



2018-2019 Traditional Undergraduate Academic Catalog

Main Campus

588 Longmeadow Street
Longmeadow, Massachusetts 01106

Central Massachusetts Campus

One Picker Road
Sturbridge, Massachusetts 01507

Bay Path University in Concord

521 Virginia 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 Traditional Undergraduate 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, it must be understood that 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 of 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 2018–2019 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 traditional undergraduate students this Catalog in Brief section reflecting 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

The University prohibits sexual misconduct. Sexual misconduct includes but is not limited to 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

- 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 2.0 or higher while achieving a passing grade in 67% of credits attempted. Cumulative credits accrued include repeated, forgiven, withdrawn and incomplete courses.

Academic Warning

During any semester, if a student's term or CGPA falls below a 2.0 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 the Office of Student Academic Support Services 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

An undergraduate student who does not meet the progress standards for the semester following the one for which they were placed on warning 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

An undergraduate student may add or drop courses through the end of the add/drop period (the Tuesday of the second week of classes). Students should visit the Courses/Registration section of the Student tab on the MyBayPath portal for all information regarding registrations. After the add/drop period has concluded, course withdrawal procedures take effect with any course dropped being recorded on the transcript with a 'W' grade.

A student who does not enroll full-time or drops to part-time status loses her merit-based scholarship award for that semester.

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 Department Chair 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 Department Chair, 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

An undergraduate student wishing to withdraw voluntarily from the University must confer first with the Director of Advising and Retention, the department chair or her advisor, then with the Dean of the applicable School/Division and inform the University in writing of the decision via the Enrollment Status Change Form.

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, 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 CALENDAR

Fall 2018	
July 29 – August 22	ALLI Program for New Traditional Undergraduate Students
August 15	Returning Residential Student Leaders Arrive
August 20	Student-Athletes Arrive Full-time Faculty on Less Than 12 Month Contract are Expected to be on Campus
August 22-26	Welcome Week Orientation and New Traditional Students Arrive
August 27	Campus Awakening First Day of Classes
September 3	University Closed – Labor Day
September 4	Last Day to Add/Drop Courses (deadline: 6:00 PM)
September 11	Convocation Ceremony, Mills Theater, 10:30 AM Campus Day, 12:00 PM – 4:00 PM <i>Traditional Undergraduate classes cancelled from 10:00 AM – 4:00 PM</i>
October 8	University Closed – Columbus Day
October 12	Midterm Grades Due in Portal (deadline: 5:00 PM)
October 17	Thumbprint Lecture, 9:30 AM <i>Traditional Undergraduate classes cancelled from 9:00 AM – 12:00 PM</i>
November 5	Spring 2019 Portal Registration Opens for Juniors and Seniors (start: 6:00 AM)
November 9	Last Day to Withdraw from a Course (deadline: 5:00 PM)
November 12	Spring 2019 Portal Registration Opens for First-Year and Sophomores (start: 6:00 AM)
November 16	Spring 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 24	Final Grades Due in Portal (deadline: 5:00 PM)
December 24-Jan 1	University Closed – Winter Recess
Spring 2019	
January 20	Returning Traditional Undergraduate Students Arrive
January 21	No Classes – Martin Luther King Day Incoming Traditional Undergraduate Spring Orientation
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 1	Midterm Grades Due in Portal (deadline: 5:00 PM)
March 11-15	No Classes – Spring Break
March 18	Classes Resume
March 29	Women's Leadership Conference
April 8	Fall 2019 Portal Registration Opens for Juniors and Seniors (start: 6:00 AM)
April 10*	Celebration of Academic Achievement Day and Marcia Conrad Awards Ceremony <i>Traditional Undergraduate classes cancelled between 8:00 AM – 4:00 PM</i>
April 12	Last Day to Withdraw from a Course (deadline: 5:00 PM)
April 15	Classes Will be Held – Patriot's Day Fall 2019 Portal Registration Opens for First Year and Sophomores (start: 6:00 AM)
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: 12:00 PM)
May 19	Commencement

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 Association 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 levels are approved by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.

The Master of Science of Advanced Practice Occupational Therapy and the Master of Occupational Therapy are part of the Graduate School at Bay Path University. The entry-Level Occupational Therapy Program has been granted accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 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.

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

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

To achieve its mission of educating students to become leaders in their careers and communities, the University depends on an educational and work environment of tolerance and respect. It is committed to providing an environment that is free of discrimination and illegal harassment, including sexual harassment for all faculty, staff and students working for the University, and for all students according to the additional Sexual Misconduct/Civil Rights and Anti-Harassment/ Anti-Discrimination Policies. 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.

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

Traditional Admissions

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

The SAT or the ACT should be taken in spring of the junior year or by December of the senior year in high school. Information about the SAT and ACT may be obtained in high school guidance offices or by writing to: The College Board, Box 592, Princeton, New Jersey 08541, or The American College Testing Program, P.O. Box 168, Iowa City, IA 52243. Test scores should be sent to Bay Path University with SAT code number 3078 or ACT code number 1785.

