and figures in world history with emphasis on Western Civilization, basic economic and geographical principles, U.S. political principles and theories of cognitive, social, emotional, language and physical development. Includes formal and informal assessment. Additionally, candidates will receive a deep understanding of pedagogical practice to promote excellence in the classroom. Technology based course.

EDU 567: Social Studies Content, Applications and Assessment for PreK-2 (3 credits)

An in-depth examination of Social Studies content, applications and assessment using technology as viewed through the Subject Matter Knowledge and Framework requirements Early Childhood levels PreK-2, Massachusetts Department of Elementary and Secondary Education. Included and not limited to, is an examination of themes and concepts that deepen the understanding of facts of history, geography, government, arts and economics. Theories of cognitive, social, physical, language and emotional development of children and adolescents; including learning through play, as they apply to children with or without disabilities. Includes formal and informal assessment. Additionally, candidates will receive a deep understanding of pedagogical practice to promote excellence in the classroom. Technology based course.

EDU 568: Practicum in Elementary Education (with Seminar) Fall Only (9 credits)

For students seeking initial licensure in elementary education (16 weeks)
Students complete a four-week, full-time, supervised pre-practicum immediately followed by a twelve-week practicum, minimum of 300 hours, in a public school setting. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. A seminar accompanies the practicum experience. Practicum students are supervised jointly by the school supervising practitioner and university program supervisor. Students will have a minimum of six observations. Students must demonstrate competence of the Candidate Assessment of Performance (CAP), based on subject matter

knowledge and the professional standards for teachers as defined by the Massachusetts Department of Elementary and Secondary Education.

Prerequisites: EDU 554, EDU 555, GPA of 3.0 or better; passing scores on the MTEL for Elementary Education; Communication and Literacy, General Curriculum and math subtest and Foundations of Reading; and the approval of the Education Department.

EDU 569: Year-long Internship in Elementary Education (with Seminar) (6 credits)

For students seeking initial licensure in elementary education (year-long experience from September to June) Students complete a year-long internship experience from September to June in a public school setting. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirement as mandated by a school district. A Seminar accompanies the practicum experience. Practicum students are supervised jointly by the school supervising practitioner and university program supervisor. Students will have a minimum of eight observations. Students must demonstrate competence of the Candidate Assessment of Performance (CAP), based on subject matter knowledge and the professional standards for teachers as defined by the Massachusetts Department of Elementary and Secondary Education.

Prerequisites: EDU 554, EDU 555, GPA of 3.0 or better; passing scores on the MTEL for Elementary Education; Communication and Literacy, General Curriculum and math subtest and Foundations of Reading; and the approval of the Education Department.

Students must complete the 6-credit EDU 569 course twice to meet degree requirements

EDU 571: Practicum in Early Childhood Education (with Seminar) Fall Only (9 credits)

Students complete a four-week, full-time, supervised pre-practicum immediately followed by a twelve-week practicum, minimum of 300 hours, in a public PreK-2 school setting. The first 12 weeks are spent in either a 1st or 2nd grade classroom. The last 4 weeks of the 16 week experience is spent in a kindergarten setting. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. A seminar accompanies the practicum experience. Practicum students are supervised jointly by the school supervising practitioner and university program supervisor. Students will have a minimum of six observations. Students must demonstrate competence of the Candidate Assessment of Performance (CAP), based on subject matter knowledge and the professional standards for teachers as defined by the Massachusetts Department of Elementary and Secondary Education.

Prerequisites: EDU 553, EDU 557, GPA of 3.0 or better, passing scores on the MTEL for Early Childhood Education; Communication and Literacy, Early Childhood and Foundations of Reading, and approval of the Education Department.

Runs duration of fall semester with seminar

EDU 573: Year-long Internship in Early Childhood Education (with Seminar) (6 credits)

Students complete a year-long Internship experience from September to June in a public PreK-2 school setting. The candidate spends three-quarters of the experience in either a 1st or 2nd grade classroom and one-quarter in a kindergarten setting. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirement as mandated by a school district. A Seminar accompanies the practicum experience. Practicum students are supervised jointly by the school supervising practitioner and university program supervisor. Students will have a minimum of eight observations. Students must demonstrate competence of the Candidate Assessment of Performance (CAP), based on subject matter knowledge and the professional standards for teachers as defined by the Massachusetts Department of Elementary and Secondary Education.

Prerequisites: EDU 553, EDU 557, GPA of 3.0 or better, passing scores on the required MTEs for Early Childhood Education; Communication and Literacy, Early Childhood and Foundations of Reading, and the approval of the Education Department.

Students must complete the 6-credit EDU 573 course twice to meet degree requirements

ENGLISH AS A SECOND LANGUAGE

ESL 507: Teaching English as a Second Language (ESL): Methods and Applications (3 credits)

This course is an introduction to the foundations, methods, applications and instructional practices (e.g. WIDA, SIOP) on the teaching of the English language to culturally diverse learners (ELLs). Participants will examine a variety of topics which will include and not be limited to: identifying culturally diverse students, methodology, formal and informal assessment, bridging home and school, technology, advocacy, and research based school practices within the complexity of language learning/teaching. This course will include an overview of the WIDA English Language Development Standards to learn how to develop language objectives for the ELL student. Course activities will include: reading assignments, individual and group presentations, lesson planning, collaborative observation, reflection and guest speakers. Additionally, students will conduct an in-depth examination of how learning is organized in culturally responsive classrooms and schools throughout the United States. 12 hours of fieldwork experience required.

ESL 530: Topics in ESL and Bilingualism (3 credits)

This course will explore federal and state laws related to bilingualism and the fields surrounding English as a second language education. Participants will explore the theoretical, practical, historical, judicial, philosophical, social-cultural, socio-emotional, ethnic identity, regional, socioeconomic factors, political, and sociological context of programs for bilingual learners. Researched based models for developing listening, speaking, reading and writing for ELLs and bilingual proficiency will be examined. Additionally, the following areas will be explored: the nature and role of culture, community, families, schools, intercultural communication within the classroom and its intersection with teaching and learning.

ESL 531: Unique Populations of ESL Learners (3 credits)

This course will address both the assessment and instruction of ESL learners preK-12 with disabilities, and/or limited or interrupted formal schooling. Participants will examine the second language acquisitions process, literacy development in the second language, culture, alternative assessment measures, and appropriate instructional methodology for ESL learners with disabilities and/or ESL learners with limited or interrupted formal schooling. Participants will identify key issues in the assessment and instruction of ESL learners with disabilities and/or limited or interrupted formal schooling. Additionally, an examination of the use of alternative assessments for distinguishing between disability, literacy development, and developmental process of second language learning will be explored. 12 hours of fieldwork experience required.

ESL 532: English Language Testing, Assessment and Evaluation (3 credits)

This course is designed to explore the formal and informal Language assessments procedures and instruments for ELLs; selection, administration, and data interpretation (ACCESS), identification of bias and normal variations in performance as well as possible differentiation from learning disabilities. Participants will understand and explore a variety of issues related to state and federal assessment of ELLs and will learn how to use assessments as a tool to place ESL learners appropriately. Additionally, the course will examine issues surrounding the teaching of culturally and linguistically diverse students in the preK-12 classroom. 12 hours of fieldwork experience required.

ESL 533: Language Acquisitions and Literacy Development Part I (3 credits)

This course will explore the theory of research related to first and second language acquisition. Participants will conduct an in-depth examination of learning theories and practices for developing reading skills and comprehension in English as a first language at different education levels. This course will include: the relevance of linguistic difference between the first and second language for reading instruction in English, differences of reading instruction in English (e.g. phonemic awareness, and phonics) for students who may or may not be literate in their first language. 12 hours of fieldwork experience required.

ESL 534: Language Acquisitions and Literacy Development Part II (3 credits)

This course will explore the development of listening, speaking, reading, and writing vocabulary, approaches and practices for developing writing skills, the writing process and formal elements of writing, oral/aural fluency in English at various proficiency levels, social and academic English and academic language for content areas, and the development of metalinguistic skills appropriate to cognitive, academic, and language proficiency levels. 12 hours of fieldwork experience required.

Pre-requisite ESL 533

ESL 554: Pre-Practicum Seminar I (0 credit)

Pre-Practicum and seminar class meets four times during the spring semester and is designed to get the student ready for the pre-practicum and seminar II experience.

ESL 555: Pre-Practicum Seminar II (0 credit)

Pre-Practicum hours begin the beginning of the public school year (August/September) and this experience gives the student a consistent, supervised experience in a public school/Chapter 766 school setting. A minimum of 80 hours is required in the appropriate setting beginning the first week of school (fall) and ending the typically the last week of September (four weeks). Six seminar classes will be offered between August and October.

Prerequisite: ESL 554, passing scores on all required MTEs for license sought that need to be submitted to the English as a Second Language Program Coordinator prior to beginning this course.

ESL 596: Practicum in English as a Second Language levels preK-6 with Seminar (12 credits)

For students seeking initial licensure in English as a Second Language levels preK-6. This course involves full-time supervised teaching responsibilities in a public classroom (preK-6) or a Chapter 766 approved school with English Language Learners from September to June. It requires papers and attendance at weekly seminars and the completion of a Candidate Assessment of Performance (CAP) document. Practicum hours begin the last week of September/first week of October. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Pre-requisites: ESL 554, ESL 555, and eligible for Initial license in English as a Second Language preK-6.

ESL 597: Practicum in English as a Second Language levels 5-12 with Seminar (12 credits)

For students seeking initial licensure in English as a Second Language levels 5-12. This course involves full-time supervised teaching responsibilities in a public classroom (5-12) or a Chapter 766 approved school with English Language Learners from September to June. It requires papers and attendance at weekly seminars and the completion of a Candidate Assessment of Performance (CAP) document. Practicum hours begin the last week of September/first week of October. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Pre-requisites: ESL 554, ESL 555, and eligible for Initial license in English as a Second Language 5-12.

FORENSICS

FSC 620: Advanced Criminalistics and Crime Scene Investigation (3 credits)

Advanced Criminalistics and Crime Scene Investigation and Reconstruction represents an in-depth study of crime scene procedures including recognition, protection, documentation, and collection of physical evidence; scene documentation, science search procedures; and reconstructions from evidence and scene patterns. Laboratory exercises will include the microscopic, chemical, biological and immunological analysis of blood, semen and other body fluids.

GENETIC COUNSELING

GEN 535: Human Embryology (3 credits)

This three credit online course provides a comprehensive overview of normal human development from conception to birth. Particular attention will be placed on explaining specific mechanisms of abnormal development that lead to fetal wastage, congenital anomalies, and cancer. This course meets a prerequisite requirement for the MS in Genetic Counseling Program. Students should have previously taken coursework in biology, genetics and cell biology. With permission of the instructor, the course is suitable for upper level undergraduate students majoring in biology or other majors who intend to pursue professional education in genetic counseling, medicine, nursing or other allied health professions.

GEN 600: Foundations of Genetics and Genomics (3 credits)

This foundation genetics course will cover a myriad of topics from the cell to the whole person and population. Molecular and cellular genetics, cytogenetics, the relationships between DNA, RNA protein will be covered as well as current topics in epigenetics and other complex genetic topics. Population-based concepts such as Hardy-Weinberg equilibrium and population genetics will be woven into real-life cases and family stories.

GEN 601: Clinical Fieldwork (1 credit)

This experience introduces students to clinical training in the field. Activities will include reading and reflection.

GEN 602: Clinical Fieldwork (3 credits)

Students participate in genetic cases on a rotating weekly schedule under the supervision of genetic counselors or other medical staff. This is an opportunity for students to familiarize themselves with different components of the genetic counseling session, observe different counseling styles, and compare and contrast how different clinical sites operate. Clinics will include prenatal, cancer, metabolic and other specialty areas.

GEN 603: Clinical Fieldwork (3 credits)

The experience provides students with hands-on clinical training and increasing case responsibilities. Training will progress from observation to full responsibility for assigned cases. A weekly online discussion will allow students to share and discuss their experiences.

GEN 604: Clinical Fieldwork (3 credits)

This experience will provide a continuum for increasing the breadth and depth of genetic counseling skills. These responsibilities may include case preparation, including review of the medical records and literature, obtaining family, medical and pregnancy histories, providing inheritance counseling, presenting cases to the faculty/supervisor.

GEN 605: Genetic Counseling: The Basics (1 credit)

This course will focus on the mechanics of genetic cases. From research and preparation to counseling and follow-up letter writing, students will learn about appropriate databases and websites to use, the goals for a genetic counseling session, and the continual assessment of patient and family needs. Through completion of practical activities and assignments, students will demonstrate their ability to research a case, to write chart notes, patient and physician letters, and letters of medical necessity. They will gain familiarity with medical terminology used in clinical genetics. Students will gain an appreciation of appropriate professional interactions and expand their understanding of the impact of genetic disease on families.

GEN 610: Laboratory Class: Genomic and Molecular Techniques (1 credit)

This course will cover laboratory-based techniques used in all aspects of clinical genetics. Techniques and exercises based on real cases from referral to results will be discussed. Curation protocols will be shared.

GEN 615: Pathophysiology (3 credits)

This course focuses on concepts of pathophysiology essential to understanding the genetic diseases and disabling conditions that can affect the body systems across the lifespan. Students will learn to explain genetic conditions associated with each system from a physiological standpoint. The signs and symptoms, diagnosis/treatment and inheritance patterns will be reviewed using specific cases.

GEN 620: Genetic Counseling in the 21st Century (1 credit)

This course will focus on the Genetic Counseling profession. Topics will include professional relationships with physicians and other healthcare professionals, genetic counseling legislation, billing and reimbursement, and professional organizations involved in the profession. Alternative jobs descriptions and settings as well as counseling styles will be explored.

GEN 625: Clinical Applications in Genetic Counseling (1 credit)

This course will go hand-in-hand with the clinical fieldwork as students complete mock cases along with the real ones they encounter in the clinic.

GEN 640: Cancer Genetic Counseling (2 credits)

This course will provide students with an introduction to the medicine of hereditary cancers of breast, ovarian and colon, as well as genetic mechanisms of mutations that lead to the conditions. Other hereditary cancer-causing conditions will be reviewed, such as Li-Fraumeni, MEN and PTEN. Students will become familiar with the terminology and vocabulary associated with oncology, pathology and cancer genetic counseling. The students will learn family and medical history collection, pedigree interpretation and cancer risk model utilization. Testing criterion, presentation of testing options and interpretation of test results will be reviewed, as well as the psychosocial aspects of hereditary cancer syndromes.

GEN 645: Genetic Counseling Skills and Techniques (1 credit)

Using various theories students will practice and determine the most appropriate theories to utilize, depending on the specifics of the case utilizing role-plays and standardized patients.

GEN 650: Advanced Genetic Counseling Skills (2 credits)

Students will gain a deeper understanding of the psychological and counseling issues underlying genetic counseling. Students will gain additional experience presenting genetic counseling cases orally and in writing. Students will demonstrate an ability to integrate theory with a genetic counseling case.

GEN 696: Evidence-Based Medicine (3 credits)

This course is designed to introduce students to the fundamental knowledge of evidence-based medicine, epidemiology and biostatistics and to begin acquiring the skills of critically reading the medical literature and applying concepts to patient care. This course is designed for adult learners and will include, but is not limited to, independent, online and small group learning environments.

GEN 697: Capstone (1 credit)

Students synthesize knowledge and skills obtained during the program through successful completion of a research project.

GEN 698: Capstone (1 credit)

Students synthesize knowledge and skills obtained during the program through successful completion of a research project.

GEN 699: Capstone (1 credit)

Students synthesize knowledge and skills obtained during the program through successful completion of a research project.

HEALTHCARE MANAGEMENT

HCM 500: Principles of Healthcare Service Excellence (3 credits)

This course discusses ways for healthcare management personnel to provide service in a competitive marketplace. Students will analyze theories, methods, and techniques with regard to strategy, staffing, and systems. Topics discussed will include areas such as building a customer service culture; training, motivating, and empowering staff; measuring service quality; managing service waits; and recovering from a service failure.

HCM 501: Healthcare Law, Policy and Ethics (3 credits)

This course addresses the legal issues that are most prevalent in the delivery of healthcare. Emphasis will be on the common issues that healthcare professionals encounter. The student will be introduced to various legal terms, policy and statutes and their relationship to the healthcare system process. Additionally the student will be provided with foundational knowledge regarding healthcare law and ethics and the effect on healthcare policy.

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.

HCM 510: Six Sigma Lean Methodology in Healthcare (3 credits)

As a member of a Six Sigma project team, students will learn how to lead and executive process-level improvement projects. They will develop process flow charts, collect and analyze data, develop hypotheses, and use basic statistical tools to determine optimum ways to reduce cost, improve processes and increase customer/client satisfaction. Where applicable, students will design simple experiments to validate theories. This hands-on class will focus on projects to

eliminate waste and defects by applying lean and Six Sigma methodology. In-class case studies will focus on Healthcare issues.

HCM 511: Continuous Improvement Tools and Techniques (3 credits)

To remain competitive, organizations must continuously seek new ways to be efficient and effective in their work processes. The tools and techniques taught in this course can be applied to any type of organization including: for-profit organization, nonprofit organization or government agency. In this course, students will learn the following continuous improvement tools: Cause and Effect Diagrams, Flow Charts, Check Lists, Pareto Charts, SWOT Analysis, Brainstorming Techniques, the 5 Ys, Root Cause Analysis, and Corrective Action Techniques.

HCM 512: Change Management/Project Management Integration (3 credits)

The objective of this course is to provide an understanding of the importance of integrating change management and project management activities. Typically, the study of project management focuses on the tasks and activities needed to accomplish a project: who, what, when and how. It provides project structure and addresses the actions, deliverables and outcomes. However, change management focuses on the people impacted by the change and ways to reduce resistance to change and to elicit behaviors to support change. Although change management is critical to the success of any change initiative, it is often forgotten and not integrated into project management theory. This course stresses the importance of addressing the “people” aspect of a change project.

HCM 513: Economics and Finance in Healthcare (3 credits)

This course will provide an overview of the key factors affecting the economic and financial management of healthcare organizations in today’s environment and provide the knowledge necessary for health service managers to apply financial management theory and principles to help make decisions to promote the financial well-being of the organization.

HCM 520: Health Data Management (3 credits)

This course introduces data management and database technologies, including relational database systems and the structured query language (SQL). In addition, data warehousing and more analytic databases also are introduced, along with online analytic processing (OLAP) tools to support decision making. Data quality issues, emerging cloud databases and other special topics will round out the coverage. Finally, the course offers a brief introduction to data mining techniques.

HCM 521: Legal & Regulatory Issues in Health Information Management (3 credits)

This course is an introduction to regulatory policies, based on Federal and State Health laws including; Health Insurance Portability and Accountability Act (HIPAA), American Recovery and Reinvestment Act (ARRA), Accountable Care Organizations (ACOs), Meaningful Use and Medicare/Medicaid which influence the design and security requirements for an Electronic Health Record (EHR). This course examines ethical principles related to the development, implementation and usage of EHRs such as; patient autonomy, beneficence/ non-maleficence, privacy, confidentiality and justice. Case studies presenting unauthorized disclosure of protected health information will be discussed. Risk analysis, data breach analysis and notification requirements will conclude the course.

HCM 522: Health Information Management Systems & Data Management (3 credits)

This course discusses the system analysis lifecycle; planning, analysis, design, implementation and evaluation of healthcare software. Database technologies, programming languages (SQL, Java) and how they are used to structure the software will be explored. Development of network principles, design methods as well as system integration tools to exchange data in a secure

manner are reviewed. Key concepts of business continuity, technical security, data mining, maintenance, virtual network and disaster recovery will complete the course.

HCM 523: Health Information Management Systems Application (3 credits)

This course provides students with an understanding of how health informatics systems are implemented and used by clinicians to improve the quality and safety of patient centered care. Methods of how HIM Systems are used to exchange data between a variety of Healthcare organizations will be reviewed. Students will learn about Health Information Exchange (HIE), Population Health, disease mapping, analytics and healthcare trends.

INFORMATION MANAGEMENT

INF 642: Project Management (3 credits)

Students focus on project management through critical examination of project planning, design, production, documentation, and presentation techniques. The course distinguishes among the three primary purposes of project management: (1) planning and scheduling project tasks, (2) critical diagnosis and prediction of success or failure in meeting schedules, and (3) estimation of requirements for the project. Topics include: problem identification and definition, project design and analysis, feasibility measures, project charting methods (PERT, GANTT, CPM), process documentation techniques, information modeling, project design specifications and error diagnosis, and task monitoring. Various software packages are used as tools to assist in all phases of project management, development, and presentation.

INF 654: Organizational Knowledge Management (3 credits)

This course develops the student's understanding of how intellectual capital is created, shared, stored and manipulated. Students are required to do scholarly research on critical theories and applications of knowledge management in organizations. Special emphasis is placed on knowledge creation, the evaluation of knowledge as an organizational asset, and the transfer of knowledge within learning organizations.