Candidates graduating from public high schools in the Commonwealth of Massachusetts must pass the MCAS exam. Candidates must receive their high school diplomas from accredited high

schools or obtain their G.E.D. Candidates seeking admission from non-accredited high schools may apply; however, additional documentation may be required to make a determination regarding the academic strength and validity of the institution and/or curriculum. If students are home-schooled, the academic plan and performance history approved by that students' local Board of Education or school committee may be substituted for an official transcript. Admission in either of these circumstances can be granted only upon review of the admissions committee.

Required for Traditional Undergraduate Admissions:

- \$25 application fee (waived if you apply online at www.baypath.edu)
- A completed application
- Official high school and college transcript(s)

Requirements only if seeking admittance into the University:

- An essay
- One (1) Letter of Recommendation from a teacher or guidance counselor
- Admissions interview
- SAT and/or ACT. See test optional policy below.

Additional requirements for select majors:

- Signed Program Requirement Form for Education majors
- Signed Program Requirement Form for Science majors

Test Optional Policy

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

Applicants may decide for themselves whether their standardized test scores are an accurate reflection of their academic ability. Bay Path recognizes that a variety of factors can affect test scores, including socioeconomic background, test preparation, schooling and financial and educational resources. The University also recognizes that many students are not in a position to take a test-prep course or to sit for the exam twice to insure the highest possible test score. If the applicant chooses to submit their scores, they will be reviewed by the admissions staff as part of the application in addition to the other items required.

Requirements for all students seeking admittance through the test optional process include:

- high school transcript (showing course difficulty and progression)
- an essay
- a letter of reference from a teacher or guidance counselor
- admissions interview

Optional materials:

- SAT/ACT scores
- Extracurricular activities
- Advanced Placement Exam results
- International Baccalaureate courses

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

Transfer Admissions

Bay Path University welcomes applications from transfer students, including graduates of two-year colleges. Transfer applicants are admitted on the basis of academic and personal achievement and motivation. The SAT or the ACT is required for students transferring with fewer than 12 credits.

Transfer students, especially those interested in applying for scholarships, are also urged to visit Bay Path for an interview in the Office of Admissions. Transfer applications are accepted for the fall and spring semesters. Admission decisions are made and conveyed after all materials have been reviewed.

To be considered for admission, transfer applicants must be in good academic standing and eligible to return to their last institution of full-time attendance. Transfer students should apply by December 15 for admission to the spring semester and by August 1 for admission to the fall semester. Transfer students are encouraged to call or make an appointment with a transfer counselor to receive personal assistance with enrollment requirements. All degree candidates must complete their final year of study (30 credit hours) at Bay Path University.

Required for Transfer Admissions:

- \$25 application fee (waived if you apply online at www.baypath.edu)
- A completed application
- Official high school and college transcripts
- Transfer students with fewer than 12 credits should apply through Traditional First-Year Admissions

Optimal, but Recommended:

- One (1) Letter of Recommendation from a teacher or an administrator
- A one to three page graded paper or typed essay that addresses what you hope to gain from your university experience as well as what you will bring to the Bay Path University experience.
- An interview, either in person or by phone

Additional requirements for select majors:

- Signed Program Requirement Form for Education majors
- Signed Program Requirement Form for Science majors

Transfer Credit Evaluation

The number of transfer credits is based upon work completed at previous regionally-accredited institutions. Each transcript is evaluated on a course-by-course basis. Normally, credit is allowed for each course that is equivalent to a corresponding course at Bay Path University provided the earned grade is C- or above. Prior to enrollment, transfer students may receive a tentative credit evaluation provided by the Office of Admissions. Once enrolled, a final determination of transfer credit will be completed by the Registrar's Office and the Department Chair. Up to 90 transfer credits are accepted toward a baccalaureate degree and 30 transfer credits toward an associate's degree. Grades of C- or above will transfer into Bay Path as a 'TR' grade and will not be

calculated as part of the student's grade point average. For more information see the Transfer Credit Policy in the Academic Policies and Procedures section of this academic catalog.

Articulation Agreements

Bay Path University has entered into admissions agreements with numerous colleges in the area. The agreements allow students to transfer in credits taken at the community college and are recognized as transferable by the agreement. Articulation agreements are currently held with Asnuntuck Community College, Berkshire Community College, Dean College, Greenfield Community College, Holyoke Community College, MassBay Community College and Manchester Community College. More information is available at:
<http://www.baypath.edu/undergraduate-experience/admissions/transfer-students/articulation-agreements>.

International Admissions

Bay Path University enjoys a rich tradition of international student enrollment. International students interested in enrolling in any of the associate or baccalaureate degree programs are required to have a minimum TOEFL score of 71 for the iBT (internet-based test) or a 5.5 bandwidth score for the IELTS, a "C" or higher overall average in high school, and writing and speaking competencies which place them into the ENG 114 Critical Reading and Response course.

Required for International Admissions:

- Completed Application
- Non-refundable application fee of \$25
- Official high school (secondary school) transcript (in English)
- TOEFL examination score (An official score report is required for non-native English speakers)
- Certified bank statement (in English and converted to U.S. dollars) providing evidence of appropriate financial support
- Two (2) letters of recommendation (academic)
- Essay (1-2 pages, typed)
- If you are a transfer student or a post-baccalaureate student, you must submit complete transcripts from all colleges and universities attended
- \$300 deposit (in U.S. dollars upon acceptance)*

*International Students must be deposited before an I-20 is issued.