INF 656: Cyber Security (3 credits)

This course defines security and risk management principles using the context of a wireless network computer environment. Students will have the opportunity through case studies and guest speakers to investigate more fully issues such as how security threats are handled for computer operating systems and network environments by considering security regulations, cryptography, and business practices for electronic commerce.

INF 658: Strategies of Information Management (3 credits)

This course considers the parameters an organization may use to identify strategic information and integrate information throughout all functions and processes of the business. Information flow and strategic integration of information as well as business management processes and change management are stressed.

MATHEMATICS

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 computer 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.

Course is a requirement of the 3-Year M.O.T. Bridge program.

BUSINESS ADMINISTRATION

MBA 600: Introduction to Entrepreneurial Thinking (3 credits)

This course focuses on introducing the concepts of entrepreneurial thinking, innovation and diversity in the entrepreneurial experience. Entrepreneurial diversity is addressed from two perspectives, the types of entrepreneurial ventures and the demographic distinctions of people engaged in this experience. Demographic characteristics of age, gender, ethnic background, and disability are considered in terms of the potential for entrepreneurial and innovative approaches to employment and creative ventures. Topics such as entrepreneurs, social entrepreneurs, and incubation of entrepreneurial ventures will also be discussed. The course also serves as the foundation for the MBA program dealing with a variety of subjects including business and academic writing, effective team work, and exploration of personal entrepreneurial opportunities.

MBA 601: Entrepreneurial Marketing Strategies (3 credits)

This course focuses on recognizing and capitalizing on new opportunities by exploring unique marketing strategies necessary for new business startups, growth businesses, or launching new products; strategies that are often constrained by limited resources. Topics covered include creating a marketing concept and competitive distinction, understanding the similarities and differences between consumer and business behaviors in order to develop market potential as identified in market research, developing pricing policy, and delivering the final service and/or product to the customer. A strong emphasis is placed on branding as a strategy.

MBA 607: Methods of Business Research and Analysis (3 credits)

This course provides students with strategies for designing, conducting and evaluating quantitative and qualitative research so they can solve problems and recommend solutions pertaining to organizational strategy for new and ongoing ventures. Students use bibliographies and other print and computerized databases in conducting research. Throughout the course, students broaden and deepen their understanding of the relationships between research and theory. Ethical research practices are emphasized.

MBA 620: 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.

MBA 630: Legal Issues in Business (3 credits)

Students develop a fundamental understanding of the interactive relationship between business and the law. Students learn how the legal system functions in order to help business professionals become effective and responsible business managers. Topics include the law of contracts, legal issues related to for profit and nonprofit organizations, mergers and acquisitions, employment law, intellectual property, agent-principal relationships, and bankruptcy law.

Students learn how various methods of dispute resolution, including litigation and arbitration impact business planning. Special attention is given to emerging issues in business law.

MBA 633: Accounting for Decision Makers (3 credits)

An introduction to financial accounting and managerial accounting, covering the accounting cycle and resulting financial statements, and understanding of cost behaviors and tools for analysis.

MBA 634: Entrepreneurial Finance (3 credits)

Students learn how companies, individual entrepreneurs, and capital providers manage the entrepreneurial process and its financial aspects, domestically and internationally. Initiatives related to the acquisition and management of financial capital, including influx of cash from venture capitalists and “angels,” are discussed. Financial statement analysis is covered in depth, encompassing an accounting perspective for the entrepreneur.

MBA 640: Innovative Business Growth Strategies (3 credits)

The focus of this course is on preserving and stimulating innovative, value-based solutions and creative problem-solving in businesses. The course explores the strategic challenges growing enterprises face while implementing new technologies or ideas as they strive to take advantage of new opportunities.

Prerequisite: MBA 520 and MBA 601

MBA 642: Project Management (3 credits)

Students focus on Project Management through critical examination of project planning, design, production, documentation, and presentation techniques. The course distinguishes among the three primary purposes of project management: (1) planning and scheduling project tasks, (2) critical diagnosis and prediction of success or failure in meeting schedules, and (3) estimation of requirements for the project. Topics include: problem identification and definition, project design and analysis, feasibility measures, project charting methods (PERT, GANTT, CPM), process documentation techniques, information modeling, project design specifications and error diagnosis, and task monitoring. Various software packages are used as tools to assist in all phases of project management, development, and presentation.

This course qualifies as an elective in the MBA program.

MBA 651: High Performance Management Strategies (3 credits)

The focus of this MBA elective course is to have students exposed to distinctive high performance entrepreneurial thinking relating to management. In truth everyone seeks high performance and excellence versus being good enough. The difficulty is we don't always have the tools or experience to get there. This course will utilize a number of critically acclaimed books on management to expose the students to best practices and processes. The singular goal of this course is to have students continue to develop and refine their management style for the advancement of their projects, companies and entrepreneurial endeavors.

MBA 654: Job Searching in the New Millennium (3 credits)

Today, no matter what your profession or your education, you just might find yourself needing to search for a new job. Unfortunately no one is really prepared to search even with great skills and a strong background. So what do you do? This course provides students with a focused approach from analyzing how the student approaches job search, the feelings, and the concerns about what outcomes can be expected or hoped for. Students will progress through their job search by using the tenets of strong MBA study such as finance, marketing, management, economic trends and statistics. From networking to closing a deal, this course is an MBA search for the right position for the right person.

MBA 660: Investment Strategy & Risk Management (3 credits)

This course will focus on fundamentals of investment strategies and financial planning including stocks, bonds and mutual funds. Investment strategies learning will include understanding the differences between various types of mutual fund families like stock mutual funds, bond mutual funds, growth versus income funds, international funds, hybrid and target funds, industry and index ETFs. Applying asset allocation model and applying fund betas and standard deviations to distribute portfolio risk.

MBA 667: Special Topics (3 credits)

MBA special topics courses provide students with an opportunity to expand knowledge and extend skills and abilities in focused areas relevant to entrepreneurial and innovative business strategies. Specific course offerings are developed based upon the recommendations and needs of students enrolled in the program and are rotated on a regular basis. Topics could include such areas as diversity in entrepreneurial activities; social entrepreneurship; international business issues; running the family business; values-based leadership; strategies for change management; global marketing; and financial issues in the global economy.

Prerequisites: To be determined based on course offering

MBA 675: Independent Research (3 credits)

This applied course provides students who have considerable work experience with the opportunity to plan, research, produce, and present an approved independent research project under the supervision of a graduate faculty advisor. The research project should focus on a clearly defined problem or issue, effectively relate this topic to the areas of graduate study completed to date and extend the student's knowledge, skills, and abilities in his/her area of specialization or in an area of new endeavor. As part of the course, the student will present and defend a report on the outcomes of the chosen study. To obtain approval for the independent research project, the student must have completed the following at least one month in advance of the anticipated start of the project: (1) meet with the faculty advisor to discuss the project; (2) develop a proposal to include a list of specific learning outcomes; (3) prepare a summary that identifies what will be produced; the research process to be undertaken, and the timeline for completion; (4) obtain the faculty advisor's written approval of the project; and (5) submit all of the above paperwork to the Director of the program for approval. Upon final approval of the student's proposed independent research project, the MBA Director signs and forwards the appropriate course form to the faculty advisor who submits it to the Registrar. The student completes the regular registration process.

Prerequisites: Successful completion of 10 graduate level courses and permission of the Director of the MBA Program

MBA 680: Entrepreneurial Business Project Development (3 credits)

This applied course enables students who have limited experience with the construction of a business plan to work individually to investigate and develop a plan for presentation. This project will draw on the various competencies developed in previous classes and offer students an opportunity to take advantage of potential opportunities through the elements of a well-constructed business plan.

Prerequisites: Successful completion of 10 graduate level courses and permission of the director of the graduate MBA program

MBA 690: Entrepreneurial Management Strategies (3 credits)

In this capstone course of the MBA program, students adopt the perspective of the entrepreneurial manager and analyze contemporary problems of managing businesses in today's dynamic, global economic environment. The course focuses on integrating management, marketing, product development, finance, information management, economics, ethical decision-

making, and operations strategies as applied to real situations. Students demonstrate their mastery of the goals and outcomes of the MBA program through the following: discussions of the applications and synthesis of the principles of good management; analysis of relevant cases, simulations, projects and presentations; and reflection on previously completed MBA program courses.

Prerequisite: MBA 680

CREATIVE NONFICTION WRITING

MFA 615: Mentorship Lab I (3 credits)

Each student works individually and in a small group with a faculty mentor who guides him or her through the writing process. Via the Internet, for each of the subsequent four months, the student will submit to his or her mentor online written assignments designed to improve writing and critical thinking skills related to producing small written pieces to book-length projects. The mentor will also assign published online reading materials which students will critically assess. The mentor will provide feedback and be available to mentees by e-mail, telephone or by Skype to answer questions, work on problems, and give advice on submitting work for publication.

MFA 620: Mentorship Lab II (3 credits)

Each student works individually and in a small group with a faculty mentor who guides him or her through the writing process. Via the Internet, for each of the subsequent four months, the student will submit to his or her mentor online written assignments designed to improve writing and critical thinking skills related to producing small written pieces to book-length projects. The mentor will also assign published online reading materials which students will critically assess. The mentor will provide feedback and be available to mentees by e-mail, telephone or by Skype to answer questions, work on problems, and give advice on submitting work for publication.

MFA 625: Mentorship Lab III (3 credits)

Each student works individually and in a small group with a faculty mentor who guides him or her through the writing process. Via the Internet, for each of the subsequent four months, the student will submit to his or her mentor online written assignments designed to improve writing and critical thinking skills related to producing small written pieces to book-length projects. The mentor will also assign published online reading materials which students will critically assess. The mentor will provide feedback and be available to mentees by e-mail, telephone or by Skype to answer questions, work on problems, and give advice on submitting work for publication.

MFA 630: Writing Contemporary Women's Stories (3 credits)

Women's stories are rife with the truth and grit and beauty of real life. Writing personal narrative, such as memoir and personal essays, or writing pieces on a remarkable woman's story, can be a transformative act. The writing returns us to our true selves and reminds us of our unique voice and creative vision. Students will craft real-life experiences into essays, or the stories of others into long-form journalism. Writing by authors including Jo Ann Beard, Barbara Ehrenreich, Sharline Chiang, Cheryl Strayed, Marie Myung-Ok Lee, and Faith Adiele will be studied, discussed online and written about as inspiration, and as stepping stones to the latest contributions to this category of nonfiction.

MFA 632: Nature and Environmental Writing (3 credits)

Through poetry, fiction, and nonfiction we will explore how writers from diverse cultural backgrounds have imagined a relationship to nature. Within these literary contexts, we will study the intersections of nature and culture in a variety of landscapes – wilderness or the "wild," pastoral/antipastoral, urban and suburban – paying special attention to writing techniques,

styles, and strategies authors use to create compelling narrative portraits of the natural world and our relationship with the world in which we live. Through a series of writing assignments, we will generate essays and poems on the theme of nature, the cultural messages about nature we received growing up, and the role nature plays in our lives today.

MFA 636: Travel and Food Writing for Publication (3 credits)

In Travel and Food Writing for Publication, we'll explore writing about food and travel for magazines, newspapers, guidebooks, cookbooks, literary journals, and blogs, and take a look at visual storytelling through social media such as Instagram and vlogging. We'll delve into discovering a place through its culinary backdrop and examine how food writing goes beyond what's on the fork. We'll dissect what "travel literature" includes – from guidebook to memoir. Using a variety of readings (literary essays, feature articles, blog posts, cookbook reviews, and more), we'll examine what writers do in preparation for original work geared towards publication, whether it's in print, online or is DIY. We'll focus on the craft of writing – from brainstorming ideas, to drafting/ revising, workshoping and refining – as well as explore the business of writing. We'll discuss our fears, expectations and goals of publishing, how to pitch (the do's and don'ts), and what to know when going from the page to print.

Short weekly writing assignments will culminate in a revision assignment (1,500 words) and we'll end the semester with a long article/essay assignment geared towards publication (2,500 words). Peer review and comments are essential to this course and will be centered around bi-weekly Canvas forums.

MFA 640: Women's Spiritual Writing through the Ages (3 credits)

Students will trace the legacy of the spiritual/devotional writing of women through the ages, from Greek poet Sappho through Sufi and Hindu writers, Christian mystics of the Middle Ages, Jewish writers of their time, to contemporary writers including Anne Lamott and Joan Chittister. Native American women's voices, as well as Mexican (Juana Inés de la Cruz), Pagan, Latina and Buddhist (Joan Halifax) will be explored. Eco-Spiritualists such as Alice Walker and also Marian Wright Edelman could be included. Students will write responses to the critical spiritual questions affecting women posed by their instructor.

MFA 660: Creative Nonfiction Writing I: Form and Theory (3 credits)

These introductory seminar courses are aimed at intensive study of and experimentation with the forms and techniques of nonfiction. Reading assignments will be delivered online and original work might include a braided essay, a memory told in second person, an in-depth interview. Discussion of reading assignments will occur online via the Bay Path University online educational delivery system.

MFA 661: Creative Nonfiction Writing II: Form and Theory (3 credits)

These introductory seminar courses are aimed at intensive study of and experimentation with the forms and techniques of nonfiction. Reading assignments will be delivered online and original work might include a braided essay, a memory told in second person, an in-depth interview. Discussion of reading assignments will occur online via the Bay Path University online educational delivery system.

MFA 665: Arts and Culture Writing (3 credits)

Do you have strong opinions about the books you read and the films and plays you see? Do you enjoy reading reviews and discussing your ideas about literature and the arts with others? Writing reviews, opinion pieces, and artist profiles is both an excellent way to develop your writer's voice and to explore avenues for print and online publication. This course focuses on several forms of writing about arts and culture: book, film and theater reviews, artist interviews

and profiles, and cultural criticism. We will read the work of influential arts writers in the fields of literature, film, and theater; view films and watch videos of plays (or attend live theater if feasible); and produce original written work in the following genres:

- A book review of a contemporary novel, based on a study of the book and the critical response to it
- A review of the film version of that book
- A theater review based on a live or live-captured performance
- A profile of a working artist in any field, based on personal interviews or, if that's not possible, online and library research
- A critical essay on an issue suggested by the semester's readings and discussions, and/or a topic that engages you, e.g., a current cultural or literary trend; a social or aesthetic controversy within the literary or arts world; a thematic or comparative exploration of a genre, "school" or group of related works. In addition to these formal assignments, students will write weekly responses to the readings and participate in online discussions of the works in question. Active participation will determine a significant portion of the final grade.

MFA 666: Generational Histories: Writing About Family (3 credits)

This course focuses on research and writing about family history through the generations. We will focus on the numerous sources of family stories: oral histories, diaries and letters, newspaper articles and announcements, videos and photographs, interviews, census records, legal documents, and archival materials. Through readings and discussion of the literature of ancestry—family memoirs, essays, and histories—we will gain an understanding of writing as a tool for biographical exploration and a means of artistically interpreting our own histories. We will also conduct our own ancestral research and interviews and write three biographical essays, each exploring a different aspect of family history.

Throughout the course, we will focus on the essentials of good biographical writing: attention to the telling detail; a balance between technical objectivity and emotional subjectivity; an awareness of the "so what" question, or why this story is important to others and not just the writer; insight into the human struggles of the individuals being described; a perspective that allows for moral complexity (as opposed to villain/victim narratives); an understanding of the difference between "foreground" and "background" information; the judicious use of humor (when appropriate), metaphorical language, and emotional speculation; and clear and vivid prose. We will also focus on the ethics involved in biographical writing about others and the ways in which different writers have resolved or negotiated this issue.

Writers we will study and discuss include James McBride, Mary Karr, Geoffrey Woolf, Maxine Hong Kingston, Marjane Satrapi, Augusten Burroughs, David Sedaris, Mary Gordon, and Martin Sixsmith. At the conclusion of the course, students will know how to initiate a family research project, what distinguishes a literary family biography from a straightforward historical account, how to choose a focus and develop a theme when writing about personal material, and how to gauge whether an essay has the potential to be developed into a book-length work.

MFA 667: Health and Wellness Writing: Storytelling as a Healing Art (3 credits)

This course focuses on writing about the journey from illness to health, both of the body and of the mind and emotions. Sometimes referred to as "narrative medicine," health and wellness stories emphasize the personal aspect of healing, or how the individual experiences and negotiates the path toward wellness. We will read and discuss the work of writers who have documented their wellness journeys in books, essays, and articles; examine the common themes

among these narratives; and produce original written work about our own—or a loved one’s— passage from illness or injury to health.

Throughout the course, we will explore the nature of the body and mind, the role of the body in literary art, the depiction of mental and emotional imbalance in contemporary literature, and the creative relationship between healing and writing. We will also learn the essentials of good health and wellness writing: specificity of sensory detail; avoidance of editorializing; vivid and convincing dialogue; a willingness to express and explore difficult truths; both grace and boldness in describing physical experience (i.e. a balance between excessive reserve, on one hand, and gratuitous detail, on the other); honesty and candor; and a well-constructed narrative that creates a story with an emotional arc, rather than an accumulation of incident.

MFA 668: Creative Writing Field Seminar (3 credits)

Travel with faculty and other students to Ireland and generate creative work about the experience. A ten-day travel experience, the seminar will include daily workshops, lectures, readings, and ample time for immersion in the local culture. Enrollment will be limited to 20 participants. Costs of travel and lodging are not included in the tuition fee for this course.

MFA 670: Getting Inside Lives (3 credits)

This course essentially “reports” from inside the minds, hearts, and life experiences of people. Whether the prescribed subjects are people of great distinction, or ordinary folk, students will come to know them intimately. Subjects might include a principal, a politician, a prison inmate, a disaster survivor, a refugee, an activist, or someone who lives on the margins of society. No matter who the subject is, students will be challenged to capture the internal and external conflict in that individual’s story, and their emotional depth. Instructors will ensure that students will not just focus on capturing the exterior details of a person in their reporting (describing movements, mannerisms, language, clothes, physical traits, or their professional resumes), but that they will also uncover their subjects’ “internal resumes,” the cathartic moments that shaped and changed them, as well as the social milieu which influenced their values, morals, and belief systems. As a result, students will be able to depict the “unvarnished” essence of their subject’s life. The instructor will also provide tools by which the students will conduct psychological interviewing and intimate reporting, and learn to “dig” into personal memories of their subjects. Students will learn how to investigate online personal writings, photographs, emails, and other documents that reveal character.

MFA 675: Learning to Teach (3 credits)

The course will prepare students to confidently step to the head of a creative writing classroom (online or face-to-face) and positively impact their own students. Through online instruction, students will become skilled in creating course syllabi, in selecting appropriate reading material (especially that of a digital nature), structuring class time, and leading face-to-face as well as cyber workshops. They will also learn to effectively respond to all types of classroom challenges as they prepare digital responses to the important and relevant teaching practices provided by the instructor.

MFA 676: Teaching to Learn (3 credits)

Building upon the learning from MFA 670, students will apply their skills in a semester-long practicum during which they gain hands on experience (in both face-to-face and digital settings) in teaching creative writing. Students will have the option of co-teaching a college-level creative writing course in the undergraduate program at Bay Path University. An alternative would be offering a semester long writing workshop to an underserved population, including new citizens, and residents of shelters, housing projects, nursing homes and hospitals.

Prerequisite: MFA 670

MFA 680: Introduction to Publishing (3 credits)

This course will demystify the journey to publication through examinations of the steps involved on the writer's behalf; the structure of the publishing industry; the parts played by agent, editor, publicist, sales representatives and other key figures; and the all-important steps an author can take after publication to give a book the best opportunity for success. Information about online publishing as well as digital self-publication techniques will be offered through the Bay Path University online educational delivery system. Cyber visits by agents and editors will also be included.

MFA 681: Immersion in Publishing (3 credits)

This course will provide first-hand experience in the electronic book world, via a semester-long internship at a publishing house, a literary agency, or in an independent bookstore or an editor's office. A detailed essay on the experience will be submitted by the students through the Bay Path University online educational delivery system.

Prerequisite: MFA 680

MFA 690: Thesis I (3 credits)

This two-course sequence represents the culmination of a program-long process of working toward the completion of a book length piece of creative nonfiction. Via the internet, students will further develop the craft of shaping a book-length nonfiction project by working individually with a faculty mentor, and by discussing their shared writing experiences with student peers. Though each student will actively work toward the creation of new pieces of nonfiction, and toward the revision of individual works, the primary emphasis of the course will be on developing the student's ability to shape a book-length collection of writing into an aesthetic construct that is at once informed by, and larger than, the sum of its parts. Regular online workshops will be provided for peer feedback and critique.

MFA 691: Thesis I II (3 credits)

This two-course sequence represents the culmination of a program-long process of working toward the completion of a book length piece of creative nonfiction. Via the internet, students will further develop the craft of shaping a book-length nonfiction project by working individually with a faculty mentor, and by discussing their shared writing experiences with student peers. Though each student will actively work toward the creation of new pieces of nonfiction, and toward the revision of individual works, the primary emphasis of the course will be on developing the student's ability to shape a book-length collection of writing into an aesthetic construct that is at once informed by, and larger than, the sum of its parts. Regular online workshops will be provided for peer feedback and critique.