Continuing Education Admissions

The continuing education program at Bay Path is named in honor of benefactor Mollie Jean Carr, a founding member of the Board of Trustees, widow of founding University President Thomas G. Carr, and a fervent believer in women's education. The program, designed for women who are 24 years of age or over when they first enroll at Bay Path, prepares them for rewarding careers in a broad spectrum of fields. Whether a woman wishes to enroll on a full- or part-time basis, Bay Path is especially able to accommodate continuing education students. Career guidance services are offered along with personal attention and financial assistance. Women who are planning to enter the work force or change careers can continue their education in day and summer classes in the traditional program.

Applications for undergraduate and continuing education admission are distributed by the Office of Undergraduate Admissions and should be returned with the non-refundable \$25

application fee or fee-waiver request. Please refer to the application materials for detailed information on application deadlines and notification dates.

Required for Continuing Education Admissions:

- \$25 application fee (waived if you apply online at www.baypath.edu)
- Completed Application
- Official Transcripts (all high school and college)

Application Review Process

The undergraduate admissions committee evaluates all facets of a student's application, starting with their high school transcripts and including the types of classes completed and academic performance are evaluated. Bay Path University approaches admissions in a holistic manner and does not require applicants to submit SAT/ACT scores for admission purposes.

Students are evaluated for merit scholarships based on high school GPA and standardized test scores (see Test Optional Policy on page 16). Student experiences outside of class, including clubs, activities, athletics, volunteering, and employment experiences also are evaluated.

Conditional Acceptance

The Admissions Committee offers a limited number of conditional acceptances are available to students who demonstrate marginal preparation for college-level work, but who have the potential for success at Bay Path University. Students who have been admitted conditionally may be required to take a reduced course load and work with the Director of Student Academic Support Services to develop an electronic learning plan. When the student achieves a minimum grade point average of 2.0, they can apply to have the conditional status removed.

Early Entrance for High School Seniors

Highly motivated students with strong academic records (Combined SAT scores for Critical Reading, Math, Writing of 1500, or ACT equivalent, and a GPA of 3.5) may apply for Early Entrance to Bay Path University after successful completion of three years of high school.

Campus interviews with the Dean of Undergraduate Admissions and the Dean of Research and Academic Resources are required, along with an admissions application and essay. Further, Early Entrance applicants are required to have the recommendation of their high school guidance counselor, who is responsible for approving the program of University study that facilitates the completion of their high school diploma while earning University credit at Bay Path University.

Decisions are given by July 15 each year and interested juniors are encouraged to apply early. Merit scholarships are available to qualified Early Entrance students.

Enrollment

New students are required to make their deposit and confirm enrollment no fewer than two weeks prior to the start of classes. Any exception to this policy requires the approval of the Dean of Undergraduate Admissions and final approval of the University Registrar. This policy is in place to protect the student and allow for proper orientation to the University.

After May 1 (fall semester) and December 1 (spring semester), tuition and housing deposits are nonrefundable. The deposit amount is \$200 for commuters and \$300 for resident students and is deducted from the total bill for the semester. After the deposit has been paid, the following are required prior to the start of classes:

- Physical examination forms including immunization verification completed by the applicant's healthcare provider.
- Verification of health insurance coverage, in compliance with Massachusetts state law, or participation in the University's insurance program.
- The tuition bill must be paid in full, or arrangements made with the business and financial aid offices for payment.

Joint Admissions

The Joint Admissions Program helps to facilitate the transfer of eligible participating traditional-aged female students from a participating college to Bay Path upon completion of their Associate's degree. Students must have a minimum of a 2.0 cumulative grade point average at the time of completion of their Associate's degree. Students wishing to take part in the Joint Admissions Program must indicate their desire to do so prior to completion of their Associate's Degree and sign a Joint Admissions agreement with the counselor at their participating community college. Participating colleges include; but are not limited to, Holyoke Community College, Berkshire Community College and Springfield Technical Community College.

Health Insurance

Please reference the Student Accident and Sickness Insurance Program section of the Financial Information section of this academic catalog for additional information.

Health Records

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

Placement Testing

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

Re-Admission

Please reference the Reinstatement, Re-Entry and Re-Admittance Policy found in the Academic Policies & Procedures section of this academic catalog for more information.

Internal Program Transfer Process

Students who wish to transfer enrollment between divisions at Bay Path University (from Traditional Undergraduate to the American Women's College or vice versa) must submit a Division Change Form with appropriate approvals indicated on the form. A division change will only be processed between semesters or when a student is no longer actively pursuing credits in their current division's semester. Students must be aware that time to degree completion and financial aid may be affected by divisional changes.

Admissions Appeals

Applicants wishing to appeal an admission decision should submit the appeal in writing to: Dean of Admissions, Bay Path University, 588 Longmeadow Street, Longmeadow, MA 01106. Included with the written appeal should be documentation to support the reasons for the appeal.

Advanced Placement Credit

The purpose of awarding advanced credit is to recognize advanced high-quality work to prevent the duplication of courses, and to provide increased flexibility for students, who wish to complete two majors, earn a certificate, or graduate early. Students may receive a maximum of 90 credits toward a baccalaureate degree and 30 credits toward an associate degree.

Bay Path University awards advanced placement credit for the successful completion of college-level course work while in high school (dual enrollment) and for high achievement on Advanced Placement (AP), College-Level Examination Program (CLEP), and International Baccalaureate (IB) exams.

Please refer to the Transfer Credit Policy in the Academic Policies & Procedures section of this academic catalog for additional information about required scores and Bay Path course/requirement equivalents.

Dual Enrollment Credit

Students who have participated in dual enrollment programs with regionally-accredited colleges and universities may receive credit for passing grades of a C- or above as long as a minimum grade is not required as a University-wide or major requirement. To receive credit, you must submit your **official** transcript to the Office of Admissions at Bay Path University. Final determination of credit for dual enrollment courses will be made by the Registrar's Office and the Department Chair.

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Deposits

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

New full-time resident student	\$300
New full-time commuter student	\$200
Returning full-time resident student	\$100
Returning full-time commuter student	\$0

Undergraduate Tuition and Fees

The tuition and fees for the upcoming academic year are:

Full-time tuition (12-18 credits)	\$34,225.00
Part-time tuition (less than 12 credits)	\$525.00/credit
Room & Board (Unlimited Access) *	\$13,440.00
Room & Board (150 Block Plan)*	\$13,119.00
Room & Board (Flex 14 Plan) *	\$12,799.00
Single Room Fee	\$3,500.00
Student Accident and Sickness Insurance Program – Full year	\$2,713.00
Parking Fee	\$300.00
Lost Campus Card Replacement Fee	\$10.00
Lost Key Replacement Fee	\$10.00
Returned Check Fee	\$15.00
Course Lab Fees Starting at	\$50.00**

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

Undergraduate Tuition

Tuition for full-time undergraduate traditional students is \$34,225 for the upcoming academic year. Tuition includes a full-time course load of 12 to 18 credit hours per semester. Students electing to enroll in more than 18 credits during a semester will be charged the per credit rate of \$525 for each credit over 18. Exceptions to this policy are rare and made only at the discretion of Academic Affairs and the Controller.

Course Load Requirements and Restrictions

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

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

Room & Board

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

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

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

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

Student Accident and Sickness Insurance Program

The Massachusetts Universal Health Care Act mandates that all students enrolled three-quarter to full-time in a degree-granting program at all colleges and universities in Massachusetts participate in a qualifying student accident and sickness insurance program. In accordance with Massachusetts State Law, Bay Path requires students to participate in the University’s Student Accident and Sickness Insurance Program unless proof of comparable coverage is provided. Students must go on-line www.gallagherstudent.com/baypath and complete the On-Line Enrollment Form to enroll in the Bay Path University Student Accident and Sickness Insurance Program, or complete the On-Line Waiver Form and provide proof of comparable coverage to waive this plan. The deadline for completing the waiver form and waiving the insurance for the academic year is July 5, 2018.

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

Miscellaneous Fees

A common miscellaneous fee applying to students is a challenge exam fee to purchase credits of \$220. Please see the Registrar's Office for additional information on challenge exams. Other fees include a lost Campus Card replacement fee, a returned check fee, a lost key fee, etc. These fees are determined annually. A list of miscellaneous fees is available at the Business Office.

Parking Fees

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

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

Other Charges: Books & Supplies

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

Other Charges: Transcripts

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

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

Auditing a Course

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

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

Payment Options

Students are accepted for admission to the University for the entire academic year and are billed on a semester basis. The fall semester bill is sent out by June 1 and is due by July 1. The spring semester bill is sent out mid-November and is due by mid-December. All checks and money orders should be made payable to Bay Path University. The University also accepts MasterCard, Visa, Discover, and American Express. Tuition payments can also be made online through the My Bay Path Portal or by calling the cashier.

Students must contact the Student Financial Services Office to verify they qualify to use the Payment Plan option. Payment plans are available to those who qualify through Tuition Management Systems, Inc. TMS is an interest-free monthly payment program, which allows students to spread out all or part of their educational expenses. 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. See 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).

International Students

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

Employer Reimbursement Policy

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

Credit Balance Policy

Some students may receive a credit balance on their account due to an overpayment or by applying for loan funds above and beyond the cost of tuition and fees. For a student to receive a refund, all funds must be received by the University and posted to the student's account. 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.

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

Institutional Refund Policy

To be considered withdrawn from the University, students must complete and sign a Statement of Withdrawal or a Leave of Absence 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.

If a student withdraws from a course, but not from the University, no adjustments will be made if after the withdrawal the student is still enrolled in 12 to 18 credits for the semester.

A student that withdraws from a course during the add/drop period, but not from the University; and the amount of enrolled credits falls below 12, will have their bill adjusted and no charge will be reflected for the dropped course. Students receiving financial aid will have their financial aid package recalculated.

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.

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.