HIGHER EDUCATION ADMINISTRATION

MHE 600: Introduction to Higher Education Administration (3 credits)

This course provides a basic introduction to the administration of colleges and universities in modern-day America, including the role and purpose of various functions and departments and major organizational participants (e.g., faculty, students, administration/staff, board). Current topics affecting University and university operation are reviewed and the impact of state and federal policy on institutions is explored.

MHE 605: Organization and Governance of Higher Education (3 credits)

This course provides an overview of the organizational characteristics and processes of colleges and universities with an emphasis upon the governance structure, i.e., the process for making

major policy decisions. Additionally, students will be introduced to the sources of power and influence typically found in academic organizations, along with the primary issues related to organization and governance of higher education.

MHE 610: Higher Education Curriculum Development (3 credits)

This course provides a comprehensive understanding of curricula found in higher education. The course will briefly examine the historical and philosophical foundations from which current curricular models developed. Also included will be coverage of current practices in curriculum development in colleges and universities. Specific attention will be given to the role and impact of assessment and accreditation as related to curriculum development.

MHE 619: Learning Theories in Higher Education (3 credits)

Whether you are interested in leading the academic department, play a role in academic program administration, or are an accreditation liaison for these areas in institutions of higher learning, what remains at the heart of the enterprise is teaching and learning through a curriculum designed -- usually by faculty -- and delivered to students in a variety of ways.

While the delivery systems may vary from institution to institution, the conceptual thinking and philosophy behind the design and delivery of curricula are rooted in the learning theories that inform them. Therefore this course is designed to make you familiar with both the older cognitive and behavioral learning theories as well as with newer learning theories of constructivist or adaptive learning theories.

MHE 620: The Contemporary College Student (3 credits)

This course provides an overview of the diverse groups (traditional and otherwise) who currently comprise the student population of colleges and universities, campus environments and their varied impact on student learning and identity formation, and the various cultural contexts which shape and influence student life and identity. Specific attention will be given to the implications for various areas of administrative practice within colleges and universities, (e.g. student affairs, development and alumni relations, enrollment management, academic affairs, and marketing).

MHE 622: Foundations of Online Learning (3 credits)

Provides an overview of the history, principles, philosophies, and pedagogy of online learning and how it differs from traditional face-to-face instruction. The role of the instructor, students, curriculum and technology will be closely examined. The applications of various learning theories, including adult learning theory, and their relationship to online education will also be explored. Students will evaluate the need for online learning opportunities and analyze the challenges associated with implementing online learning programs within an educational institution.

MHE 625: Women in Higher Education (3 credits)

This course is designed to introduce students to the issues that are central to women students, faculty, and staff in higher education. Students will also become familiar with feminist theory and scholarship as it relates to women in higher education.

MHE 626: Introduction to Institutional Advancement (3 credits)

This course provides an overview of the functional areas within higher education institutional advancement, including development and fundraising, marketing and communications, alumni relations, and government and community relations. Particular attention will be given to how each of these functions operates, how they are integrated, and how they are managed and led.

MHE 627: Enrollment Management Principles and Practices (3 credits)

This course is a comprehensive overview of the field of enrollment management. It examines how enrollment management strategies shape the recruitment and retention practices within educational institutions. Students will learn or deepen their understanding of concepts, practices, and techniques associated with successful enrollment management. Students will create a written analysis of an actual enrollment plan that includes marketing, communication, recruitment, and retention strategies.

MHE 628: Designing and Teaching Online Courses (3 credits)

This course provides students with an understanding of various instructional design approaches to online learning and their impact on students. Topics relating to backward design, developing assessments for the online classroom, constructivist teaching methods, and working with multiple intelligences and learning styles will also be examined. Students will apply their knowledge while developing engaging course content activities.

MHE 630: Law and Ethics in Higher Education (3 credits)

This course is designed to assist students in becoming knowledgeable about the fundamentals of American law that directly and indirectly impinge on the teaching, learning, and administrative environments of higher education institutions in the both the public as well as the private sectors. There are diverse sources of law that impact American higher education in numerous ways and this course is designed to enhance student understanding and appreciation for this complexity as well as for the ethical issues which surround the application of law in the university or University setting.

MHE 632: Building Online Learning Communities (3 credits)

This course focuses on working with learners and communicating within an online learning environment. Topics covered will include synchronous and asynchronous communication and interaction, online, discussion facilitation strategies, developing clear course policies and expectations, engaging students in active learning, planning and managing group activities, strategies for working with difficult students, and developing a course community online. Effective course management strategies for the online classroom will also be explored. Students will examine the importance of clear, consistent communication in the online classroom.

MHE 635: Student Personnel Services in Higher Education (3 credits)

This course provides students with an introduction to student affairs practice in higher education. The course will examine the historical, philosophical, and theoretical roots of the profession as well as the nature of the work student affairs professionals perform, the skills and competencies underlying the work of student affairs and the professional standards of the profession. Specifically, students will be introduced to the student affairs profession, the roles and functions of professionals in the field, the populations served, the University and university settings where the profession is practiced, the skills and competencies necessary to be a professional in the field. They will also gain awareness of current issues regarding students and student affairs in higher education.

MHE 639: Course & Program Outcome Assessment (3 credits)

This course requires a comprehensive understanding of outcomes assessment found in higher education. It briefly examines the definitions and origins of outcomes assessment as it has morphed over the years into contemporary models. MHE 639 covers current practices in outcomes assessment from types of data collection to interpretation of those data yielding results of student learning outcomes in college and university programs. Students focus their specific

attention on the practices and impact of outcomes assessment and accreditation as related to particular academic program development and design.

MHE 640: History and Economics of Higher Education (3 credits)

This course is designed to provide a conceptual overview of the history of higher education and the forces which shaped it. Specific attention will be given to the broader political, social, cultural, and economic context within which higher education was established and continues to develop today.

MHE 645: Higher Education Marketing and Communications (3 credits)

Students will explore how targeted communications and marketing strategies support an institution's enrollment management goals. Students will apply marketing best practices and research to enrollment management, examine the use of different technologies in marketing to prospective students, and explore methods for evaluating a strategic enrollment plan. Students will create communication goals and strategies, integrate technology tools into an enrollment communications strategy, and assess the effectiveness of a strategic enrollment communications plan.

MHE 650: Leading Change in Higher Education (3 credits)

This course is designed to give students the opportunity to lead meaningful change through creating an original research project in higher education. During the course, each student will design a significant project (applied independent research) pertaining to a higher education management issue or problem. This course focuses on specific methodologies and frameworks for analysis to use in preparation of the research required for their individual capstone project. The course focuses on creating workin drafts of the first four chapters of the research project (Introduction, Literature Review, Theoretical Frameworks and Methodology.)

MHE 650 and MHE 670 have been designed as complimentary "sister" courses to be taken as a sequence. Assignments in the MHE 650 course allow students to hone and refresh research strategies and skills to guide them through the initial phases of the capstone paper that will be completed in MHE 670.

In combination, the two courses work to provide students with the following three goals: 1) A deeper understanding of some of the challenges facing higher education; 2) A strong command of the analytical tools students have learned during the MHE program, which they can selectively utilize to effectively address those challenges; and 3) An appreciation of his or her own potential to be a change agent.

These goals will be achieved through a blend of readings, reflections, and assignments, which in combination will "cap off" students' learning in their respective graduate programs.

MHE 652: Retention in Higher Education Administration (3 credits)

Students in this course will explore the fundamentals of retention theory and research and the tools needed to develop and manage an effective retention plan for an institution of higher education. They will examine the factors that may cause students to leave, but more importantly, they will study the factors of what makes students stay. Students will practice techniques through the development of a comprehensive retention plan for a college or university.

MHE 654: Technology Applications to Enrollment Management (3 credits)

Students in this course will analyze the role technology plays in the effective management of enrollment at colleges and universities. In addition to understanding current technology applications, students will explore emerging and future technologies. Topics include relational

database management, communication systems, statistical modeling, in recruitment and retention, and Web-based and social media technologies. Students will create a strategic technology plan for a college or university.

MHE 656: Financial Assistance in Higher Education (3 credits)

In this course students will examine the evolution, current status, and emerging trends of student financial aid in the United States. They will explore characteristics of effectively administered financial assistance programs at colleges and universities. Topics include the history of financial aid, the relationship of college costs and pricing strategies, the role of financial aid in managing enrollment, compliance with regulations and laws, and ethical issues. Students will create a case study for a fictitious university and develop strategic financial aid recommendations for improved enrollment at this university.

MHE 658: Strategic Planning for Enrollment Management (3 credits)

As the capstone certificate course, this course provides theoretical and practical guidance on the strategic enrollment planning process which includes enrollment data analyses, alignment of academic and co-curricular programs, enrollment strategies and goals, and key performance indicators. Students will create a comprehensive and multi-faceted strategic enrollment management plan for an actual institution.

MHE 670: Capstone: Advanced Management Seminar (3 credits)

This course is designed to provide students with the opportunity to apply and demonstrate their mastery of new skills and knowledge. Each student will complete and publicly present the results of a significant project (applied or independent research) pertaining to a higher education management issue or problem. Students will begin their project design while enrolled in MHE 650. Students will also complete a learning outcomes portfolio.

MHE 679: Theory and Practice: Design, Assessment, and Evaluation (3 credits)

This course requires a two-part understanding of course (curriculum) design, the learning theories that inform it, and the outcomes assessment of its students and curriculum in a disciplinary specific program. It thoroughly examines both the theoretical and practical bases of these elements and encourages the study of best practices and creation of new ones. Students focus their disciplinary-specific concerns on course designs, learning theories, and outcome assessment plans as they impact the particular curriculum, the institution offering them, and the accrediting agencies confirming their validity.

LEADERSHIP AND NEGOTIATION

MLN 600: 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.

MLN 605: Introduction to Models and Concepts in Leadership (3 credits)

This is the introductory course to the theory and models of leadership and will serve as one of the foundational classes for the degree. Students will learn the history, development, core theories, and varying models of leadership found in the field. They will also have the opportunity to engage in experiential activities that will provide them with practice developing their skills. Finally, they will grapple with real world case studies where they are put in the role of leader and decision maker.

MLN 610: Advanced Leadership and Negotiation Concepts (3 credits)

This course builds on the basic classes by delving deeper into many of the complicating factors leaders and negotiators face as they do their work. Some of the issues that will be explored in detail are building an organization of leaders, working effectively in teams, empowering others to lead, handling power when you do and do not have it, and managing time pressure and deadlines. Students will have the opportunity to engage with these subjects through case studies and simulations.

MLN 615: Leading and Negotiating in a Virtual and Multicultural World (3 credits)

This course concentrates on the challenges to leadership and negotiation while working virtually and in an increasingly interconnected multicultural world. Companies and organizations are faced with the reality of how to work in a virtual world most efficiently and effectively. Challenges such as team building, organizational development, cross-cultural negotiations, and negotiating with email and other social media will be explored.

MLN 620: Psychological Dimensions of Leadership and Negotiation (3 credits)

This course will focus on the psychological dimensions of leadership and negotiation. Emphasis will be placed on the intrapersonal realm and understanding oneself. Students will learn how the mind works in difficult situations, processes information from a myriad of sources, handles information that is contrary to other messages it receives, and other elements that make their way into leadership and negotiation.

MLN 625: Gender, Leadership, and Negotiation (3 credits)

Gender has a significant impact on leadership and negotiation in both overt and covert ways. This course will delve deeply into the issue of gender in leadership and negotiation and analyze the myths, challenges, and opportunities in this realm. Students will explore this issue both conceptually and practically.

MLN 630: Leadership and Negotiation Lab 1: Planning and Preparation Skills (3 credits)

These skills are all arranged around the preparation and planning phase of leadership and negotiation. Leadership and negotiation styles will be examined through different styles tests. This will give the students an indicator of their natural approach and inclinations. Students will then understand the importance of planning through a number of practical and analytical diagnostic tools. Those who excel in leadership and negotiation have come to understand how fundamental preparation is to success. Finally, given that information gathering is central to leadership and negotiation, how do you find what you need in a world overflowing with information? Once one has gathered information students will learn the importance of framing their message and how to do that effectively.

MLN 635: Leadership and Negotiation Lab 2: Relational Skills (3 credits)

Relational skills are essential to effective leadership and negotiation. Two related and fundamental skills of empathy – the ability to truly understand the other – and holding multiple perspectives will be examined in detail. On the opposite end of the spectrum from Empathy is Assertiveness. Students will learn the art of assertion, what it takes to be assertive, reasons why many fail to be assertive, and the difference between assertion and aggressiveness. Finally, the art of persuasion will be investigated. The primary tool for leaders and negotiators to get people to do something is persuasion. What does it mean to be persuasive? How do people persuade others in a way that resonates with them? And what gets in the way of being persuasive? These questions and others will be addressed.

MLN 640: Leadership and Negotiation Lab 3: Challenging Situation Skills (3 credits)

This course is designed to confront some challenging situations found during the process of leadership and negotiation. The first challenge is dealing with the concept of Power. Power is perhaps the most challenging dynamic to manage as a leader and negotiator. When one possesses power they tend to think that they control the situation completely. The second challenge has to do with finding value in negotiation. Most negotiators are prone to compromise, particularly when a situation becomes difficult. However, contrary to popular belief, compromise is a poor strategy in negotiation. Instead, the art of finding value is what is needed in most negotiations. The final challenge is dealing with difficult people. Students will learn the different types of difficult people, the tactics they employ, and how to manage them effectively.

MLN 645: Leadership and Negotiation Lab 4: Intangible Skills (3 credits)

This course is designed to investigate the intangible skills that leaders and negotiators frequently encounter. As the world becomes a smaller place with the advent of technology, leaders and negotiators will increasingly come into contact with people from a multitude of cultures. The emotional component of leadership and negotiation, which varies considerably from culture to culture, will be the next skill to be analyzed. Students will learn the role of emotions in leadership and negotiation and how to have their emotions without becoming them. Finally, students will concentrate on trust, trust building, and trust repair. In most instances, leaders and negotiators must work to manage the present with long-term relationships in mind. Given that reality, the ability to develop trust, cultivate that trust over time, and repair trust when it has been broken are vital to success in these realms.

MLN 650: Case Studies of Leadership and Negotiation (3 credits)

To really understand the complex nature of the challenges leaders and negotiators face students must grapple with a myriad of examples from the distant and recent past. In this case study focused class, students will explore successes and failures of leadership and negotiation. There is much to take away from real world examples and putting students in the place of leaders and diplomats. Encouraging students to think about how they would have handled similar circumstances will be an important component of this course.

MLN 670: Leadership/Negotiation Application Project and Capstone (3 credits)

This course will serve as the student's culminating experience. The first part of the course is an active, in the world, experiential focused endeavor. Students will be required to find, with the help of an instructor, a company, organization, or governmental entity near their home to work at for a semester. The second part of the course will be to capture their learning from this course and the broader degree in an eportfolio. The eportfolios must include sections on the learning objectives of the degree and how they have met them, general reflections from their experience, and a place for field evaluations from their project.

NONPROFIT MANAGEMENT

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 535: Women: Leadership & Public Impact (3 credits)

This course is offered in partnership with the Women's Fund of Western Massachusetts and is based on the Leadership for Political and Public Impact (LIPPI) curriculum. LIPPI prepares women to assume civic leadership in support of their communities, impact public policy on the local, state and national levels, and for those who aspire to do so- seek and retain elected office. With a focus on public speaking, effective negotiation, conflict management, community organizing, the legislative process, public policy, fundraising, board leadership, municipal and nonprofit budgets, and campaign management, the course provides women the tools and the confidence they need to become civic and political leaders. Women are trained in the nuts and bolts of impacting public policy from the citizen perspective. The course is focused on individual leadership as well as policy change and prepares women for leadership in support of each individual's personal and civic goals. Women will have the opportunity to learn from and connect with women leaders in a wide range of fields and will have the opportunity for self-reflection and personal skill development to build their confidence and capacity as leaders.

NMP 605: Financial Management in the Nonprofit Sector (3 credits)

This course provides a foundation for effective financial nonprofit decision making to promote the financial sustainability of nonprofit organizations in these challenging times. Upon completion of the course the student will: possess an understanding of financial systems as they apply to nonprofit organization; be able to analyze and evaluate the financial health of a nonprofit organization and determine its financial strengths and weaknesses; and use a variety of strategies to improve the financial condition of a nonprofit organization including "quick analysis", budgeting and cost controls, understanding the nonprofit's "economic engine," and developing "unrestricted" funding streams.

NMP 606: Workforce and Affordable Housing Programs and Players (3 credits)

This course is designed to provide the learner with a basic understanding of workforce and affordable housing programs, participants, and terminology. The course will examine the origins of workforce and affordable housing programs in the United States and Europe; present an analysis of the economics of housing markets; examine the social and economic drivers for workforce and affordable housing programs; and provide learners an opportunity to analyze and discuss current programs and the social and economic issues that affect these programs. The course will also examine the current and historical roles non-profit organizations have played in the housing process and how these roles have developed over time.

NMP 607: Poverty, Affluence, and Housing Policy (3 credits)

The role of this course is to provide the learner with an understanding of the role housing policy plays in American society. Specifically, the course will focus on housing and poverty alleviation strategies employed in the inner city and contrast these with suburban and regional development policies utilized outside the city. The course will discuss why solving poverty in-place may not be an optimal strategy; will discuss the effectiveness of existing poverty reduction and community revitalization efforts; and will examine the roles that federal, state and local policies have on housing development and on housing costs, and how these policies affect the

affordability of existing homes and the supply of new affordable housing units. At the completion of the course, the learner will understand how where you live effects your economic status, how land use and zoning policies affect housing; will understand the principals of smart growth development including density, transit oriented development, and green building, and how these principals impact affordability; and will understand the various programs that communities have used to address housing affordability and community stability.

NMP 608: Creating and Preserving Housing (3 credits)

This course will examine the processes used to create new workforce and affordable housing units and on the processes used by communities to preserve existing affordable units. This course will focus on how housing gets done. A key emphasis of the course will be on the economics of development and preservation, including foreclosure prevention and community stabilization. The learner will develop an understanding of the types of subsidies required to create or preserve affordable units, and how these subsidies integrate with the overall development budget and financing process. The learner will also develop an understanding of the role of each player in the development process and how each of these players and processes must be managed and controlled. Emphasis will be on understanding the roles from the prospective of the non-profit organization. Additionally, the learner will be introduced to the current techniques for preserving existing affordable units (such as community land-trusts and equity sharing) and for assisting families in obtaining housing using market mechanisms.

NMP 609: Organizations and Applied Leadership (3 credits)

This course will focus on the application of leadership within the organization. To get things done in today's world, it is critical that a leader be able to translate his or her ideas into actions and results. Through readings and case studies, students will explore why some leaders have been effective in moving organizations toward their goals while others have not. The students will also explore how these skills and traits can be applied in non-profit and community settings. Students will learn to distinguish between routine technical problems which require routine expertise and adaptive problems which require innovative approaches; the importance of understanding and focusing on values; and how to involve all stakeholders in the process. Specific topics to be explored include: keeping the organization focused on its mission and goals; adapting the organization as the world changes; developing and utilizing political, social and economic partnerships; and strategies used to overcome objections and get to yes.

NMP 610: Diversity Management for Today's Nonprofit (3 credits)

This course will provide nonprofit leaders with the background, knowledge and strategic management skills to not only embrace and communicate with a diverse community and supporters but also to capitalize and strengthen the organizational effectiveness of a nonprofit. Focus of the class will be on population trends, recruitment and management of a diverse staff and board, effective fund raising strategies for diverse communities, communicating and public relations and future strategies.

NMP 615: Development and Management of Faith-Based Organizations (3 credits)

This course explores the history and changing roles of faith-based organizations in the United States as the religious, cultural and economic landscape of the United States has shifted. The course also analyzes the unique challenges and opportunities that leaders of faith-based organizations face and examines some of the best practices that have helped faith-based organizations and other nonprofits thrive. These include: (1) mission-based management, (2) systems thinking, (3) legal and ethical issues, (4) religious faith as a guiding and empowering force.

NMP 616: Advanced Management Principles and Practices for Faith-Based Organizations (3 credits)

This course builds on NMP 615 and equips leaders of faith-based organizations with the skills for planning, organizing, leading and coordinating the efforts and resources of their organization to achieve their stated mission and goals. Topics such as understanding the shift from leadership to management competencies in faith based organizations; the importance of strategic planning; fiscal responsibility and transparency; human resource management; working with and developing faith based governance structures; dealing with organizational conflict; the importance of safety and risk management planning and the development of community collaborations and partnerships will be explored.