Campus Card

All undergraduate students will receive a Campus Card from the University. The Campus Card serves numerous functions including: identification, admission into the Blake Dining Hall, purchasing items at the Fleming Book and Gift Center, purchasing food at the Carpe Diem Café, checking out materials at the Hatch Library, cashing checks at the Business Office, printing/copying on public printers on the Longmeadow and East Longmeadow campuses, and accessing certain buildings. The Campus Card can be used as a debit card by making a minimum deposit of \$25 at the Business Office to a specific account, including the Fleming Book and Gift Center, Carpe Diem Café/Blake Dining Room. Payments will be posted to the student's Campus Card within 24 hours of the receipt of payment. Balances cannot be transferred from one specific account to another. Any balance of voluntary dollars on the student's Campus Card at the end of

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

Print Management System

All public printers on the Longmeadow and East Longmeadow campuses are equipped with a print management system, called 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.

FINANCIAL AID

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Overview

Bay Path University offers a comprehensive program of need-based and academic merit-based financial assistance which includes scholarships, grants, work-study, and loans. Funds for these programs are provided by 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 most financial aid programs. All applicants for financial aid must be accepted for admission at the University before an award can be made. Because financial aid is awarded on a first-come, first-served basis, it is to the applicant's advantage to apply early and complete all requirements for review.

Bay Path University offers financial assistance through the generosity of alumni, foundations, and friends of the University. Bay Path University scholarships are awarded on the basis of merit and/or need and a variety of other criteria, such as academic performance or promise, special talents, and other characteristics that Bay Path University deems of value. The University offers a significant number of merit-based scholarships to students with exceptional academic ability regardless of financial need.

Application

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

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

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

Renewal

All need-based forms of financial aid grants, work, and loans are committed for the period of one academic year only. Students must reapply for aid annually. Awards are granted on an annual basis and are applied equally to each semester of a student's account unless otherwise noted on the award letter. Students must meet the University standards of satisfactory academic progress to receive financial aid (See Satisfactory Academic Progress section on pg. 52).

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

150% Rule

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

Bay Path Scholarships for Undergraduate Students

Bay Path offers scholarships which range from \$5,000 up to \$19,000 based on academic ability and financial need. Applicants who wish to be considered for federal, state, and loan programs must also complete the Free Application for Federal Student Aid (FAFSA). Completion of this form guarantees consideration for federal, state, and Bay Path University need-based grants. Students are eligible to receive only one merit-based scholarship in any academic year.

1897 Founder's Scholarships

Students with strong academic achievement and accomplishments in high school are eligible for 1897 Founder's Scholarship awards up to \$19,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.0 or better.

A. Randle Elliott Scholarship

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

Anabella Villabolas/Petit Family Foundation

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

Academic Excellence Scholarships

Transfer students with a core academic GPA of 3.50 to 3.749 are eligible for Academic Excellence Scholarship awards up to \$13,000 toward tuition, and room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

Academic Achievement Scholarships

Transfer students with a core academic GPA of 3.00 to 3.49 are eligible for Academic Achievement Scholarship awards up to \$12,000 toward tuition, and room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

Agnes M. Lindsay Trust Scholarship

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

Allison Gare '74 Memorial Scholarship

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

Alumnae Scholarships**Alumnae/Reunion Fund****Henry S. Stern and Ann S. Stern Scholarship**

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

Antonacci Family Endowed Scholarship Fund for Business Students

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

Barbara and James Sadowsky Family Scholarship

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

Barbara Brodeur Hill '57 Endowed Scholarship

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

Barbara Jean Trikakakis '79 Memorial Scholarship

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

Benjamin Dorskind Memorial Scholarship

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

Bernard Mussman '41 Scholarship

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

Beverly A. Holmes Scholarship

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

Bold Women's Scholarship

The Bold Women's Scholarship will be awarded to incoming first-year and transfer undergraduate students with high financial need. Recipients must have a GPA of 3.0 or higher and have engaged in extracurricular activities; showing potential impact on the Bay Path campus.

Currently enrolled students facing financial hardships can also be awarded, but they must be in good academic standing and active on campus.

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

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

Charlotte Trafton Baer '47 Memorial Scholarship

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

Class of 1963 Scholarship

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

Continuing Education Scholarships

Craig W. and Kathleen Shaughnessy Low Scholarship

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

D'Amour Family Scholarship

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

David and Michael Sullivan Scholarship

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

Dean's Scholarships

Students with strong academic achievements and accomplishments in high school are eligible for Dean Scholarship awards up to \$17,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

Distinguished Scholars Awards

Transfer students with a core academic GPA between 2.50 and 2.99 are eligible for Distinguished Scholars awards up to \$11,000 toward tuition, room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

Driscoll Family Scholarship Fund

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

Elizabeth Dorrance Memorial Fund

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

Eva Coty '26 Scholarships

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

Fontaine Family Scholarship

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

Freed First-Year Writing Scholarship

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

John P. Gaffney Memorial Scholarship

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

Dr. George F. Kalf Endowed Scholarship

The Dr. George F. Kalf Endowed Scholarship will provide scholarship support to a deserving undergraduate student with a good academic record (minimum GPA of 3.0) and financial need. The recipient will be eligible to receive the scholarship all four years as long as they maintain a GPA of 3.0.