NMP 620: Consulting in Nonprofits: Theory and Practicum (3 credits)

This advanced placement, three-credit course will be conducted over a 16-week Fall Semester starting in October 2011. Course content includes theory about the business and practice of providing consulting services to nonprofit organizations. It will also include a practicum during which students will do field work at participating nonprofit organizations in the Greater Springfield area to investigate the presenting problems identified by the nonprofit organization, to conduct a broader organizational assessment, and to develop corrective action plans based upon the findings of the investigation and assessment. Enrollment requires the prior approval of the professor and successful completion of NMP 600, NMP 605, NMP 625 and NMP 635. Registration will be capped at 8 students forming a maximum of two teams to work with

NMP 622: Donor Motivation and Behavior (3 credits)

This course exposes students to the theoretical framework for giving. Students will learn how to assess the various motivational factors which influence giving to a particular cause. In addition, this course provides students with the opportunity to explore and understand the principles and mechanics of the wide variety of giving options available to donors. Students will learn to facilitate a process that defines donor needs, assesses appropriate giving methods, develops sound proposals, and closes gifts.

NMP 623: Resource Development Management (3 credits)

As the field of development becomes more complex and demanding, the role of resource management (time, people, and money) takes on increasing importance for the development professional. This course will explore and integrate these issues, and provide resources and tools to build management effectiveness within development. Specifically, students will learn how to apply best practices and sound management principles to the process of securing resources within the nonprofit context.

NMP 625: Strategic Management of Nonprofit Organizations (3 credits)

The primary goal of this course is to have the student develop and understanding of the executive leader's job and responsibilities from a conceptual and operating perspective. The student who completes this course will be able to accomplish strategic analysis and develop specific strategies enabling the nonprofit to thrive and maximize mission particularly when faced with adversity. The student will also understand contemporary issues of nonprofit governance and their impact on implementation strategy, will be able to evaluate accomplishment and take appropriate strategic action, and will be able to create and execute a strategic plan for a nonprofit organization.

NMP 631: 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.

NMP 635: Board Governance and Volunteer Management (3 credits)

This course examines the elements, processes and dynamics of board governance and volunteer management of nonprofit organizations. The course includes analysis of the respective roles of the board, executive director, staff and volunteers to maximize organizational effectiveness. Students will learn how to assess and improve the effectiveness of a board, the Senior leadership, volunteers and the overall governance of the nonprofit organization.

NMP 641: Capital Campaigns and Planned Giving (3 credits)

This course covers the key issues which must be addressed prior to launching a successful capital program and also how to use planned giving as a non-traditional but entirely appropriate type of gift to support capital campaigns. Topics covered that relate to planning a capital campaign include setting goals, the use of feasibility studies to assess institutional readiness, writing a case for support, developing fundraising leadership, board development, donor identification and segmentation, sources and numbers of gifts required to achieve the goal, options on how to incorporate endowment gifts in the solicitation mix, gift-acceptance policies, proven principles of capital campaigns, reporting mechanisms, and donor recognition. Additional topics covered concentrate on how to develop and implement a planned giving program and how to cultivate and solicit individuals for a planned gift. These topics include promoting planned giving programs; identifying and soliciting individual prospects; the role of the board, staff and volunteers; ethical issues; trends in planned giving; and integrating planned giving into an overall fund development program.

NMP 645: Marketing Principles and Techniques for Nonprofits (3 credits)

This course examines practical strategies and trends in marketing for nonprofit organizations. Topics include the role of marketing in nonprofits, marketing research and planning, marketing's impact on organizational revenue, relationship between marketing and fund development, types of marketing tools and strategies, audience identification and development, and role of staff and board of directors in nonprofit marketing.

NMP 646: Healthy Solutions for Non-Profits in Challenging Times (3 credits)

In these challenging times, non-profits face significant risk for declining health and effectiveness. The reasons for gradual or even sudden decline are often easy to recognize, but frequently, very difficult to solve. The recent upswing of non-profit failures speaks urgently to the need for healthy solutions for struggling or even failing agencies. The U.S. Chamber of Commerce suggests that most non-profits that fail do so because of internal mechanics, not external ones. This course examines how and why non-profits get into trouble, or why they fail completely, and what tools the executive director or president has to reverse negative trends or avert failure.

NMP 647: Quality Principles and Practices (3 credits)

This course is a foundation course designed to provide a basic introduction to quality planning principles and implementation processes and practices. Students will gain an understanding of the value of using a quality framework to support continuous improvement. Concepts such as change management, system thinking, continuous improvement, customer/client satisfaction, and cost savings will be discussed. Students will learn how to apply quality theory to real-world situations by developing a quality plan.

NMP 650: Leading Change Through Research in Nonprofits (3 credits)

This course is designed to give students the opportunity to apply management theory to authentic problem-solving situations. Students will review and be introduced to contemporary methods of leading change in organizations by providing students with opportunities to apply management theory on both a micro and macro level. On the macro level this course is designed to integrate the concepts studied throughout the masters' program and those learned in this class, to engage students in informed discussion and assignments of how these concepts are applied to various management and leadership scenarios. At a micro level, students will use this course to plan out specific methodology and frameworks for analysis to use in preparation of the research required for their individual capstone project. The overarching goals of this course are two-fold: (1) ensure that students are prepared with instruments of practical problem solving and knowledge to apply what they have learned in their program to real-life situations in management and (2) allow students to hone and refresh research strategies and skills to prepare them to carry out a masters' level management-issue research problem in the Capstone course.

NMP 651: Annual Giving and Donor Relations (3 credits)

By the completion of this course, students will have a comprehensive understanding of the programs and processes which comprise the annual fundraising program. In particular, students will increase their understanding of: the role of fund development generally and annual giving fundraising specifically, how to define and articulate the case for raising annual support, how to develop an annual giving plan and goals, an annual calendar of activities, and other important foundational considerations, the purpose and elements of an annual giving plan including the methods and programs used for raising annual support, and how to effectively manage a comprehensive annual giving program. Additionally, students will learn about the role of donor relations in a comprehensive development program and will be exposed to cutting edge strategies for building and maintaining an effective donor relations effort.

NMP 652: Program Evaluation (3 credits)

Most nonprofit managers and program staff dread the thought of conducting an evaluation of programs and services. They generally seem to be too costly, take too much time and require more skills than what exists on staff. This course will provide a practical understanding and application of useful assessment methods that can yield benefits to the organization and its stakeholders. Students will learn how to effectively plan for evaluation through the use of logic models, development and use of survey instruments and methodology (e.g. mail, online, focus groups) and data collection and analysis.

NMP 655: Leadership & Personal Effectiveness (3 credits)

The focus of this course is learning the components & styles of dynamic leadership and how they can be adapted in your personal effectiveness as a nonprofit leader. Students will examine several leadership models through assigned texts, contemporary case models, reading and internet research. In addition to readings and associated papers, students will be required to interview a non-profit leader in the local environment and prepare an oral presentation of their interview findings and associated research.

NMP 656: Relationships, Communication and Philanthropy (3 credits)

Building long-term relationships with others is one of the most important and powerful concepts behind philanthropy and fund development. Effective organizations depend upon healthy relationships, and so do effective communities. Genuine relationships do not trespass on personal and professional relationships, creating a bank of favors bartered away through self-interested transactions. This course focuses on relationships at both the individual and group level, within and outside of the nonprofit. The course will review theories about human and group interaction,

and strategies to build long term, mutually beneficial relationships. Students will learn key communications concepts to support relationship building.

NMP 661: Major Gifts (3 credits)

The course is focused on learning how to consistently cultivate and accept large donations. It is designed to provide the students with the theoretical and practical knowledge to enable students to assume responsibility for securing large donations. It does this by providing students a clear understanding of how to building donor-centered relationships with high net-worth donors. In this way it demystifies the “major gifts” fundraising process and provides the student with a systematic method for successfully cultivating and receiving major gifts for your nonprofit organization. For fundraisers, learning how to consistently cultivate and accept large dollar donations is an invaluable professional skill that has many personal and professional rewards including advancement into higher paying positions.

NMP 665: Public Policy, Advocacy, and Government Relations (3 credits)

This course introduces students to the complex and dynamic relationship between government and the nonprofit sector. Topics include the legal constraints within which all nonprofits must operate, the traditional role nonprofits play in public policy advocacy, and the growing role nonprofits play as government funded service providers. Students will also learn effective means of legally lobbying legislators and grapple with the possible benefits and negatives of doing so.

NMP 670: Capstone: Advanced Management Seminar (3 credits)

This class is designed to provide students with the opportunity to apply and demonstrate their mastery of new skills and knowledge. Each student will complete and publicly present the results of a significant project (applied or independent research) pertaining to an issue or management problem. Students will select their topic and complete the initial literature review and project prospectus during NMP/MHE 650 as part of NMP/MHE 650.

Prerequisite: NMP 650 or MHE 650

NMP 675: Capstone: Advanced Fundraising Seminar (3 credits)

A highlight of the Master of Science in Strategic Fundraising and Philanthropy is the Advanced Fundraising Seminar, which gives students the opportunity to work on an industry-related project of substantive quality. Students exercise, enhance, and refine the fundraising skills they have gained during the program within a nonprofit organization that is in need of fundraising assistance, such as designing a capital campaign or analyzing the effectiveness of its fundraising programs. This seminar also provides students a format in which to analyze and examine the larger theoretical issues and industry trends that affect fundraisers and their efforts. While specific topics and emphases vary from term to term, the seminar seeks to impart the analytical, interpretative, and planning skills required of Senior managers. Students will present the results of their fundraising project and will also complete the portfolio which is a final requirement for the M.S. in Strategic Fundraising and Philanthropy degree.

OCCUPATIONAL THERAPY BRIDGE

OTB 301: Social Policy in Health Care (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 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.

Course is a requirement of the 3-Year M.O.T. Bridge program.

Prerequisite: Permission of the department

OTB 302: Research and Writing in Health Care (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 will engage with the American Psychological Association's (APA) guidelines to writing and reporting evidence-based literature. Research types and levels (per AOTA) will be explored. Students write a research proposal supported by an extensive literature review on a topic related to occupational therapy.

Course is a requirement of the 3-Year M.O.T. Bridge program.

Prerequisites: Permission of the department

OTB 303: Communicating in Health Care Systems (3 credits)

This course builds a bridge from a students' general education to the work done in the health-care system. With the aim of preparing students for both professional life and graduate work, this course introduces interdisciplinary 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. Cultural awareness, health care literacy, collaboration, and communication will all be addressed with a health care systems focus. The course emphasizes fundamental principles of communication with time-on-task and real world, discipline-specific models for communication tasks. Appropriate forms of communication in a health care setting and clinical expectations for professionalism will be addressed.

Course is a requirement of the 3-Year M.O.T. Bridge program.

Prerequisites: Permission of the department

OTB 304: Play & Leisure (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.

Course is a requirement of the 3-Year M.O.T. Bridge program.

Prerequisites: Permission of the department

OTB 500: Theory, History and Foundations of Occupational Therapy (3 credits)

The content covered in this course addresses the theory, models, and frames of reference used throughout occupational therapy practice across the lifespan. Students will learn to differentiate theory, models, and frames of reference; learn to apply specific theories in treatment planning and intervention; and integrate theoretical frames to address occupational performance limitations for people of all ages. In addition, students will be introduced to the history of occupational therapy and explore daily occupations of individuals across the lifespan. Using the OT Practice Framework and a variety of OT models of practice, students will explore components of basic and instrumental activities of daily living, work, play, and leisure. Analysis and clinical assessment of occupational performance will be explored. The constructs of client centered practice and the person-occupation-environment interaction will be woven throughout the course to highlight connections between human occupation in supporting purpose and meaning through the lifespan. The Occupational Therapy Practice Framework, professional behaviors,

ethical issues, assessment, and roles of occupational therapists and certified occupational therapy assistants are introduced.

Prerequisite: Permission of the department

Corequisites: OTB 502, OTB 505, and OTB 508

OTB 502 Occupational Behaviors: Pediatric/Adolescent Development (3 credits)

The content covered in this course addresses the practice of occupational therapy related to infants, children, and youth. The course covers the developmental sequence from birth through adolescence and addresses 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. Students will complete presentations covering diagnoses commonly seen by occupational therapists. Creating a foundation for assessment and data collection for the second course, OTB 514, 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.

Prerequisite: Permission of the department

Corequisites: OTB 500, OTB 505, and OTB 508

OTB 505: Functional Anatomy with Lab (4 credits)

This course examines musculoskeletal and peripheral nervous system anatomy in the context of human movement and function, through lecture and lab. The lecture component expands on students' prior knowledge of basic anatomical language and structures by exploring the function of the musculoskeletal, integumentary and lymphatic systems. This includes learning the detailed anatomical landmarks and organization of these systems to support assessment of joint mobility and function, muscle testing, and neuromuscular functioning. Selected pathologies are examined to enhance students' application of anatomy concepts to clinically relevant knowledge. In the lab, students will use plasticized cadaveric sections, computer models, and physical models to further develop a working knowledge of the human anatomy and the application of this knowledge within the context of Occupational Therapy.

Prerequisite: Permission of the department

Corequisites: OTB 500, OTB 502, and OTB 508

OTB 508: Professional Development: Advocacy, Cultural Competence, Ethics, and Legislative Issues (3 credits)

This course addresses professional issues in the delivery of healthcare services. Policies and systems impacting the delivery of healthcare are reviewed. Students are introduced to theories of healthcare ethics, reimbursement, ethical decision making, legal and professional standards, and institutional policies facing today's practitioners. Global healthcare and sociocultural competence are addressed with an emphasis on advocacy for clients and the occupational therapy profession.

Prerequisite: Permission of the department

Corequisites: OTB 500, OTB 502, and OTB 505

OTB 510: 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 neurorehabilitative 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: OTB 505 and permission of the department

OTB 513: Occupational Behaviors: Adult Physical Disabilities (3 credits)

This course 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 and reference. The occupational therapy process will be reviewed and students will begin to develop clinical reasoning skills through assessment and treatment planning assignments.

Prerequisites: OTB 505 and permission of the department

OTB 514: OT Assessment and Interventions: Pediatrics (4 credits)

Students will learn how to assess occupational performance of children from birth to young adult. Standardized and non-standardized assessments will identify performance skills, performance patterns, context or contexts, activity demands, and client factors that can interfere with a client's ability to function in an age appropriate manner. The ability to perceive, plan and engage in roles, routines, and tasks for the purpose of self-maintenance, education, work, play, leisure, and social participation will be explored. Intervention of performance deficits will be examined based on best practice and evidence-based practice.

Prerequisites: OTB 502 and permission of the department

OTB 515: Level I Field Work and Seminar I (2 credits)

The content covered in this course is designed to supplement student's knowledge gained in pediatric courses by further examining the role of occupational therapy within a pediatric population. Students will demonstrate this understanding by observing and/or engaging children and adolescents in a variety of occupations, planning intervention activities, and completing documentation. Students will apply knowledge of typical and atypical development to design appropriate activities to meet the diverse needs of the children in the fieldwork setting. In addition, students will begin to document pediatric services and engage in reflective activities to support the development of clinical reasoning. On-site and online content will also be utilized to support clinical experiences.

Please note if taking this course to meet the Portfolio requirements during Level I fieldwork the course is designed to have a strong focus on the reflective process to illustrate growth and knowledge based on student's clinical experiences. Due to this design, students will demonstrate this growth utilizing methods which may include but are not limited only to methods specified above.

Prerequisites: OTB 502 and permission of the department

Corequisite: OTB 514

OTB 520: OT Assessment and Interventions: Physical Disabilities (3 credits)

This second course in the physical disabilities series and focuses on occupational therapy evaluation and treatment of adults with neurological disorders, both from traumatic and physiologic causes. The etiology, signs, symptoms, medical management, and occupational concerns of various neurological conditions will be reviewed. The emphasis will be on occupational performance evaluation and intervention using neurophysiological frames of reference. Compensatory and remedial approaches introduced in prerequisite course OTB 513 will be further applied to populations with neurological impairment. Students will continue to

develop occupational therapy clinical reasoning skills through assessment and treatment planning assignments.

Prerequisites: OTB 505, OTB 513, and permission of the department

OTP 522: 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 traditional classroom format as well as 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: OTB 505, OTB 513, and permission of the department

OTB 525: Occupational Behaviors: Psychosocial (3 credits)

Students will be introduced to diagnoses typically encountered within the psychosocial setting. Pathology, assessment media, and general treatment approaches in mental health and cognitive settings are addressed. Students also learn about guiding occupational therapy models and frameworks, as well as typical assessment tools utilized. Safety and suicide precautions are highlighted. Using the Occupational Therapy Practice Framework as the foundation, students learn several treatment modalities through onsite presentations.

Prerequisites: OTB 500 and permission of the department

OTB 526: Level I Fieldwork and Seminar II: Physical Disabilities (2 credits)

The content covered in this course is designed to supplement student's knowledge gained in physical disability courses by further examining the role of occupational therapy within an adult/physical disabilities setting. Students will demonstrate this understanding by observing and/or engaging adults in a variety of occupations, planning intervention activities, and completing documentation. Students will apply knowledge of typical and atypical development to design appropriate activities to meet the diverse needs of the adults in the fieldwork setting. In addition, students will begin to document therapeutic services and engage in reflective activities to support the development of clinical reasoning. On site and online content will also be utilized to support clinical experiences.

Please note if taking this course to meet the Portfolio requirements during Level I fieldwork the course is designed to have a strong focus on the reflective process to illustrate growth and knowledge based on student's clinical experiences. Due to this design, students will demonstrate this growth utilizing methods which may include but are not limited only to methods specified above.

Prerequisites: OTB 505, OTB 513, and permission of the department

OTB 529: Research I: Utilization of Research for Evidence-Based Practice (4 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.

Prerequisites: OTB 500 and permission of the department

OTB 530: OT Assessment and Interventions: Geriatrics (4 credits)

This course focuses on assessment and treatment of the older adult population. Theories of aging are introduced and used to adapt occupational therapy interventions to the unique needs of older adults. Additional issues unique to the population are addressed including: Medicare, aging in

place, falls, driving and community mobility, and end-of-life. The etiology, signs, symptoms, and medical management of disorders typically seen in the aging adult population will be covered. The use of client-centered practice and meaningful occupation will be emphasized for client-centered care and treatment.

Prerequisites: OTB 505, OTB 513, OTB 520, and permission of the department

OTB 533: Occupational Therapy Management and Supervision (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.

Prerequisites: OTB 520, OTB 522, OTB 525, OTB 526, OTB 529, and permission of the department

OTB 535: OT Assessment and Interventions: Psychosocial (4 credits)

Group and individual treatments in mental health and cognitive settings are covered in detail. Using the OT Practice Framework as the foundation, students learn several treatment methods, including assertiveness training, social skills, projective arts, relaxation, sensory integrative techniques, and cognitive approaches. Interventions techniques are considered in a variety of inpatient, outpatient, and community-based settings.

Prerequisites: OTB 525 and permission of the department

OTB 536: Level I Fieldwork and Seminar III: Psychosocial (2 credits)

The content covered in this course is designed to supplement student's knowledge gained in psychosocial courses by further examining the role of occupational therapy within the setting. Students will demonstrate this understanding by observing and/or engaging clients across the lifespan in a variety of occupations, planning intervention activities, and completing documentation. Students will apply knowledge of typical and atypical development to design and implement appropriate activities to meet the diverse needs of the adults in the fieldwork setting. In addition, students will begin to document therapeutic services and engage in reflective activities to support the development of clinical reasoning. On site and online content will also be utilized to support clinical experiences.

Please note if taking this course to meet the Portfolio requirements during Level I fieldwork the course is designed to have a strong focus on the reflective process to illustrate growth and knowledge based on student's clinical experiences. Due to this design, students will demonstrate this growth utilizing methods which may include but are not limited only to methods specified above.

Prerequisites: OTB 525 and permission of the department

Corequisite OTB 535

OTB 537: Research II: Systematic Review (2 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: OTB 529 and permission of the department

OTB 540: Level II Fieldwork I (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. OTB 540 and 550 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 (OTB 540 and OTB 550 for a total of 24 weeks) must be completed within 24 months of the completion of coursework.

This course is graded Pass/Fail.

Prerequisites: Completion of all OTB course requirements (except OTB 541 OTB 551) 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.

OTB 541: Models of Practice in Occupational Therapy (0.5 credits)

This advanced seminar studies occupational therapy treatment principles and applications in the context of level II fieldwork. Situation based personal, professional, and ethical situations 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 Director of Clinical Education/Academic Fieldwork Coordinator.

Corequisite: OTB 540 or permission of the department

OTB 550: Level II Fieldwork II (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. OTB 540 and 550 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 (OTB 540 and OTB 550 for a total of 24 weeks) must be completed within 24 months of the completion of coursework.

These courses are graded Pass/Fail.

Prerequisites: Completion of all OTB course requirements (except OTB 541 OTB 551) 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.

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Corequisite: OTB 550 or permission of the department

OCCUPATIONAL THERAPY DOCTORATE

OTD 701: Utilization of Research in Evidence-Based Practice (3 credits)

Examination of the research process, statistical analysis, and evidence-based practice with applicability to advanced 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, and enhances the education and professional accountability of occupational therapy practitioners.