Golden Z Scholarship**William Randolph Hearst Endowed Scholarship**

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

Honors Scholarships

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

Jaci '62 and Art Gilman Scholarship

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

Jane and Alan House Scholarship Fund

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

Jeanne Williams Kalf '51 Endowed Scholarship

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

Joel and Lorraine Festa Roseman '65 Scholarship

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

John N. Macrae Memorial Scholarships

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

Juliette A. Mercier Memorial Scholarship

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

Justin W. Barber Memorial Scholarship

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

Lady Margaret Thatcher Fellowship for International Study

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

Legacy Scholarship

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

Lillian U. Carmel '51 Endowed Legacy Scholarship

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

Longmeadow Scholarship

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

Louise McGuire Kursmark '76 Endowed Scholarship

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

M. Constance Breck Scholarship

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

Maximilian E. and Marion O. Hoffman Foundation Endowed Scholarship

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

Mack F. Wallace Endowed Scholarship

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

Marcia H. Conrad Scholarship

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

The Mary Wielkiewicz Besko '46 Endowed Scholarship

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

Maurice L. Farrell Memorial Scholarship

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

Melba H. Corliss Memorial Scholarship

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

Maria Murphy-Hall '49 Endowed Scholarship

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

Anne E. Murray Endowed Scholarship

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

Pathways Scholarships

Students with strong academic achievements and accomplishments in high school are eligible for Pathways Scholarship awards up to \$8,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

Paul Norton Memorial Scholarship

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

PeoplesBank Scholarship

The PeoplesBank Scholarship is awarded to traditional, the American Women's College, or One-Day-A-Week program students who are employees or daughters of employees of PeoplesBank with high financial need and who are in academic good standing. If no student meets the criteria,

it is awarded to a resident of Hampden or Hampshire counties. The scholarship is renewable provided the student continues to meet the criteria.

Presidential Scholarship

Transfer students with a core academic GPA between 3.75 and above are eligible for Presidential Achievement Scholarship awards up to \$15,000 toward tuition, and room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

Pride Stations & Stores Scholarship

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

Provost Scholarships

Students with strong academic achievements and accomplishments in high school are eligible for Provost Scholarship awards up to \$18,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

Professor Joseph R. Racine Scholarship

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

R. Milton Boyce '31 Endowed Scholarship

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

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

The Rose Ananian Kalajian '35 and Robert Proodian '35 Scholarship is awarded to high-need traditional, the American Women's College, and One-Day-A-Week program undergraduate students in a Bay Path University business program who have one parent of Armenian descent.

Roberta Campbell Wilson '62 Carpe Diem Endowed Scholarship

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

Ruth E. Goss Scholarship

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

Ruth McLoughlin Vignati '62 Scholarship

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

Rydin Family Scholarship

The Rydin Family Scholarship provides scholarship support for Yankee Candle employees, or immediate family members of Yankee Candle employees, with financial need, in the Traditional or adult programs. Scholarship students are eligible for renewed awards each subsequent year, if student remains in good academic standing. In the event there are no applicants from Yankee

Candle or one of its retail stores/related business operations, the scholarship may be awarded to a student from Hampshire, Hampden, Franklin, or Berkshire counties.

S. Prestley Blake Scholarship

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

Salina Leary Endowment for International Study

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

Seize the Day Scholarships

Students with strong academic achievements and accomplishments in high school are eligible for Seize the Day Scholarship awards up to \$12,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

Success Award

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

Jeanette T. Wright Performing Arts Scholarship

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

The Thea Katsounakis '70 Endowed Scholarship

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

Victoria Malko Neetz '39 and Roger Neetz Scholarship

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

Venessa O'Brien Scholarship

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

Merrie and Lyman Wood Scholarship Endowment

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

Bay Path University awards a number of scholarships to deserving students each year. Most scholarships are part of a balanced financial aid package that includes University-based employment, loans, grants, and academic scholarships. All students who apply for financial aid are also considered for the following scholarships endowed by Bay Path University (Please note not all scholarships endowed by the University are listed below. For a complete listing of scholarships endowed by Bay Path University, contact the Office of Student Financial Services.

Bay Path University Grants

Bay Path Grants

Sister/Sister and Mother/Daughter Grants

Bay Path University Opportunity Grant**Bay Path University Education Stimulus Plan**

In January of 2009, the Bay Path University Education Stimulus Plan was developed as a three-part plan to help students and families get the best value in higher education. The plan includes:

1. Removing the financial barriers that prevent students from enrolling.
2. Providing the resources to help students succeed as undergraduates.
3. Offering traditional undergraduates the opportunity and financial support to continue at Bay Path and earn a Master's degree. Grant assistance of up to \$4,000 towards a Bay Path University Graduate degree for eligible students in qualifying programs.

Further information about the Bay Path University Education Stimulus Plan may be obtained on the University website at www.baypath.edu or by contacting the Student Financial Services Office.

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Academic Advising

Bay Path University practices a faculty advising model. Students are assigned faculty as academic advisors based on major and class year.

First-year students have both a WELL advisor and a major advisor. The WELL advisor is the instructor of the student's WEL100 course and serves as the primary advisor for the duration of the student's first year. WELL advisors assist students in their transition to University life at Bay Path as well as with the educational and career planning process. In addition to the WELL advisor, first-year students are assigned a faculty advisor in their major. During the first year, the major advisor will be available to assist the student with course selection, registration, and long-term academic and career planning. After the first year, the major advisor becomes the student's primary advisor. Students who have not declared a major will work closely with the Director of Advising and Retention to explore major options and select courses.