OTD 702: Application of Occupational Science (3 credits)

This course explores advanced clinical applications of the occupational therapy practice framework as well as descriptive, relational, predictive, and prescriptive aspects of occupational science with a focus on application to advanced occupational therapy clinical practice.

OTD 703: Community Practice, Program Development, and Entrepreneurship (3 credits)

This course discusses the foundation, theoretical framework, and role of occupational therapy in community practice. This course also thoroughly explores the program development process, entrepreneurship, and business fundamentals in occupational therapy.

OTD 704: Bioethics (3 credits)

This course provides an opportunity for students to assess ethical and legal issues confronting occupational therapy practitioners and other healthcare providers in a variety of practice settings, focusing on the identification and analysis of legal and ethical concepts and principles underlying occupational therapy and health care. The course focuses on ethical concepts, theories, and values applied in ethical decision-making that are related to a variety of ethical dilemmas in health and social settings.

OTD 705: Leadership and Advocacy (3 credits)

This course explores leadership theory and application to current and future practice. Students also examine advocacy in the occupational therapy profession. Current issues and trends in the occupational therapy field are discussed.

OTD 797: Capstone Professional Writing and Proposal (3 credits)

Students focus on professional writing skills and clinical reasoning to develop a proposal for their capstone project. Through participation in this course, students will identify relevant issues impacting occupational therapy in their specialty area. A literature review into a specific area of inquiry and a detailed proposal for implementation, evaluation, and dissemination of the capstone project will be completed.

OTD 798: Capstone Project Implementation and Evaluation (3 credits)

The purpose of this course is to demonstrate advanced skills in evidence-based occupational therapy practice. Students will implement and evaluate a project that reflects an identified area of need. The course is conducted in a seminar format with students working independently, but engaging in online discussions with faculty and students.

OTD 799: Capstone Project Dissemination (3 credits)

Students further synthesize outcomes of the capstone project and will demonstrate their understanding of advanced occupational therapy concepts. Dissemination of findings from the capstone project will be completed with a focus on demonstrating skills as a clinical scholar.

OCCUPATIONAL THERAPY

OTP 500: Introduction to Occupational Therapy (2 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

Co-requisites: OTP 503, OTP 505, and OTP 520

Offered summer II semester only

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. Students are responsible for their own transportation to off-campus cadaver labs.

Prerequisite: OTP 500, OTP 503, OTP 505, OTP 520, and permission of the department

Offered fall semester only

OTP 503: Models of Practice in Occupational Therapy (2 credits)

The content covered in this course addresses theory, models, and frames of reference used throughout occupational therapy practice across the lifespan. Students will learn to differentiate theory, models, and frames of reference; learn to apply specific theories in treatment planning and intervention; and integrate theoretical frames to address occupational performance limitations for people of all ages.

Prerequisite: Permission of the department

Co-requisites: OTP 500, OTP 505, and OTP 520

Offered summer II semester only

OTP 504: Foundations of Neuroscience (2 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 and auditory, visual and vestibular systems. Concepts and knowledge will be linked to selected neurological disorders, clinical problems and case studies.

Prerequisite: Prerequisite: OTP 500, OTP 503, OTP 505, OTP 520, and permission of the department

Co-requisite: OTP 540

Offered fall semester only

OTP 505: Professional Behavior and Leadership Competencies (1 credit)

This course addresses the areas of professional behavior and leadership skills that are necessary to be a successful student and occupational therapy practitioner. Competencies such as communication, confidentiality, self-directed learning, self-regulation, integrity, and clinical reasoning are explored. In addition, students will gain an understanding of the OT Code of Ethics and the occupational therapy ethical principles guiding practice.

Prerequisite: Permission of the department

Co-requisites: OTP500, OTP503, and OTP520

Offered in summer II semester only

OTP 509: Professional Development III (2 credits)

This course provides students with the opportunity to develop self-directed learning skills while facilitating clinical and documentation skills for occupational therapy practice. Students engage in self-assessment and self-directed learning activities to prepare them for the type of learning required on level II fieldwork. Through self-directed and faculty-supported learning activities, students also review and solidify knowledge developed over the first year of OT coursework through review and application to clinical scenarios.

Prerequisites: OTP 531, OTP 541, OTP 550 and permission of department

Offered summer semester I only

OTP 510: Professional Development I (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. Evidence-based practice is woven through the course, with a focus on identifying practice-related problem, generating research questions, and conducting literature searches. Developing research proposals and the role of the Institutional Review Board will be introduced in preparation for OTP 511.

Prerequisites: OTP 500, OTP 503, OTP 505, OTP 520 and permission of department

Offered fall semester only

OTP 511: Professional Development II (3 credits)

This Professional Development course focuses on the research process, with a focus on clinical research in occupational therapy practice. Both qualitative and quantitative research methods are explored. Students will revise and focus their literature reviews from Professional Development I (OTP 510), formulate a researchable question, and conduct a small research project including data collection, analysis, written report, and poster presentation. Students submit proposals to a state professional conference, which may result in the opportunity to make a professional presentation.

Prerequisites: OTP 510 and permission of department

Offered spring semester only

OTP 513: Professional Development IV (3 credits)

This class is the last of the professional development series and is designed for students to focus on administration and management issues. Topics addressed include organizational management from a healthcare perspective, marketing, supervising, training and development, communicating, and budgeting. Issues are discussed to facilitate the student's transition from the classroom to the fieldwork setting, and to approach management from a variety of perspectives. Students complete a cumulative portfolio that summarizes their progress through the didactic portion of their occupational therapy education.

Prerequisites: Semester prior to level II fieldwork or permission of department

Offered fall semester only

OTP 520: Occupation, Purpose, and Meaningfulness (3 credits)

This course will explore daily occupations of individuals across the lifespan. Using the language of the AOTA OT Practice Framework and a variety of OT models of practice, students will explore components of basic and instrumental activities of daily living, work, play and leisure. Analysis and clinical assessment of occupational performance will be explored as well as treatment utilizing a modify/adapt approach. The constructs of client-centered practice and the person-occupation-environment interaction will be woven through the course to highlight connections between human occupation in supporting purpose and meaning through the lifespan.

Prerequisite: Permission of the department

Co-requisites: OTP 500, OTP 503, and OTP 505

Offered summer semester only

OTP 521: Level I Fieldwork: Psychosocial Health & Wellness (2 credits)

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 (2 credits)

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 (2 credits)

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.

Prerequisites: OTP 500, OTP 503, OTP 505, OTP 520 and permission of department

Offered fall semester only

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

Offered spring semester only

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.

Prerequisites: OTP 500, OTP 503, OTP 505, OTP 520, and permission of department

Co-requisite: OTP 502

Offered fall semester only

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

Offered spring semester only

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 aging 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.

Prerequisites: OTP 531, OTP 541, OTP 565, and permission of the department

Offered fall semester only

OTP 542L: Sensorimotor Components of Living III Lab (1 credit)

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 503, OTP 504, OTP 505, OTP 520, and permission of the department

Offered spring semester only

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, OTP 563, and permission of the department

Offered fall semester only

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, OTP 503, OTP 505, OTP 520, and permission of department

Offered fall semester only

OTP 562: Current Issues in Occupational Therapy (1 credit)

Healthcare is constantly changing and occupational therapy practice is continually evolving to meet the needs of both traditional healthcare settings and non-traditional areas of practice. This course is designed as a capstone course, enabling students to explore new areas of occupational therapy practice, healthcare issues that impact the profession of occupational therapy and/or the clients they serve, or to delve more deeply into a specialty area. Topics and focus of the class will vary each year.

Prerequisites: Semester prior to level II fieldwork or permission of department

Offered fall semester only

OTP 563: Developmental Components of Pediatric Assessment and Intervention (2 credit)

This course provides an overview of assessments and interventions used in pediatric practice. A basic foundation for assessment review, data collection and analysis appropriate for occupational therapy evaluation with the pediatric population will be explored.

Prerequisites: OTP 550

Offered in summer II semester only

OTP 564: Mental Health Assessment and Intervention (2 credit)

This course enables students to better understand the process of occupational therapy as it pertains to assessing and treating clients with a mental health condition. The course provides an overview of common performance and occupation-based assessments utilized within the field of occupational therapy with a focus on clients affected with a mental health diagnosis. A basic foundation of assessments, data collection, and data analysis will be provided. Students will leave with the ability to implement standardized assessments that are used in a variety of settings, interpret assessment data, and utilize interpreted data to determine appropriate interventions and plan of care.

Prerequisites: OTP 530 and OTP 531

Offered in summer II semester only

OTP 565: Geriatric Assessment and Intervention (2 credits)

This course enables occupational therapy students to better understand the process of occupational therapy as it pertains to the evaluation and treatment of older adults. The course will provide an overview of common performance and occupation based assessments utilized within the field of geriatric rehabilitation. A basic foundation of assessments, data collection, and data analysis will be provided. Students will leave with the ability to complete an occupational therapy evaluation, implement standardized assessments appropriate for the client, interpret assessment data, and utilize interpreted data to determine appropriate intervention and plan of care.

Prerequisites: OTP540 and OTP541

Offered in summer II semester only

OTP 570: Advanced Seminar in Occupational Therapy (1 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

Offered spring semester only

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 fulltime 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.
Course graded Pass/Fail

OTP 591: 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 fulltime 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.
Course graded Pass/Fail

PHYSICIAN ASSISTANT

PAS 500: Professional Practice in the 21st Century (1 credit)

This course focuses on the history of the Physician Assistant profession from its inception to present day status. PA education, PA-MD relationship, PA legislation & regulations, and organizations involved in the profession are analyzed by the students. Professional ethics /

ethical decision-making, healthcare policy, cultural awareness, and other issues and policies of interest that affect the practicing PA are introduced.

PAS 511: Clinical Anatomy & Physiology (6 credits)

This course utilizes formal lecture and prosected plastinated cadavers to perform thorough study of the human body. Each module includes a review of body system structure and function, an investigation of potential disease manifestations, and an introduction to clinical assessment. Course content compares normal and abnormal systemic processes used in the evaluation of patient health status to prepare students for professional training in healthcare delivery. This format is supplemented with several lectures specifically designed to correlate the anatomical findings with clinical applications for the medical practitioner.

PAS 512: Patient Assessment (8 credits)

This course teaches foundational skills and techniques required to gather a complete history and perform a thorough physical examination. Participation in the course requires the integration of the student's knowledge of the structure and function of the human body to be coupled with laboratory sessions emphasizing the proper techniques and diagnostic equipment use for performing a comprehensive physical examination. The comprehensive physical examination skills include; vital signs, head & neck, skin, thorax, abdomen & pelvis, musculoskeletal system and neurologic assessment. Assessment skills will be accomplished through laboratory exercises with mock patients and accompanying small group activities.

PAS 520: Evidence-Based Medicine (1 credit)

This course is designed to introduce students to the fundamental knowledge of evidence-based medicine, epidemiology and biostatistics and begin acquiring the skills of critically reading the medical literature and applying concepts to patient care. This course is designed for adult learners and will include, but is not limited to, independent, online and small group learning environments.

PAS 522: Public Health Seminar I (1 credit)

Public Health Seminar I is the first in a series of four Public Health Seminar courses designed to introduce students to the field of public health and its importance in patient care. This course will define and discuss the evolution of public health in the US its relationship to patient care. Students will draw from their knowledge in Evidence-Based Medicine and apply it to public health issues.

PAS 524: Public Health Seminar II (1 credit)

Public Health Seminar II is the second in a series of four Public Health Seminar courses designed to introduce students to the field of public health and its importance in patient care. This course will discuss health informatics, healthcare economics, healthcare policy and law and its relationship to patient care. Students will draw from their knowledge in Public Health Seminar I and Evidence-Based Medicine and apply it to public health issues.

PAS 526: Public Health Seminar III (1 credit)

Public Health Seminar III is the third in a series of four Public Health Seminar courses designed to introduce students to the field of public health and its importance in patient care. This course is designed to identify public health issues, develop interventions, assess outcomes and overcome burdens associated with intervention. Students will also learn to promote and protect the health of the public. Students will draw from their knowledge in Public Health Seminar I, II and Evidence-Based Medicine and apply it to public health issues.

PAS 528: Public Health Seminar IV (1 credit)

Public Health Seminar IV is the fourth in a series of four Public Health Seminar courses designed to introduce students to the field of public health and its importance in patient care. This course will identify special public health issues and their effect locally, regionally, nationally and worldwide. Students will also develop and implement a public health project in the local community. Students will draw from their knowledge in Public Health Seminar I, II, III and Evidence-Based Medicine and apply it to public health issues.

PAS 530: Pharmacology I (2 credits)

This course examines the pharmacokinetics, pharmacodynamics, and the molecular basis of drug action. Legal aspects of pharmacology and prescription and order writing will be emphasized.

PAS 540: Clinical Medicine I (6 credits)

Clinical Medicine I is the first course in a 4 course Clinical Medicine series. Using an organ systems approach, Clinical Medicine I presents the diagnosis and management of the most common clinical conditions, via major medical concepts, seen by primary care providers. The course builds on learning from Integrated Medical Science and Pharmacology while maintaining a curricular thread with Patient Assessment I and Therapeutics I. Areas of study include: infectious disease, dermatology, ophthalmology, ears, nose, and throat (ENT) and pulmonology. This course is also designed to develop and apply behavioral skills relevant to the practice of medicine.

PAS 540L: Clinical Medicine I Lab (2 credit)

Clinical Medicine I Lab is a hands on application of knowledge acquired in Clinical Medicine I, while maintaining a curricular thread with Patient Assessment I and Therapeutics I. Lab is designed to develop critical thinkers and solidify medical concepts through application. Students will work in intraprofessional teams and in Simulation Laboratory to attain these goals. Professionalism and technical competencies will also be emphasized. Areas of study include: infectious disease, dermatology, ophthalmology, ears, nose, and throat (ENT) and pulmonology.

PAS 541: Clinical Medicine II (6 credits)

Clinical Medicine II is the second course in a 4 course Clinical Medicine series. Using an organ systems approach, Clinical Medicine II presents the diagnosis and management of the most common clinical conditions, via major medical concepts, seen by primary care providers. The course builds on learning from Integrated Medical Science, Pharmacology and Clinical Medicine I, while maintaining a curricular thread with Patient Assessment II and Therapeutics II. Areas of study include: Cardiology, gastroenterology, renal and genitourinary. This course is also designed to develop and apply behavioral skills relevant to the practice of medicine.

PAS 541L: Clinical Medicine II Lab (2 credit)

Clinical Medicine II Lab is a hands-on application of knowledge acquired in Clinical Medicine II, while maintaining a curricular thread with Patient Assessment II and Therapeutics II. Lab is designed to develop critical thinkers and solidify medical concepts through application. Students will work in intra-professional teams and in Simulation Laboratory to attain these goals. Professionalism and technical competencies will also be emphasized. Areas of study include: cardiology, gastroenterology, renal and genitourinary

PAS 560: Therapeutics I (2 credits)

Students develop an approach to the integration and review of pathophysiology for specific diseases and its application in clinical evaluations and therapeutic options for patients. The student evaluates and addresses the clinical therapeutic management of an assigned disease and

problem-solve using a patient case-based format. The content areas of this course include diseases of the HEENT, skin and pulmonary systems and infectious diseases.

PAS 561: Therapeutics II (2 credits)

This course is a continuation of PAS 560. Students develop an approach to the integration and review of pathophysiology for specific diseases and its application in clinical evaluations and therapeutic options for patients. The student evaluates and addresses the clinical therapeutic management of an assigned disease and problem-solve using a patient case-based format. The content areas of this course include diseases of the cardiovascular, gastrointestinal, renal and genitourinary systems.

PAS 570: Clinical Medicine III (6 credits)

Clinical Medicine III is the third course in a 4 course Clinical Medicine series. Using an organ systems approach, Clinical Medicine III presents the diagnosis and management of the most common clinical conditions, via major medical concepts, seen by primary care providers. The course builds on learning from Integrated Medical Science, Pharmacology, Clinical Medicine I and II, while maintaining a curricular thread with Patient Assessment III and Therapeutics III. Areas of study include: reproductive medicine, pediatrics, rheumatology/immunology, orthopedics and neurology. This course is also designed to develop and apply behavioral skills relevant to the practice of medicine.

PAS 570L: Clinical Medicine III Lab (2 credit)

Clinical Medicine III Lab is a hands on application of knowledge acquired in Clinical Medicine III, while maintaining a curricular thread with Patient Assessment III and Therapeutics III. Lab is designed to develop critical thinkers and solidify medical concepts through application. Students will work in intraprofessional teams and in Simulation Laboratory to attain these goals. Professionalism and technical competencies will also be emphasized. Areas of study include: reproductive medicine, pediatrics, rheumatology/immunology, orthopedics and neurology.

PAS 571: Clinical Medicine IV (6 credits)

Clinical Medicine IV is the final course in a 4 course Clinical Medicine series. Using an organ systems approach, Clinical Medicine IV presents the diagnosis and management of the most common clinical conditions, via major medical concepts, seen by primary care providers. The course builds on learning from Integrated Medical Science, Pharmacology and Clinical Medicine I-III, while maintaining a curricular thread with Patient Assessment IV and Therapeutics IV. Areas of study include: hematology, endocrine, psychiatry, emergency medicine and surgery. This course is also designed to develop and apply behavioral skills relevant to the practice of medicine.

PAS 571L: Clinical Medicine IV Lab (2 credit)

Clinical Medicine IV Lab is a hands-on application of knowledge acquired in Clinical Medicine IV, while maintaining a curricular thread with Patient Assessment IV and Therapeutics IV. Lab is designed to develop critical thinkers and solidify medical concepts through application. Students will work in intraprofessional teams and in Simulation Laboratory to attain these goals. Professionalism and technical competencies will also be emphasized. Areas of study include: hematology, endocrine, psychiatry, emergency medicine and surgery.

PAS 590: Therapeutics III (2 credits)

This course is a continuation of PAS 561. Students develop an approach to the integration and review of pathophysiology for specific diseases and its application in clinical evaluations and therapeutic options for patients. The student evaluates and addresses the clinical therapeutic management of an assigned disease and problem-solve using a patient case-based format. The

content areas of this course include diseases of the reproductive, pediatric, musculoskeletal, rheumatologic, immunologic, and neurological systems.

PAS 591: Therapeutics IV (2 credits)

This course is a continuation of PAS 590. Students develop an approach to the integration and review of pathophysiology for specific diseases and its application in clinical evaluations and therapeutic options for patients. The student evaluates and addresses the clinical therapeutic management of an assigned disease and problem-solve using a patient case-based format. The content areas of this course include diseases of the hematologic, endocrine, psychological, emergent and surgical systems and patients.

PAS 598: Introduction to Clinical Practice (2 credits)

This course is intended to help the student transition from the didactic phase into the clinical phase by establishing the expectations and etiquette for the clerkship phase. Additionally, this class introduces the student to the clinical clerkship experience of the PA program. In preparation for the clinical phase, clerkship policies and procedures will be presented. Additionally, professional issues, cultural thinking, medical economics, healthcare finance, and medicolegal issues will be reviewed. Patient assessment skills (including radiology, EKG, and lab data analysis) and practical skills will be reviewed as will competency will be evaluated.

PAS 599: Introduction to Clinical Practice II (2 credits)

This course is intended to help the student transition from the didactic phase into the clinical phase by establishing the expectations and etiquette for the clerkship phase. Additionally, this class introduces the student to the clinical clerkship experience of the PA program. In preparation for the clinical phase, clerkship policies and procedures will be presented. Additionally, professional issues, cultural thinking, medical economics, healthcare finance, and medicolegal issues will be reviewed. Patient assessment skills (including radiology, EKG, and lab data analysis) and practical skills will be reviewed as will competency will be evaluated.

PAS 610: Psychiatry (4 credits)

The clerkship is designed to facilitate the student's ability to participate in the psychiatric care of patients. Students will evaluate patients, identify behavioral health problems, and use critical thinking to create a therapeutic plan, under the supervision of a licensed healthcare provider.

PAS 620: Ambulatory Care Clerkship (8 credits)

This clerkship is designed to facilitate the student's ability to evaluate health-related problems encountered in a community-based primary care practice setting. Students will interview and examine patients, synthesize information to identify problems, and formulate and implement a therapeutic plan, under the supervision of licensed healthcare providers.

PAS 625: Ambulatory Care Clerkship I (4 credits)

This clerkship is designed to facilitate the student's ability to evaluate health-related problems encountered in a community-based primary care practice setting. Students will interview and examine patients, synthesize information to identify problems, and formulate and implement a therapeutic plan, under the supervision of licensed healthcare providers.

PAS 626: Ambulatory Care Clerkship II (4 credits)

This clerkship is designed to facilitate the student's ability to evaluate health-related problems encountered in a community-based primary care practice setting. Students will interview and examine patients, synthesize information to identify problems, and formulate and implement a therapeutic plan, under the supervision of licensed healthcare providers.

PAS 630: Emergency Medicine Clerkship (4 credits)

This clerkship is designed to provide the physician assistant student with exposure to common illnesses and injuries that necessitate emergency care of adults and children. This clerkship emphasizes the development of the following skills: patient interview, physical examination, formulation of a differential diagnosis, ordering and interpreting of diagnostic studies, diagnosis and management of emergency illness and injury, and performance of related procedures.

PAS 640: Surgery Clerkship (8 credits)

This clerkship will provide an introduction of students to patient of various ages with surgically managed disorders. Students will be exposed to the pre-operative evaluation and preparation of patients, intra-operative and postoperative care.

PAS 645: Surgery Clerkship I (4 credits)

This clerkship is designed to facilitate the student's ability to participate in the care of patients in the inpatient setting. Students will evaluate patients, identify problems, and use critical thinking to create a therapeutic plan, under the supervision of licensed healthcare providers.

PAS 646: Surgery Clerkship II (4 credits)

This clerkship is designed to facilitate the student's ability to participate in the care of patients in the inpatient setting. Students will evaluate patients, identify problems, and use critical thinking to create a therapeutic plan, under the supervision of licensed healthcare providers.

PAS 650: Inpatient Medicine Clerkship (8 credits)

The student will apply knowledge and principles learned in the didactic phase of the Program to interview, examine, evaluate, diagnose, and treat disease and injury encountered in an internal medicine/hospital medicine practice setting.

PAS 655: Inpatient Medicine Clerkship I (4 credits)

This clerkship is designed to facilitate the student's ability to participate in the care of patients in the inpatient setting. Students will evaluate patients, identify problems, and use critical thinking to create a therapeutic plan, under the supervision of licensed healthcare providers.

PAS 656: Inpatient Medicine Clerkship II (4 credits)

This clerkship is designed to facilitate the student's ability to participate in the care of patients in the inpatient setting. Students will evaluate patients, identify problems, and use critical thinking to create a therapeutic plan, under the supervision of licensed healthcare providers.

PAS 670: Pediatric Clerkship (8 credits)

This clerkship provides an exposure to care of the child from birth through adolescence. The focus of the learning experience is on the assessment of normal growth and development and on the recognition and management of common childhood illnesses. Emphasis is on counseling of parents regarding immunizations, anticipatory guidance, well child checkups, nutrition, and common medical and psychosocial problems.

PAS 680: Women's Health Clerkship (4 credits)

This clerkship provides an exposure to the spectrum of problems and issues affecting a woman's health. The learning experience emphasizes routine well-woman screening and examinations, family planning and birth control, recognition and treatment of sexually transmitted disease, the evaluation of common gynecologic problems, cancer detection, and prenatal care. Exposure and participation in the surgical management of gynecological and obstetrical problems may also be provided.

PAS 690: Clinical Elective (4 credits)

This rotation will provide clinical experience in a specialty of medicine determined by the student. The purpose of this rotation is to allow students to explore more completely an area of interest in clinical medicine or surgery. Students will engage in all aspects of patient care from history and physical exam to development and implementation of treatment plans and patient follow-up.

PAS 691: Seminar I (2 credits)

This seminar course will focus on the student's interview skills and their ability to integrate an actual medical case into an oral presentation. Students will perform formal Grand Rounds presentations and discuss issues of importance to the profession and health care in general. The students will also initiate a research project on a topic related to the Physician Assistant profession.

PAS 692: Seminar II (2 credits)

This seminar course will focus on the student's interview skills and their ability to integrate an actual medical case into an oral presentation. Students will perform formal Grand Rounds presentations and discuss issues of importance to the profession and health care in general. The students will also initiate a research project on a topic related to the Physician Assistant profession.

PAS 693: Seminar III (1 credit)

This seminar course will focus on the student's interview skills and their ability to integrate an actual medical case into an oral presentation. Students will perform formal Grand Rounds presentations and discuss issues of importance to the profession and health care in general. The students will also initiate a research project on a topic related to the Physician Assistant profession.

PAS 698: Capstone (1 credit)

Students synthesize knowledge and skills obtained during the program through successful completion of a research project and board preparation exercises. By displaying competency in both analyzing literature and integrating the most recent and best practices students demonstrate skills necessary for competent PA practice. Evidence of this competence will be displayed in the form of "publication ready" case based article and poster submission. Students also develop individual portfolios to provide a framework for lifelong learning and NCCPA national board mastery.

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 515: Advanced Epidemiology (3 credits)

This advanced course on epidemiologic methods is designed to further develop the student's ability to conduct and interpret observational epidemiologic studies. Students are provided an opportunity to consolidate critical appraisal skills, to acquire the practical knowledge and skills needed to design epidemiological research, and to extend students' practical and theoretical knowledge of epidemiology beyond basic principles.

Prerequisite: MPH 502

PHE 517: Health Behavior Theory and Practice for Public Health (3 credits)

Students will explore the history and current applications of social and behavioral sciences as they are applied to public health practice and research. The course analyzes social and behavioral science models, theories, and approaches that inform public health and their philosophical roots. The course also examines social and behavioral determinants of health equity across the ecological spectrum.

PHE 520: Public Health Surveillance (3 credits)

Teaches the basic principles of public health surveillance, including the establishment of a public health surveillance program, the collation and analysis of data, and the preparation and distribution of a report. Students will recognize the importance of a direct association between a public health surveillance program and public health action. Students become familiar with public health surveillance systems conducted in developed as well as developing countries.

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.

PHE 530: Environmental Health (3 credits)

This course is designed to provide graduate students with an introduction and overview of the key areas of environmental health. Using the perspectives of the population and community, the course will cover factors associated with the development of environmental health problems while providing an opportunity to think creatively about solutions to the complex issues.

PHE 537: Global Health (3 credits)

Global health places a priority on improving health and achieving equity in health for all people worldwide by reducing avoidable diseases, disabilities, and deaths. Students explore some foundational competencies in global health education such as the global burden of disease, social and economic determinants of health, the globalization of health and health care, global health governance, human rights and equity. Students will discuss practical and ethical challenges in delivering care in low-resource settings, describe tools and strategies to address the needs of

specific vulnerable populations and examine cultural awareness and its importance in caring for a diverse population.

PHE 545: Health Program Planning, Implementation and Evaluation

Students explore the fundamental concepts and techniques of planning, implementing and evaluating public health programs. These include program interventions, implementation and impact evaluation concepts, models, indicator development, methods of practice, data collection, analysis, and interpretation strategies. The course investigates the role of planning and evaluation in improving program implementation, management and outcomes.

PHE 550: MPH Practicum (3 credits)

Provides opportunities for hands-on experience for MPH students at agencies or organizations engaged in public health practice. Students are matched with placement sites based on academic preparation and students' career goals. The 160-hour practicum experience culminates in a comprehensive written report.

PHE 555: MPH Capstone (3 credits)

This capstone course for MPH students examines the theoretical models, causes, consequences, and solutions related to health and health-care disparities in vulnerable communities in the U.S. and globally. Students engage in a community learning project to gain deeper understanding of the socio-cultural, economic, geographic, environmental, nutritional, political, and individual factors that contribute to health disparities and their solutions in the student's local U.S. community.

PHYSICS

PHS 101: College 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.

Course is a requirement of the 3-Year M.O.T. Bridge program.

PSYCHOLOGY

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.

Course is a requirement of the 3-Year M.O.T. Bridge program.

PSY 206: Adolescent/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.

Course is a requirement of the 3-Year M.O.T. Bridge program.

PSY 500: Infant/Toddler Development (3 credits)

Current and relevant topics related to infant and toddler development will be discussed which include but are not limited to theories of social, cognitive, and personality development, societal and cultural variations in the infant experience, the importance of early intervention, and the

impact of environmental influences on family mental health. Attachment Theory will also be examined as it relates to the parent-infant dyad.

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 530: Adult Development and Aging (3 credits)

This course provides students with an understanding of quantitative and qualitative changes that occur as a result of the aging process. Normative and non-normative factors will be explored in light of how these situations affect successful aging. Biology, ethnicity, cognition, cultural, and societal norms and mores will be addressed along with their implications for the counseling relationship as well as issues for good geriatric mental health.

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 550: Family Systems (3 credits)

This course will focus on family dynamics and family systems. Various family systems theorists such as Minuchin, Satir, and Haley will be reviewed and discussed. Specific attention will be given to issues of substance use within the family, including both working with someone with primary substance use and the effects of substance use on family structure. Students will be given the opportunity to practice various systemic interventions that promote healthy psychological development within the family system. The impact of culture, gender, and sexual identity will be examined.

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.

PSY 620: Psychopathology (3 credits)

This course provides the students with an advanced understanding of relevant nomenclature and psychopathology from a developmental, biological, psychodynamic, cognitive, behavioral, interpersonal, and family/systems perspective. Students will learn how to interpret the multi-axial system of assessment and understand coding and reporting procedures outlined in the current edition of the Diagnostic and Statistical Manual of Mental Disorders that are utilized in making a diagnosis of a mental disorder. Students will incorporate relevant research and case studies throughout the course to integrate the various perspectives within a clinical context.

PSY 625: Applied Research Methods in Counseling (3 credits)

This course addresses research design and methodology as used by developmental psychologists. Emphasis is on the use of experimental and quasi-experimental designs, confounding factors that may bias results, assessment strategies, and data evaluation methods. By the completion of this course, the student will have formulated a research proposal, and will have completed a successful research project.

PSY 654: Drugs, Medication, and Society (3 credits)

This course will help the student understand the most commonly prescribed medications that are used in connection with behavioral health today. Current trends in psychopharmacological intervention will be studied and how such drugs will impact cognition, judgment, emotions, and motivation in the developing brain. In addition to commonly prescribed behavioral health medications, the use and abuse of mood altering chemicals will be discussed along with the nature and process of addictive drug seeking behaviors.

PSY 657: Counseling and Co-Occurring Disorders (3 credits)

This course will enable the student to learn those counseling techniques and skills that are essential for working with clients who suffer from co-occurring disorders such as addiction and mental health problems. Students will develop an understanding of how clients can self-medicate underlying mental health and emotional problems by means of illicit drug use and abuse. With this understanding, the student will learn how to develop effective treatment plans for clients with co-occurring disorders.

PSY 658: Psychological Assessment in Counseling (3 credits)

Students will learn to administer and interpret standardized assessments and screening tools used for the evaluation of infants, children, adolescents, adults, and the aging. Students will learn specific screening tools for substance use disorders as well as in-depth standardized assessments for alcohol and drug use. The course will focus on cognitive, projective and personality instruments as well as assessment of substance use disorders and attitude surveys. The importance of accurate report writing, as well as observational and interview skills will be emphasized.

PSY 660: Social and Cultural Foundations (3 credits)

This course is designed to provide students with an understanding of the various theories, issues and trends of providing counseling in a multi-cultural and diverse society. Foundational knowledge and skill needed to provide mental health counseling services to diverse populations in a culturally diverse manner will be the core structure of this course of study. Such theorists as Monica McGoldrick will be reviewed for impact on current thinking and implications for mental health counseling.

PSY 662: Counseling Theory and Practice (3 credits)

This course is designed to provide students with a broad understanding of the theory and application of contrasting theoretical models of counseling and forming helping relationships.

Students will examine the theory and application of various counseling models through lecture, presentations, group discussion, experiential activities, readings and reflection. This course will address the therapeutic process and practical elements of the counseling interaction, and assist students in strengthening their own personal approach to the helping relationship. In addition, it will challenge students to conceptualize their own qualities that support and hinder the therapeutic helping relationship.

PSY 663: Career Development: Theory and Practice (3 credits)

This course will focus on the dynamic relationship that can exist between a person's culture and other related and associated issues in the employment arena. Topics will focus on career counseling, occupational development theories, educational planning, market research and vocational assessment tools as well as the use of technology as a tool in career counseling. Case studies will also be utilized.

PSY 664: Counseling Skills and Techniques (3 credits)

This course will guide the students to a more refined level of the helping relationship while building on the skills learned in PSY 662. Students will develop a solid understanding of the helping relationship by learning intensive listening skills and the effectiveness of attending to the client. Students will also gain a deeper understanding of their own communication styles as they relate to such dynamics as culture, body language, vocal qualities and attitude.

PSY 665: Group Dynamics and Mental Health Counseling (3 credits)

This course will focus on the principles of group dynamics and group members' roles and behaviors, and therapeutic factors of group therapeutic work. Students will talk about group leadership and different facilitation styles and approaches to group counseling. Students will learn specific models and techniques relevant to group treatment for substance use disorders, including use of motivational interviewing. Group counseling theories, orientations and behaviors will be evaluated for effectiveness. Role playing will be utilized to demonstrate appropriate skill development as it relates to mental health group work.

PSY 670: Fieldwork (3 credits)

The Master's Fieldwork experience for the non-licensure track, required of all students, develops knowledge and skills of professional psychology and provides opportunities to apply theoretical knowledge. Students select a setting appropriate to their field of study such as: schools, agencies, community centers, residential facilities, and correctional institutions. Students must obtain 160 clock hours of fieldwork experience under the joint supervision of the department and the organization.

PSY 676: Counseling Internship and Seminar I (3 credits)

This internship experience will take place in a clinical setting and will afford students the opportunity to work in a professional counseling environment. Students will become oriented to policies and procedures at their chosen placement. Students will observe and gradually become involved in the provision of a wide range of clinical mental health services. They will have direct contact with clients, and will receive individual supervision from their agency supervisor. Group supervision meetings will be held twice per semester at Bay Path University.

PSY 677: Counseling Internship and Seminar II (3 credits)

This fieldwork experience will continue to enhance the counseling skills as experienced within the context of Counseling Internship I and will continue to afford students the opportunity to work with individuals who seek mental health support under direct clinical supervision. Students will enhance their professional counseling skills, gradually working more independently, including conducting assessments, determining DSM diagnoses, formulating

treatment plans, and providing counseling to individuals and groups. Students will continue to have direct contact with clients, and will receive individual supervision from their agency supervisor. Group supervision meetings will be held twice per semester at Bay Path University.

PSY 678: Counseling Internship and Seminar III (3 credits)

This experience continues to afford students the opportunity to work with individuals who seek mental health support and counseling. Students practice their counseling skills in the most diverse range of services offered at their agency. At this point in the internship, students are expected to have achieved a level of mastery that allows for them to engage in more intensive and independent work. Students will continue to have direct contact with clients, and will receive individual supervision from their agency supervisor. Group supervision meetings will be held twice per semester at Bay Path University.

PSY 680: Counseling Practicum and Seminar (3 credits)

This pre-master's clinical 100-hour Practicum experience is required of all CMHC students. 40 hours are spent in role-playing counseling exercises with peers, 25 hours in a combination of individual and group supervision, and 35 hours in counseling-related independent study. The scope of this experience will include practice of counseling skills, review of ethics and professional issues, and exploration of clinical supervision including ways in which a student's personal life experience interacts with their role as a counselor. Total hours of practicum, including supervision, contact hours, and independent study hours, are structured to comply with Massachusetts LMHC licensure requirements, and also meet Connecticut LPC eligibility requirements.

Prerequisite: PSY 664

PSY 696: Counseling Internship and Seminar I (3 credits)

This 200-hour internship experience will take place in a clinical setting and will afford students the opportunity to work in a professional counseling environment. Students will become oriented to policies and procedures of their chosen placement. Students will observe and gradually become involved in the provision of a wide range of clinical mental health services. They will have direct contact with clients, and will receive individual supervision from their agency supervisor. Group supervision meetings will be held twice per semester at Bay Path University. Total hours of internship, including supervision and direct contact hours, are structured to comply with Massachusetts LMHC licensure requirements, and also meet Connecticut LPC eligibility requirements.

PSY 697: Counseling Internship and Seminar II (3 credits)

This 200-hour internship experience will continue to enhance the counseling skills as experienced within the context of Counseling Internship I and will continue to afford students the opportunity to work under direct clinical supervision with individuals who seek mental health support. Students will enhance their professional counseling skills, gradually working more independently, including conducting assessments, determining DSM diagnoses, formulating treatment plans, and providing counseling to individuals and groups. Students will receive individual supervision from their agency supervisor. Group supervision meetings will be held twice per semester at Bay Path University. Total hours of internship, including supervision and direct contact hours, are structured to comply with Massachusetts LMHC licensure requirements, and also meet Connecticut LPC eligibility requirements.

PSY 698: Counseling Internship and Seminar III (3 credits)

This 200-hour internship experience continues to afford students the opportunity to work with individuals who seek mental health support and counseling. Students practice their counseling skills in the most diverse range of services offered at their agency. At this point in the internship,

students are expected to have achieved a level of mastery that allows for them to engage in more intensive and independent work. Students will receive individual supervision from their agency supervisor. Group supervision meetings will be held twice per semester at Bay Path University. Total hours of internship, including supervision and direct contact hours, are structured to comply with Massachusetts LMHC licensure requirements, and also meet Connecticut LPC eligibility requirements.

READING

RDG 528: Orton-Gillingham (4 credits)

The Orton-Gillingham (O-G) approach is biologically and linguistically sound, diagnostic and prescriptive, structured, yet flexible. It is designed for the teacher who will work to individualize instruction to meet the intensive needs of struggling language learners. All aspects of the Academy of Orton-Gillingham Practitioners and Educators (AOGPE) Associate Level Curriculum will be covered. This course is designed to prepare and provide ongoing support to teachers completing their Associate Level Practicum over the course of a school year. The combination of coursework and practicum experience will prepare students to apply at the Associate Level to the AOGPE.

RDG 530: Reading Research (3 credits)

This course will provide a definition of scientific research and a review of reading research. The focus will be on the importance of using research to guide evidence-based instructional practice in literacy, define scientific research, examine three types of research studies (longitudinal research, meta-analysis, and clinical trials), present guidelines for evaluating the quality of particular research studies.

RDG 532: Informational and Narrative Text for Children and Adolescence (3 credits)

This course introduces the reading comprehension strand of the Project Read Program combined with exposure to the Madeline Hunter lesson plan guide and instruction techniques. Participants will become familiar with the Project Read Comprehension curriculums in order to successfully teach the concepts and skills required for student to become successful readers and become fluent in planning lessons using Hunter's elements of effective instruction that elicit active participation, time on task, and learning and retention.

RDG 534: Reading and Writing Assessment (3 credits)

This course will provide experience in administering and interpreting data obtained from formal and informal reading, spelling and writing assessments, and provide the ability to develop specific recommendations for appropriate reading, spelling, and written language curricula in order to enhance skills for all students, particularly those who have difficulty learning to read, write, or spell through traditional classroom methods.

RDG 536: Literacy and the Change Process District/School Action Planning (3 credits)

This course focuses on conducting a needs assessment and developing a strategic literacy action plan for a district or school. A strategic literacy plan encompasses determining the current state of literacy, including gaps and redundancies in the literacy initiative, and identifying strategies for increasing student achievement in the area of literacy.

RDG 538: Language Disorders and Literacy (3 credits)

This course explores the components of typical and atypical language development. Instruction will focus on the different aspects of language, including, phonology, morphology, semantics, syntax, and pragmatics. In addition, time will be spent on exploring the behavioral

manifestations associated with language disorders and the influence on academic performance, including written language skills and the relationship to reading/ writing instruction will be carefully reviewed.

RDG 548: Structure of Language Part II – Meaning, Syntax and Semantics (3 credits)

This course will focus on reading comprehension instruction. Participants will study the factors that influence comprehension including fluency, word meaning (semantics), sentence structure (syntax), text organization, discourse structure and meta-cognitive processes. Throughout the course, students will construct knowledge in the development of reading comprehension in order to recognize and support students with reading difficulties.

RDG 554: Pre-practicum and Seminar (0 credits)

Pre-practicum and seminar class meets four times during the fall semester and is designed to get the student ready for the practicum experience. PLEASE NOTE: A student needs to have enrolled and completed RDG 554 in order to enroll in practicum. The course is for 0 credit and a grade is either pass or fail. A student needs a grade of pass in order to enroll in the practicum.

RDG 590: Reading Practicum with Practicum Seminar Sessions (9 credits)

This practicum in reading is a required course for the Massachusetts reading specialist licensure and is carried out in a Massachusetts public school district. The reading licensure candidate works with students, faculty, and administrators to fulfill various roles of the reading specialist. The practicum seminars provide a forum for open discussion of goals and problem solving based on the practicum experience. The practicum is a total of a minimum 150 in-field hours and addresses the Professional Standards for Teachers required for this license. Pre-requisites include a 3.0 or higher in every course, a passing score on the MTEL for the reading specialist license, and approval of the Department. The practicum is completed in the final semester of the program.