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

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

Pre-Law Advising

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

Pre-Medical and Pre-Veterinarian Advising

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

Access Services (see Services for Students with Disabilities)

Career Development

WELL Program

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

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

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

Sullivan Career and Life Planning Center (SCLP)

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

Strategies for Personal and Career Success

Students should take WEL310 in the spring of sophomore year or the fall of junior year, focusing on career reflection, exploration, and planning. Students will create a model career portfolio, including a personal statement, a polished cover letter and resume, a LinkedIn profile, a set of business cards, and professional references. Blended into the curriculum is attention to skill building and practice, including learning research, interviewing, negotiating and networking skills. The course culminates with an opportunity to attend a Women's Leadership Dining Experience with professionals from our community. Curriculum is designed to serve as a pre-internship experience.

Career & Networking

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

Career Coaching: Leveraging Your Best

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

Internships: Hands-on, Real-World Experience

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

Carpe Diem Career Network

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

Community Service Credit

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

Cooperating Colleges of Greater Springfield (CCGS)

Bay Path University is a member of the Cooperating Colleges of Greater Springfield (CCGS), a consortium of eight colleges, including American International College, Elms College, Holyoke Community College, Springfield College, Springfield Technical Community College, Western New England University and Westfield State University.

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

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

The CCGS registration form is available for students on the MyBayPath portal.

Directed Study

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

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

the number and frequency of the meetings for the directed study needed to fulfill the course requirements.

If a student wishes to apply for a directed study in a required course, the student, after consulting with their advisor, must meet with the Registrar, who will certify that the class will not be offered in time for the student to fulfill the degree requirement and that there is no appropriate substitution. The directed study application must be completed and then submitted to the Dean of the respective School for review, however, the application form must be submitted no later than the first week of class in the semester during which the student intends to do the directed study. Final approval will be granted by the 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.

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.

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

Center for Student Scholarship, Research, and Creative Works

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

Center for Teaching and Learning

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

Hatch Library

The newly renovated Hatch Library offers an inviting atmosphere, not only for individual study, but also for collaborative learning in our group study rooms. We have an up-to-date collection of over 450,000 items, mostly online resources accessible 24/7 from any location, which have been carefully selected to support your academic success. Bay Path students may also borrow recreational items such as popular fiction books or DVDs.

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

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

Institutional Review Board (IRB)

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

Center for Online and Digital Learning

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

Office of AccessAbility Services

Under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act, Bay Path University is committed to providing equal access to all students in all programs and services. Students with disabilities who wish to request reasonable accommodations to ensure equal access to classes, programs or services must register with the Coordinator of AccessAbility Services, located in the Blake 107. Reasonable accommodations for coursework may include extended time on exams, reduced distraction testing environment, note-takers, auxiliary aids, and preferential seating. Accommodations for programs and services may include visual or auditory aids, preferential seating, special assistance or access to facilities. Each request is evaluated individually and accommodations vary depending on the type and severity of the disability.

Bashevkin Center for Academic Excellence

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

Online tutoring services are offered to students on-demand through individual sessions by qualified online tutors 24 hours a day. Students can access a variety of support services including

content based tutoring, writing support and academic skill development. Students can access online tutoring through the Bay Path Portal. Students can schedule an appointment to meet with an on ground tutor or access online tutoring services through the Bay Path Portal.

Domestic Study

Washington Semester Program

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

Chaminade University Semester Program

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

Entrepreneurial Program

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

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

ePortfolio and Digital Badging

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

Digital badges are “micro-credentials” designed to make visible and validate learning in both formal and informal settings, and hold the potential to help transform where and how learning is valued. They are housed online and can be displayed in a student’s ePortfolio, LinkedIn profile, and other areas. At Bay Path University, digital badges are awarded to students as a direct result of curricular, extracurricular and/or competency-based learning gains. Each badge reflects the rigorous and multi-faceted student experience that aligns with the institutional mission and learning outcomes.

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

ESL-Intensive Program (English-as-a-Second-Language)

International students with a 500-550 TOEFL score should consider enrolling in an intensive English-as-a-Second Program, which may provide practice in listening, speaking, reading, and writing and information about American culture. ESEL courses are offered through the CCGS consortium and/or in the Springfield community. Students who would like to explore these opportunities should contact the Dean of the Division of Student Engagement and Liberal Studies.