SPECIAL EDUCATION ADMINISTRATOR

SEA 601: Educational Leadership in Special Education (3 credits)

This course will explore the challenges Administrators of Special Education face in the role of instructional leadership that include aligning the curriculum, designing a school-wide comprehensive system to meet the needs of all learners, and articulating clear goals and objectives related to student achievement, instruction and assessment. Strategies for utilizing technology to support instruction will also be covered. This course will address safe, orderly and caring environments, and effective operational systems. State and federal laws will be addressed including collective bargaining agreements and ethical guidelines. This course includes a required 65 hour practicum component.

Corequisite: SEA 602

SEA 602: Educational Leadership in Special Education Practicum (1 credits)

Corequisite: SEA 601

SEA 603: Supervision and Evaluation (3 credits)

This course shall provide a comprehensive focus on instructional leadership in the area of aligning curriculum to the content frameworks, designing effective instruction, ensuring both formal and informal assessment methods are utilized, providing effective supervision and evaluation oversight, and determining appropriate professional development for all staff. Course content will include human resource management, and developing, implementing, and assessing district and school-wide improvement plans. This course includes a required 65 hour practicum component.

Corequisite: SEA 604

SEA 604: Supervision and Evaluation Practicum (1 credits)

Corequisite: SEA 603

SEA 605: Business Administration (3 credits)

This course shall provide leaders with the technical and theoretical application of accountability and program evaluation so they can identify and develop systems that ensure districts have processes in place to close the student achievement gap, while understanding adult learning needs of staff and supporting a comprehensive development plan. Course content will include management and operations in the following areas: comprehensive scheduling, fiscal systems, contract negotiations, community connections that connect to the district mission system, and cultivating and leading change as a collaborative leader.

This course includes a required 65 hour practicum component.

Corequisite: SEA 606

SEA 606: Business Administration Practicum (1 credits)

Corequisite: SEA 605

SEA 607: Organizational Management (3 credits)

This course will explore ways to create comprehensive intervention systems that meet the needs of all candidates and ways to systematically monitor, evaluate, and assess the effectiveness of district goals. Plans and procedures to address safety, health and student needs in a caring environment will be explored. Content will include understanding state and federal laws and mandates, ethical guidelines, and school committee policies. The importance of effective communication will be discussed as well as the importance of securing staff commitment to core values, the mission statement and a shared vision. Participants will explore various effective time management and scheduling techniques, reflect on personal experiences, examine current practices, and discuss student and staff accountability. This course includes a required 65 hour practicum component.

Corequisite: SEA 608

SEA 608: Organizational Management Practicum (3 credits)

Corequisite: SEA 607

SEA 609: Communication and Interpersonal Skills (3 credits)

This course will enable participants to self-reflect and formulate their personal vision on ways to promote equity and fairness, and closing the proficiency gap while maintaining a safe and caring environment. The course will include developing a cohesive approach to human resource management, family and community engagement, and the importance of keeping lines of communication open and transparent with parents and stakeholders in order to build a trusting team. Leaders will learn how to interact and contribute in a culturally diverse emerging environment, as well as learn the techniques to diffuse situations to avoid conflict and strategies for effectively engaging participants in conversations related to school matters. This course includes a required 65 hour practicum component.

Corequisite: SEA 610

SEA 610: Communication and Interpersonal Skills Practicum (1 credit)

Corequisite: SEA 609

SEA 611: Law, Policy, Practice (3 credits)

The focus of this course is to provide leaders with the legal infrastructure to know how to use the regulations to advocate for candidates, and to solicit community support with parental involvement. Leaders must build strong relationships within the parameters of legal implications, cultural awareness, parity, litigation, court decisions, and examination of case law. Program evaluation, operational systems, and technology management systems in relation to cultural and ethical perspectives, will be explored in depth. This course includes a required 65 hour practicum component.

Corequisite: SEA 612

SEA 612: Law, Policy, Practice Practicum (1 credit)

Corequisite: SEA 611

SEA 613: Cultural Ethics (3 credits)

This course focuses leaders through case study format to challenge the foundation of what it means to be a professional as they lead in the spirit of the law through an ethical lens while ensuring a safe and caring environment for all members of the district. The course will focus on working in a culturally diverse environment with parents and families, establishing consensus with vision statements and mission values, maintaining best practices for all candidates, and teaching and modeling diversity at all levels. This course includes a required 65 hour practicum component.

Corequisite: SEA 614

SEA 614: Cultural Ethics Practicum (1 credit)

Corequisite: SEA 613

SEA 615: Community Relations (3 credits)

This course will focus on understanding and communicating the importance of cultural proficiency and how it affects the school's ability to bridge relationships especially with ELL candidates and families, listen to concerns, and address the multitude of challenges for school leaders. This course will explore how schools can utilize community organizations, technology, strategic and goal planning, creating policies, promoting collaboration and equity, and ensuring professional and cultural relationships to develop strong community partnerships. Being a leader in fiscal matters, management information systems, and school committee relationships will also be discussed. This course includes a required 65 hour practicum component.

Corequisite: SEA 616

SEA 616: Community Relations Practicum (1 credit)

Corequisite: SEA 615

SEA 617: Law, Policy, and Practice II (2 credits)

The course will focus on Bureau of Special Education case analysis, decision making, and in-depth coverage of selected topics including Section 504, school refusal, Children Requiring Assistance and Civil Rights.

SEA 630: Capstone I (2 credits)

This course will address how to identify a special education issue that is relevant to current practice and to use research to develop a position paper. Students will learn how to develop and write a position paper for a topic in special education and give an associated presentation. The coursework includes choosing a topic, developing an outline, writing a first draft, writing final draft, creating a presentation, and delivering it to a cohort.

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.

Course is a requirement of the 3-Year M.O.T. Bridge program.

SPECIAL EDUCATION

SPE 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 510: Managing Challenging Behaviors (3 credits)

Students will apply a process of case study analysis to situations involving students with behavioral challenges in PreK through 12 settings, with a focus preparing teachers to work effectively in inclusionary education and understanding both the federal and state laws in special education. Basic principles and approaches for the effective management of behavior, as well as addressing the social and emotional needs for learners with special needs in multicultural settings will be discussed. Topics include: educational terminology; preventive discipline in classroom environments; preparing, implementing, and evaluating IEPs; design or modification of curriculum and materials; ways to prepare and maintain students in general education; social emotional learning and support; and knowledge of services provided by outside agencies.

SPE 511: Applied Behavior Analysis (3 credits)

This course provides students with a basic understanding of the application of behavior analysis to a wide variety of human conditions. The definitions, etiologies, and characteristics of severely disabling conditions; theories, concepts, and methods of assessing children and adolescents; preparing implementing, and evaluating IEP's; ways to prepare and maintain students in general education; relevant federal and state special education law; techniques for developing skills to facilitate placement in the least restrictive environment; augmentative and assistive technologies; and history of applied behavior analysis will be covered, as well as the use of behavioral principles to increase and decrease behavior. The role of assessment and generalization and maintenance issues will be stressed. Some applications that are highlighted include self-control, token economies, systematic desensitization, and stimulus control and modeling.

SPE 512: American Sign Language as an Alternative and Augmentative Form of Communication (3 credits)

This course is an introduction to beginning level manual communication (signing and finger spelling) and other alternative and augmentative communication systems and strategies for learners with special needs. Emphasis will be on American Sign Language (ASL) and will include

other Manually Coded English systems, such as Signed Exact English (SEE) as they relate to utilization as augmentative communication systems and strategies. An introduction to deaf culture and ASL as the language of deaf culture will be included.

SPE 514: When Classroom Behaviors Get Off Track: Understanding the Source (3 credits)

The course provides information about the many possible causes of inappropriate behavior in the classroom, in particular those behaviors that arise from the mental health issues faced by students in the complex world in which they develop. A basic review of child development issues will be used as part of the framework for understanding what produces "off-track" behavior by students in the classroom.

SPE 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 518: Professional Literacy for Teachers in K-12 Reading (3 credits)

Reading examines various text passages, suggests optimum strategies, and engages students in practical exercises required for the successful completion of the MTEL reading subtest.

SPE 519: Professional Literacy for Teachers K-12 Writing (3 credits)

Writing examines various texts, suggests optimum strategies, and engages students in practical exercises required for the successful completion for the MTEL writing subtest.

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, social and emotional 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 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. 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 527: Curriculum I - English, Reading, History/Social Science (1-3 credits)

English Language Arts is designed to provide prospective teachers the content of and effective strategies for teaching English language arts, history/social science curriculum based on the Massachusetts Curriculum Frameworks, so that teachers can help students develop communicative competence. Special attention is given to curriculum content.

Prerequisite: SPE 555

SPE 528: Curriculum I - English, Reading, History/Social Science PreK-8 (1-3 credits)

English Language Arts is designed to provide prospective teachers the content of and effective strategies for teaching English language arts, history/social science curriculum based on the Massachusetts Curriculum Frameworks, so that teachers can help students develop communicative competence. Special attention is given to curriculum content.

Prerequisite: SPE 555

SPE 529: Curriculum I - English, Reading, History/Social Science 5-12 (1-3 credits)

English Language Arts is designed to provide prospective teachers the content of and effective strategies for teaching English language arts, history/social science curriculum based on the Massachusetts Curriculum Frameworks, so that teachers can help students develop communicative competence. Special attention is given to curriculum content.

Prerequisite: SPE 555

SPE 530: Curriculum Design and Assessment (3 credits)

Using a case study approach, students learn to select, construct, use and interpret nondiscriminatory and developmentally appropriate assessments relevant to diverse learners with mild and moderate disabilities. The Massachusetts Frameworks are used to guide decisions in both curriculum and instruction and ways to prepare and maintain students in general education. Course assignments are designed to help students gain an understanding of educational terminology utilized with students with special needs; and differentiated instruction and ways to implement meaningful instruction for all students, especially students with disabilities by designing and modifying curriculum and instructional materials.

Recommended Prerequisite: SPE 525

SPE 531: Teaching and Assessing Students with Severe Disabilities (3 credits)

Teachers of students with severe disabilities must be current in the Massachusetts Curriculum Frameworks grade level curriculum, instructional methods, assessment strategies, service delivery models, skills curricula, interdisciplinary approaches to education and applied research findings in order to affect positive behavior change in their students and understand ways to prepare and maintain students in general education. This course has been designed to review

definitions, etiologies, and characteristics of severely disabling conditions; theories of language development; preparing, implementing, and evaluating IEPs; theories, concepts, and methods of assessing children and adolescents; current state-of-the-art educational, service delivery, advocacy and techniques for developing skills designed to facilitate placement in least restrictive environments; working with parents and families, augmentative and assistive technologies; designing and modifying curriculum and instructional materials; and research issues that influence the quality of life of this most challenging population in the areas of curriculum and assessment, including vocational, work study, and transitioning options.

SPE 532: Applying Universal Design for Learning in the Classroom (3 credits)

The course will provide background on Universal Design for Learning (UDL) and will support participants in their efforts to create universally designed lessons that include all students in general education classrooms. Course content will include the principles of the UDL framework and their alignment with Common Core goals and standards.

SPE 533: Children at Risk (3 credits)

The course will involve both an examination of how children with special needs are a high incidence population for abuse, neglect, and victimization and learners diagnosed with ADHD. Topics will include: child abuse reporting statute/responsibilities of CFS; care and protection orders/juvenile court process; criminal justice systems response to child victims and their needs; school system's responding to victimization of children; and the impact of trauma on learning. Additionally, the course will give the student a solid background knowledge of Attention Deficit Hyperactivity Disorder; including proper diagnosis procedures; current research; treatments; school and classroom accommodations; and the role of collaboration between parents, professionals, and school personnel in the full treatment of this disorder.

SPE 537: Curriculum II – Math, Science, Technology and Engineering (1-3 credits)

This course teaches essential methods to effective K-12 science and mathematics instruction. The course is focused on current directions, research, and individual needs of diverse student populations. This course will help prepare students to become effective science and mathematics educators capable of teaching students the content knowledge needed. Special attention is given to curriculum content and to addressing the individual and cultural diversity of all learners. The appropriate use of information technologies and content software will be utilized in this course.

Prerequisite: SPE 555

SPE 538: Curriculum II – Math, Science, Technology and Engineering PreK-8 (1-3 credits)

This course focuses on essential methods to effective preK-8 science and mathematics instruction. The course is focused on current directions, research, and individual needs of diverse student populations. This course will help prepare students to become effective science and mathematics educators capable of teaching students the content knowledge needed. Special attention is given to curriculum content and to addressing the individual and cultural diversity of all learners. The appropriate use of information technologies and content software will be utilized in this course.

Prerequisite: SPE 555

SPE 539: Curriculum II – Math, Science, Technology and Engineering 5-12 (1-3 credits)

This course teaches essential methods to effective 5-12 science and mathematics instruction. Focus on current directions, research, and individual needs of diverse student populations. This course will help prepare students to become effective science and mathematics educators capable of teaching students the content knowledge needed. Special attention is given to curriculum content and to addressing the individual and cultural diversity of all learners. The appropriate use of information technologies and content software will be utilized in this course.

Prerequisite: SPE 555

SPE 540: Research in Education (3 credits)

Applied research methodologies, including case analysis, action research, and survey research will be investigated to enable educators to become consumers of available research and to conduct appropriate research projects focusing on the application of programmatic coursework to improving school/community-based curriculum and instruction.

SPE 541: Working with Students with Mental Health Issues in our Public Schools (3 credits)

As inclusion practices become more and more the norm, we find that placement in the least restrictive environment puts children with significant emotional issues in the classroom. Many children are reporting to school with unresolved personal, emotional, mental health and family problems. This course will provide an overview of the scope of mental health issues as they relate to school-aged children and adolescents and their families.

SPE 542: Educational Technologies for Educators (3 credits)

This course provides an overview of the various technologies used in today's classrooms. This course educates students on the effective and appropriate use of technology to support teaching and learning through the principles of Universal Design for Learning, the spectrum of assistive technologies, and other current options including accessibility tools, Google Classroom, using mobile devices, flipped learning strategies, appropriate use of social media, and various other learning tools.

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 544: Mathematics Content and Applications (3 credits)

An in-depth examination of mathematics content and applications as viewed through The Guiding Principles and Learning Standards in the Mathematics Curriculum Framework, Massachusetts Department of Elementary and Secondary Education. Included is an examination of numbers and operations; functions and algebra; geometry and measurement; and statistics and probability as appropriate to deep understanding and excellence in pedagogical practice.

SPE 545: Mathematics Content and Applications for PreK-2 (3 credits)

An in-depth examination of mathematics content and applications as viewed through The Guiding Principles and Learning Standards in the Mathematics Curriculum Framework, Massachusetts Department of Elementary and Secondary Education. Included is an examination of numbers and operations; functions and algebra; geometry and measurement; and statistics and probability as appropriate to deep understanding and excellence in pedagogical practice.

SPE 546: Teaching Children with Autism Spectrum Disorders (3 credits)

This course focuses on children with autism and examines the variety of exceptionalities and special needs of these children, emphasizing the development of collaborative partnerships among educators, clinicians, and (especially) parents and families. Neurobiological, psychological, educational, social, and emotional factors will be addressed. Specialized teaching strategies, techniques, and environmental/curriculum modifications for children with autism will be studied, including 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 549: Instructional Strategies Utilizing Technology for Learners with Special Needs in the Classroom (3 credits)

Provides strategies to incorporate assistive technology into classrooms for learners with special needs and focuses on actual classroom experiences, best practices, hands-on applications and resources.

SPE 551: Effective Educational Practices for Students with Learning Disabilities (3 credits)

This course provides an overview of the psychological characteristics of individuals with learning disabilities, including theoretical approaches, programs, curriculum, and effective instructional practices. Content will focus on specific characteristics associated with high incidence disabilities, federal and state laws pertinent to nondiscriminatory assessments of learning problems, differential instruction, educational adaptations and resources, and effective instructional methodologies and programs.

SPE 552: Problem Solving and Program Analysis in Autism (3 credits)

This course will provide students with in depth knowledge of research-based teaching programs. Participants will learn the scientific cycle of assessment-planning-implementation-evaluation, 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 teaching programs. Established programs and professional resources will be presented to increase the knowledge of available educational options.

SPE 553: Communication Disorders in the Classroom (3 credits)

A course addressing current research and practices for identifying and intervening with speech and language disorders associated with sensory, physical, intellectual, emotional and learning disabilities. Clinical, school and home intervention practices are studied.

SPE 554: Pre-Practicum and Seminar I (0 credits)

Pre-practicum and seminar class meets four times during the spring semester and is designed to get the student ready for the pre-practicum and seminar II experience.

PLEASE NOTE: A student needs to have enrolled and completed SPE 554 (spring course) and SPE 555 (summer course) in sequence order to enroll in a practicum. Even if you took SPE 554 in a previous semester, you must retake SPE 554 if you did not sequence it with SPE 555. Both of these courses are for 0 credit and a grade is either pass or fail. A student needs a grade of pass in both courses in order to enroll in the practicum.

SPE 555: Pre-Practicum and Seminar II (0 credits)

Pre-practicum hours begin the beginning of the public school year (September) and this experience gives the student a consistent, supervised experience in a public school/Chapter 766 school setting. A minimum of 80 hours is required in the appropriate school setting beginning the first week of September and ending the last week in September. Six seminar classes will be offered between June and October.

Prerequisites: SPE 554, and passing scores on all required MTELS for the license sought that need to be submitted to the program in special education prior to beginning this course.

SPE 557: Practicum: Severe Disabilities (Level: ALL) (3-12 credits)

This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-8) or Chapter 766 approved school with learners with severe disabilities from September to June. It requires papers and attendance at weekly seminars. Practicum hours begin the last week of September/first week of October.

Prerequisites: SPE 554 and SPE 555

Eligible for Initial license in Severe Disabilities Level All.

SPE 558: Practicum: Moderate Disabilities (PreK-8) (3-12 credits)

This course involves full-time supervised teaching responsibilities in a public school classroom (PreK-8) or Chapter 766 approved school with learners with moderate PreK-8 disabilities from September to June. It requires papers and attendance at weekly seminars. Practicum hours begin the last week of September/first week of October.

Prerequisites: SPE 554 and SPE 555

Eligible for Initial license in Moderate Disabilities PreK-8

SPE 559: Practicum: Moderate Disabilities (5-12) (3-12 credits)

This course involves full-time supervised teaching responsibilities in a public school classroom (PreK-8) or Chapter 766 approved school with learners with Moderate 5-12 disabilities from September to June. It requires papers and attendance at weekly seminars. Practicum hours begin the last week of September/first week of October.

Prerequisites: SPE 554 and SPE 555

Eligible for Initial license in Moderate Disabilities 5-12

SPE 560: Advanced Techniques and Process for Behavior Change (3 credits)

During this course, students will review and demonstrate a repertoire of planning, teaching, and supervision skills in programs for learners with autism. Designed as a practical and in-depth review of key behavioral instruction procedures tailored to the unique learning needs of students with autism, the course helps students demonstrate and evaluate methods of instruction.

Presented in a highly visual, engaging, and step-by-step manner, course materials help students practice the cycle of evaluation, implementation, and analysis in areas such as communication and social behavior. Students learn how to perform some key aspects of teaching more deeply and effectively with models, "how to" fidelity checklists, and practice exercises. The examples and activities provide practical ways to set up, implement, and monitor educational programs. Special emphasis will include practice on reducing a problem behavior and learning to supervise others as they implement programs.

SPE 565: Choosing Hope (3 credits)

This course will explore difficult times that happen in individual lives, the strategies that are utilized to cope with these situations, and techniques to develop and enhance healthy behaviors during these times.

DIRECTORY

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The Board of Trustees

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Tania M. Barber (2017)

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Springfield, Massachusetts

Delcie D. Bean IV (2015)

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Hadley, Massachusetts

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Chief Operating Officer
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Newton, Massachusetts

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Springfield, Massachusetts

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Chestnut Realty Management, LLC
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Longmeadow, Massachusetts

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Florence Bank
Florence, Massachusetts

Andrew Lam, M.D. (2018)

Author
Partner
New England Retinal Consultants, P.C.
Springfield, Massachusetts

Estela R. Lopez, Ph.D. (2012)

Retired
Connecticut Board of Regents for Higher Education
East Hartford, Connecticut

Grace Makari-Judson, M.D. (2013)

Clinical Professor of Medicine, Tufts University of Medicine
Co-Director, The Rays of Hope
Center for Breast Cancer Research
Chair, Baystate Health Breast Network
Baystate Regional Cancer Program
Springfield, Massachusetts

Angie B. McGinnis: Bayparent '94 (2007)

Retired
Lewis and Clark College
Portland, Oregon

Robyn A. Newhouse, Ph.D. (2009)

Vice President/Community Service
The Republican
Springfield, Massachusetts

Lynn Pellerano '11, G'13

Customer Service Director
MassMutual
Springfield, Massachusetts

Patricia J. Pierce, CFA (2008)

Chair of the Board
Former Senior Vice President for Domestic Equities
Wright Investors' Service
Vero Beach, Florida

Lori S. Roop '79 (2014)

Director, Special Events
United States Holocaust Memorial Museum
Washington, D.C.

Barbara Sadowsky (2007)

Boca Raton, Florida

Gloria Smith (2007)

Suffield, Connecticut

Mary Ann Spencer, CFA (2010)
Longmeadow, Massachusetts

Richard B. Steele (2005)
Managing Member
Longmeadow Capital, LLC
Longmeadow, Massachusetts

Brian Tuohey (2013)
President
Collins Pipe & Supply Co., Inc.
East Windsor, Connecticut

Hamline C. Wilson (2015)
Retired
MassMutual Life Insurance Co.
Somers, Connecticut

Ex Officio

Carol A. Leary, Ph.D. (1994)
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)
Longmeadow, Massachusetts

Edward J. Carroll Jr. (1981)
Retired President
Carroll Consulting
Tucson, Arizona

Robyn B. Davis (1994)
Former 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

Edward J. Fleming III (1986)

Retired President
Windsor Marketing Group
Longmeadow, Massachusetts

George C. Keady III (2003)

Managing Director
UBS Wealth Management
Senior Portfolio Manager
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

Administrative Offices

Date following each name indicates year of initial appointment.

PRESIDENT

Carol A. Leary (1994)
B.A., Boston University; M.S., State University of New York at Albany; Ph.D., The American University

Assistant to the President

Heather Rounsaville
B.A., Western New England University

PROVOST

Professor of Nonprofit Management and Philanthropy

Melissa Morriss-Olson (2006)
B.S., Bemidji State University; M.A., Northeastern Illinois University; Ph.D., Loyola University of Chicago

VICE PROVOST OF ACADEMIC AFFAIRS

Kristine E. Barnett (2009)
B.A., Russell Sage College; M.A., Central Connecticut State University; Ed.D. Johnson & Wales University

Executive Director of Academic Information and University Registrar

Marshall Bradway (2015)
B.S., M.B.A., Nichols College

Executive Director of Enrollment Marketing & Analytics

Rebecca Capuano (2013)
B.S., Westfield State University; M.S. Bay Path University

Interim Executive Director Dean of Graduate Admissions

Sheryl L. Kosakowski (2010)

B.A., University of Colorado, Boulder; M.S., Bay Path University; M.B.A., Bay Path University

Dean of Undergraduate Admissions

Dawn Bryden (2004)

A.S., Holyoke Community College; B.S., M.S., Bay Path University; Ed.D., American International College

ASSOCIATE PROVOST AND DEAN, SCHOOL OF EDUCATION, HUMAN AND HEALTH SCIENCES

Professor of Education

Elizabeth C. Fleming (2007)

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

ASSOCIATE PROVOST AND DEAN, SCHOOL OF SCIENCE AND MANAGEMENT

Associate Professor of Management

Thomas Loper (2011)

B.S. State University of New York; Ed. D, University of Massachusetts, Amherst

FOUNDING DEAN, DIVISION OF RESEARCH AND ACADEMIC RESOURCES

Professor of Law

Ann M. Dobbmeyer (2005; faculty: 1994)

B.F.A., Ohio State University; J.D., Antioch School of Law

Assistant Dean of Learning Resources and Executive Director, Hatch Library Commons

Peter Testori (2010)

B.A., Eastern Connecticut State University; M.S., Central Connecticut State University; Graduate Certificate, University of Massachusetts, Boston

Director of Student Academic Support Services

Surbhi Patel (2018)

B.S., University of Connecticut; M.S., Central Connecticut State University

E-Portfolio Coordinator

Valarie Chavis (2017)

B.S, Springfield College; M.S., Bay Path University

Dean of Students and Director of Persistence

Anne Chapdelaine (2011)

B.S., M.S. Bay Path University

Director of Residence Life and Learning

Lindsie Lavin (2016)

B.S., Bay Path University; M.S. Smith College

Director of WELL and Community Life

Melina Rudman (2016)

B.A., Bay Path University

Director of Advising and Retention

Ashley Martins (2017)

B.A., Western New England College; M.Ed, Springfield College

Executive Director of Career and Life Planning

Laurie Cirillo (2009)

B.A., M.B.A., University of Massachusetts, Amherst

Director of Employer Relations

Crystal Senter-Brown (2018)

B.A., M.S., Bay Path University

Executive Director of Multicultural Affairs & International Student Life/Assistant to the Provost for Diversity & Inclusion

Elizabeth Cardona (2014)

M.P.A, Syracuse University

Athletic Director

Steven J. Smith (1997)

B.S., St. John Fisher College; M.Ed., Springfield College

Director of the Fitness Center

Robert Panetti

Certified Personal Trainer, Aerobics and Fitness Association of America

Coordinator of Student Activities and Transportation

Collin Glasow (2016)

B.A., M.S., Central Connecticut State University

Director of Creative Writing Program and Writer in Residence

Suzanne Strempek Shea (2005)

B.A., Portland School of Art

VICE PRESIDENT FOR STRATEGIC ALLIANCES

Caron Hobin (1995)

B.A., The George Washington University; M.B.A., Simmons College

VICE PRESIDENT FOR FINANCE AND ADMINISTRATIVE SERVICES

Michael J. Giampietro (2006)

A.S., College of Dupage; B.A., M.P.A., University of Massachusetts, Amherst

Controller

John O'Rourke (2015)

B.S., B.A., M.B.A., University of Massachusetts, Amherst

Assistant Vice President & Director of Human Resources

Kathleen Halpin-Robbins (2006)

A.S., Holyoke Community College; B.S., M.A.T., Elms College

Executive Director for Administrative Services and Operational Effectiveness

Ted Leth-Steensen (2012)

B.S., Suffolk University

Director of Facilities

Paul Stanton (1971)

B.S., Western New England University; M.B.A., University of Massachusetts, Amherst

Executive Director of Student Financial Services

Stephanie A. King (1999)

B.S., M.B.A., American International College

Executive Director of Information Technology

Douglas Slavas (2011)

B.A., M.A., Western New England University

Manager of AV, Classroom Technology and Print Services

Justin Letellier (2011)

B.S., Champlain College

Director of IT Infrastructure

Christopher Knerr (2015)

VICE PRESIDENT FOR UNIVERSITY RELATIONS AND BOARD LIAISON

Kathleen M. Bourque (2001)

B.A., Dartmouth College; Advanced Study: Harvard University

Director of Stewardship and Leadership Giving

Kathleen S. Cotnoir (2001)

B.S., B.A., Bryant University

VICE PRESIDENT FOR DEVELOPMENT AND PLANNED GIVING

Allison Gearing-Kalill (2018)

B.S., University of Massachusetts, Amherst

Director of Corporate and Foundation Relations

Janine M. McVay (2003)

B.A., Smith College; M.S., University of Massachusetts, Amherst

Director of College Communications and Public Relations

Kathleen M. Wroblewski (1999)

B.A., University of Massachusetts, Amherst; M.S., Columbia University

Executive Director of Board Strategy and Integrated Communications

Karen Woods (2017)

B.A., Elms College

Faculty

Date following each name indicates year of initial appointment to the faculty.

Full-time Faculty**Brenda Hardin Abbott (1999)**

Writing Program Coordinator

Assistant Professor of English

B.A., M.A., Eastern Kentucky University

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

Christine A. B. Bacon (2004)

Chair, Science Department

Professor of Biology

B.S., Simmons College; M.S., American International College; D.H.Ed., A.T. Still University

Kevin Barlowski (2014)

Director, Performance Studies

Instructor

B.A., Emerson College; Circle in the Square Theatre School, Professional Workshop Certificate;

M.A., University of Birmingham

Elizabeth Belliveau (2017)

Assistant Clinical Coordinator and Advisor for Concord & Sturbridge

Instructor

B.A., College of the Holy Cross; M.S.W., Boston College

Mark Benander (2012)

Director, M.S. in Developmental Psychology and M.S. in Clinical Mental Health Counseling

Associate Professor of Psychology

B.S., University of Massachusetts; M.Ed., University of Massachusetts; M.S. Massachusetts School for Professional Psychology; Ph.D., University of Massachusetts; Amherst; LMHC

Janice Berliner (2018)

Program Director for Graduate Program in Genetic Counseling

Assistant Professor of Genetic Counseling

B.S., Rutgers-The State University of New Jersey (Cook College); M.S., University of Michigan

Lynda Bishop (2013)

Director, Clinical Education for Occupational Therapy

Assistant Professor of Occupational Therapy

A.A., Indian River Community College; B.S., University of Florida; M.H.A., Russell Sage College; OTR/L

Leanna James Blackwell (2013)

Director, MFA in Creative Nonfiction Writing

Assistant Professor of Creative Writing

B.A., University of California Irvine; M.F.A., Mills College

Kristen Bonanno-Sotiropoulous (2017)

Coordinator of Programs in Special Education

Assistant Professor of Special Education

B.A., M.S., Bay Path University

Laurie Bonavita (2017)

ABA Supervisor and Clinical Instructor
M.S., Elms College

Cheryl Boucakis (2010)

Coordinator of OTA/PTA to MOT Bridge Program
Assistant 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, Graduate Program in Genetic Counseling and Director of Strategic Initiatives
Professor of Genetic Counseling
B.A., University of Vermont; M.S., Georgetown University; Ed.D., University of Hartford

Mary Louise Carey (2016)

Instructor, Graduate Program in Special Education
B.A., Cardinal Cushing College; M.A., Antioch College; M.A., Boston College

Christina Crawfis (2017)

Professor of Practice, Non-Profit Management
B.F.A., Boston University; M.S., Bay Path 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

Theresa DeVito (2017)

Coordinator of Graduate Programs in Healthcare Management & Director of Graduate New Initiatives
Associate Professor of Healthcare Management
B.S., Charter Oak State College; M.A., Cambridge College; Ed.D., University of Connecticut

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

Sheila J. Foley (2002)

Assistant 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

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

Sandra Haddad (1999)

Assistant Professor of Forensics and Biology
B.S., University of Utah; Ph.D., Tulane University

Diane M. Hall (2005)

Professor of Psychology
A.S., Springfield Technical Community College; B.A., Our Lady of the Elms College; M.S., Springfield College; Ed.D., American International College, LMHC

Kristina Hallett (2015)

Director of Clinical Training
Associate Professor of Psychology
B.A., Wellesley College; M.S., Ph.D., University of Massachusetts, Amherst

Kimberly A. Henrichon (2010)

Assistant Professor of Occupational Therapy
B.S., University of New Hampshire; M.Ed., American International College

Sarah Hernandez (2016)

Assistant Professor of Occupational Therapy Graduate Programs
B.A., M.O.T., Bay Path University

Andrea Hickson (2014)

Coordinator, Graduate Program in Education, Curriculum & Instruction
Assistant Professor of Education
B.A., M.A., Our Lady of the Elms College; Ed.D., American International College

Robert P. Hoffman (2011)

Distinguished Professor of Health Sciences
B.S., Union College; M.D., Albany Medical College

Melissa Hunsinger-Harris

Assistant Professor of SPED-ABA
B.A., University of Maine; M.S., Simmons College

Deborah James (2017)

Visiting Assistant Professor in Occupational Therapy
M.B.A., Western New England University

John Jarvis (1999)

Professor of English and Communications
B.A., Brigham Young University; M.A., Ph.D., Washington State University

Ning Jia (2016)

Director, Applied Data Science
Assistant Professor of Applied Data Science
B.S., Fudan University; PhD, University of Minnesota

Paul Kalill (2017)

Interim Chair of Criminal Justice and Legal Studies
Visiting Assistant Professor Justice Studies
B.A., Norwich University; M.Ed., Springfield College; J.D., Suffolk University; Ph.D., Union Institute

Kathleen Kalmbach (2018)

Director, Didactic Education, Physician Assistant Program
Assistant Professor of Physician Assistant Program
B.S., M.S., Springfield College

Heather Kulp (2017)

Professor of Practice, Leadership and Negotiation
B.A., Saint Olaf College, J.D., Northwestern University School of Law

Hsiang-Ching Kung (2004)

Associate Professor of Chemistry
Director of the Chemistry Program
B.S., Tamkang University (Republic of China); Graduate Study, Bonn University; Ph.D., State University of New York at Buffalo

Wendy Lachtara (2012)

Assistant Professor of Occupational Therapy
B.S., Northeastern University; M.A., Ph.D., Massachusetts General Institute of Health Professions

Marie Meckel (2017)

Assistant Professor of Physician Assistant Program
B.A, B.S., University of Massachusetts, Amherst; M.S., Lock Haven University, M.P.H., University of Massachusetts, Amherst

Thomas A. Mennella (2012)

Director, M.S. in Applied Laboratory Science and Operations
Associate Professor of Biology
B.S., Ph.D., University at Albany – SUNY

Susan McDiarmid Rooney (2017)

Director of Clinical Education, Physician Assistant Studies
Assistant Professor of Physician Studies
B.A., M.S., Springfield College

Kenneth O’Konis (2016)

Assistant Professor of Chemistry
B.A., St. Anselm College; M.Ed., Harvard University

Whitney Osborn (2018)

Assistant Professor, OT, MOT Graduate Program
B.S., DPT, Simmons College

Gillian Palmer (2018)

Assistant Professor, Management
B.S., American International College; M.B.A., Bay Path University

Courtney Patrick-Weber (2014)

Assistant Professor, Composition and Rhetoric
B.S., M.A., Northern Michigan University; Ph.D., Texas Woman’s University

Vernon Percy (2017)

Assistant Professor, Psychology
B.A., Westfield State University; M.Ed., Springfield College; Ph.D., University of Connecticut

Princy S. Quadros-Mennella (2012)

Director of the Neuroscience Program
Associate Professor of Psychology
B.S., University of Richmond; Ph.D., University of Massachusetts, Amherst

Theresa J. Riethle (2011)

Director, Physician Assistant Studies Program
Associate Professor of Physician Assistant Studies
B.S., Springfield College; M.S., The Chicago Medical School/Finch University of Health Sciences;
P.A.-C

Susan Rivelli (2018)

Assistant Professor of OT
B.S., Westfield State College; B.S., Worcester State College; M.B.A., Anna Maria College, OTD,
Chatham University

Yadilette Rivera-Colon (2016)

Coordinator, Undergraduate Science Research
Assistant Professor of Biology
B.S., University of Puerto Rico; Ph.D., University of Massachusetts, Amherst

Decorti R. Rodgers-Tonge

Assistant Professor of Accounting
Chair, Undergraduate Accounting Department
B.A., University of Massachusetts, Amherst; M.S., University of Hartford; M.B.A., Western New
England University

Lori Rosner (2016)

Chair, Undergraduate Programs in Business
Assistant Professor of Business
B.S., Bay Path College; M.S., Bay Path 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
Assistant Professor of Business
B.S., University of Connecticut; M.S., M.S., Rensselaer Polytechnic/Hartford Graduate Institute

Robin B. Saunders (2016)

Director, of Graduate Programs in Communications and Information Management
Associate Professor
A.S., River Valley Community College; R.N., Mary Hitchcock School of Nursing; B.S. University of New Hampshire; M.S., St. Josephs University

James Scripture (2016)

Assistant Professor of Cybersecurity
B.S., University of Maine; B.S., Westfield State College; M.S., Westfield State College

Gina M. Semprebon (1988)

Founding Director of the Center for Excellence for Women in Science
Professor of Biology
B.A., M.Ed., American International College; M.T. Certification, American Society of Clinical Pathologists; M.S., Ph.D., University of Massachusetts, Amherst

Kristen Serwecki (2016)

ABA Supervisor and Clinical Instructor
B.S., Westfield State College; M.S., Bay Path University

Matt Smith (2018)

Director, Cybersecurity and Computer Science Programs
Assistant Professor
B.S., University of Maryland; M.A., San Diego State University, M.B.A., Norwich University

Beverly St. Pierre (2013)

Program Director, Programs in Occupational Therapy
Assistant Professor of Occupational Therapy
B.A., M.O.T., Bay Path University; O.T.D. Chatham University

Kara Stevens (2012)

Director of 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

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)

Coordinator, Post Professional Doctor of Occupational Therapy

Associate Professor of Occupational Therapy

B.S., University of Maryland; M.O.T., University of St. Augustine; M.S., Ph.D., University of Florida

Lauren J. Way (2006)

Director, M.S. in Higher Education Administration Program

Associate Professor of Business

B.A., Smith College; M.Ed., Ed.D., University of Massachusetts, Amherst

Joshua N. Weiss (2014)

Director, M.S. in Leadership and Negotiation Program

Assistant Professor of Leadership and Negotiation

B.A., Syracuse University; M.A., The American University (Washington D.C.); Ph.D., George Mason University

Karen Weisz (2016)

ABA Supervisor and Clinical Instructor

BA., Boston University; M.A., Northeastern University

Jane E. Weyant (2000)

Chair of Mathematics Department

Assistant Professor of Mathematics

B.S.E.E., M.S.E.E., Western New England University

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)

Assistant to the Provost for Academic Effectiveness

Professor of Business

B.A., Clark University; M.B.A., M.S., Ph.D., University of Massachusetts, Amherst; SSBB

John O. Woodruff (1998)

Professor of Law

B.A., University of Colorado at Boulder; J.D., Antioch School of Law

Susan Wyckoff (2017)

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-Lachusua (2014)

Assistant Professor, Occupational Therapy

B.S., Springfield College; M.A., University of Southern California; Ed.D., University of Massachusetts, Amherst; OTR/L

MAP OF BAY PATH UNIVERSITY

LONGMEADOW CAMPUS



- 1 – Deepwood Hall
 - Academic Affairs
 - Alumni Relations
 - Campus Public Safety
 - Enrollment Marketing
 - Institutional Advancement
 - Public Relations & Communications
 - President's Office
 - Registrar
 - Technology Services
- 2 – Blake Student Commons
 - Café
 - Dining Commons
 - Fleming Book & Gift Center
 - Food Services
 - Sullivan Career & Life Planning Center
 - Student Mailboxes
 - Study Lounge
 - Athletic Department
 - Accessibility Services
 - Academic Support Services
- 3 – Breck Fitness Center
 - Fitness Center
 - Helliwell Conference Room
 - Student Engagement Department
 - SID – Student Information Desk
 - Wright Dance Studio

- 4 – Carr Hall
 - Classrooms
 - Faculty Offices
 - Mills Theatre
- 5 – Empsall Hall
 - Graduate Admissions
 - Undergraduate Admissions
- 6 – Hatch Library
 - Spiritual Reflection Room
- 7 – The Annex
 - Student Financial Services
 - Bursar's Office
- 8 – D'Amour Hall
 - Classrooms
 - Davis Technology Center
 - MassMutual Multimedia Lab
 - Academic Advising
 - E-Portfolio Center
- 9 – Facilities
 - Facilities
 - Campus Public Safety Admin
 - Office/ID Office
 - Office / Mail Services
 - Purchasing
 - Shipping and Receiving

- 10 – Theinert Hall
 - Health & Counseling Services
 - Residence Hall
- 11 – Wright Hall
 - Breck Suite
 - Residence Hall
- 12 – Bollum Hall
 - Residence Hall
 - Residence Life Office, first floor
- 13 – Longmeadow House
 - Human Resources
- 14 – Elliott Hall
 - Classrooms and Faculty Offices
- 15 – Catok Art Center
 - Bashevkin Academic Center for Excellence
 - Catok Learning Commons
 - iPad Bar
- 16 – Strategic Alliances
 - Office of Multicultural Student Outreach & Support
- 17 – North House
 - Office of Multicultural Student Outreach & Support
- 18- 25 Emerson Road
 - Faculty Offices
- 19 - 17 Emerson Road
 - Faculty Offices

- A - Parking Lot A
- B - Parking Lot B
- C - Parking Lot C
- D - Parking Lot D
- E - Parking Lot E

BAY PATH UNIVERSITY

588 Longmeadow Street
Longmeadow, MA 01106
800.782.7284

www.baypath.edu

* For directions to the President's home & athletic fields contact the campus at 800.782.7284.

DIRECTIONS TO BAY PATH UNIVERSITY

LONGMEADOW CAMPUS



Bay Path University (Longmeadow Campus) is located on Longmeadow Street (U.S. Route 5) in the center of Longmeadow. Springfield, Massachusetts is 3 miles to the north; Hartford, Connecticut is 23 miles to the south.

Springfield is served by two major bus lines and by Amtrak. Bradley International Airport, serving all major airlines, is 15 miles from Bay Path. Local transportation is available, or guests may call the University, 413.565.1331, for transportation to the campus.

From the North: I-91 South to Exit 1 (Longmeadow). Follow Route 5 South; the University will be on your right.

From the South: I-91 North to Exit 49 (Longmeadow). Turn right to Route 5 North; the University will be on your left.

From the East: I-90 (Massachusetts Turnpike-West) to Exit 6. Follow I-291 West to exit 1A, then I-91 South to Exit 1 (Longmeadow). Follow Route 5 South; the University will be on your right.

From the West: I-90 (Massachusetts Turnpike-East) to Exit 4. Follow I-91 South to Exit 1 (Longmeadow). Follow Route 5 South; the University will be on your right.