Food Services

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

Health and Wellness Opportunities

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

Honors Programs

Honors Mission Statement

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

Honors Program Overview

- **Academics:** In their first two years, Bay Path Honors Program students take a special one-credit seminar each semester. These seminars are team-taught, interdisciplinary courses, which examine exciting topics from different perspectives. Courses will include guest speakers and group discussion led by some of Bay Path's finest faculty. The purpose of these one-credit seminars is to expose students to faculty, other students, and topics outside their major and help the student develop a broad perspective on topics of universal importance. In the last two years, the Honors Program shifts to individual departments, where faculty in the student's major develop requirements designed to deepen the student's knowledge, creativity, and proficiency in their own major. Whereas the first two years seek to broaden the student's vision, the final two years aim to sharpen the student's focus in their chosen area of specialization. These departmental honors requirements may include new courses, extra work in regular courses, a thesis, or creative project.
- **Maintaining Good Standing:** Honors Program students must maintain a cumulative grade point average of 3.5 at the end of each academic year, complete required courses, and take part in required community service.
- **Harvard Model United Nations:** Many Honors Program students participate in the Harvard Model United Nations in their junior year or senior year (some sophomores may also apply for admission when there are openings). In the fall semester students in the program learn which nation Bay Path students will represent and spend the semester learning about their assigned country and studying various international issues. In February, students go to Boston representing their country at the Harvard Model UN, meeting delegations from many other schools from around the United States and the world.
- **Honors Program Student Council:** Each year, students in the Honors Program elect officers to an Honors Program Student Council. The officers include president, vice president and representatives of each class. The Council works on a number of projects, including planning the induction for first year Honors Program students, a yearly trip and other social activities, community service events, and a dinner for graduating Honors Program Seniors.
- **Community Service:** The Honors Program seeks to promote Bay Path University's commitment to serving the greater community. In that spirit, the Honors Program Student Council coordinates various service activities. Honors Program students take part in two community service efforts each year, at least one of which must be an event organized by the Honors Program Student Council.

Honors Program Admissions Policy and Application Procedure

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

- SAT combined score of 1500 or above (or equivalent ACT combined score); for international students, a TOEFL score of 550 or higher
- High School Grade Point Average of 3.5 or above
- Demonstrated evidence of past academic achievement, and a commitment to extra-curricular activities and community service.

Transfer Students and Late Applicants

Transfer students and late applicants may also apply for the program. Admission will be based on an interview with two Honors Program faculty members, a 3.5 University grade point average, and a commitment to extra-curricular activities. Students will be required to make up the one-credit courses they missed, unless they participated in an honors program at their previous school. In the latter case, the student would submit to the Bay Path Honors Program faculty evidence of their honors work at their previous institution. Upon approval, the missed requirements will be waived for students transferring from another honors program.

International Study

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

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

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

Capitals of the World/National Landmarks

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

Internships

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

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

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

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

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

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

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

During the internship experience, the student:

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

After the internship, the student:

6. Uploads their site evaluation and their site supervisor's evaluation to the internship course within one week of completing their required hours.
7. Prepares and uploads the Internship Summary (Reflection Paper removed) to the internship course within 30 days of their last day, or by the date that credit bearing course assignments are due, whichever occurs first.

8. Prepares a Internship Reflection presentation and registers to present at an Internship Reflection Session, inviting their site supervisor and faculty advisor to attend; presents and uploads their presentation to the internship course, along with their updated career portfolio. The student receives five hours toward their total internship hours (120 or 240) for preparing the Internship Summary, Reflection Presentation and career portfolio update.

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

Internships Supervised Outside the Sullivan Career and Life Planning Center (SCLP):

Internships for students majoring in Education, Legal Studies/Forensic Studies, and Occupational Therapy are overseen by the individual departments. Students in these majors work directly with department Faculty to plan their internships.

Education

Education majors perform pre-practicum and practicum (student teaching) in specific courses in the major. The department faculty assist the students in registering for these courses.

Legal Studies/Forensic Studies/Paralegal

Legal Studies, Forensic Studies, and Paralegal majors work closely with the Legal Studies faculty to be placed in an internship setting that meets the requirements of the American Bar Association.

Occupational Therapy

There are no fieldwork or internship courses at the undergraduate level for students majoring in Pre-Occupational Therapy Studies or Health and Human Studies. All field work is performed at the Master's level.

Cooperative Education

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

Research, Scholarly Activities and Creative Works

The Division of Research and Academic Resources encourages and supports undergraduate students in all majors and programs to undertake special research projects, scholarly activities, or creative works under the guidance of a faculty mentor. Students may submit proposals for individual grants to support their research. Grant money may be used to purchase items necessary to conduct the research including supplies, materials, journals and publications,

approved travel, museum admission, conference attendance, et cetera. The typical maximum amount awarded per project is \$500. Projects for undergraduate students may carry academic credit from one to three credits at both the lower and upper levels. Grant recipients are required to present their findings at Bay Path University's Academic Achievement Day in the spring.

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

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

Reserve Officer Training Corps (ROTC)

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

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.

Women in STEM Honors (WiSH) Program

WiSH Mission Statement

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

WiSH Honors Program Overview

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

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

WiSH Program Student Leadership: Each year, students in the WiSH Honors Program elect officers to serve as Dynamic Governance Working Circle Leaders. Circle leaders work on a number of projects, including planning the induction for first year WiSH Program students, a yearly trip and other social activities, community service events, and a dinner for graduating WiSH Program Seniors.

Community Service: The WiSH Program seeks to promote Bay Path University's commitment to serving the greater community. Consequently, an integral part of the WiSH Program involves providing community STEM education and other integral activities such as local ecosystem

restoration, sustainable agriculture activities, and biological censusing for possible endangered species among others.

WiSH Honors Program Admissions Policy and Application Procedure

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

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

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Absence Dictated by Religious Beliefs

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

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

Academic Integrity and Classroom Behavior Policy

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

The Bay Path University Policy on Academic Integrity and Classroom Behavior [“Policy”] is interpreted and enforced through the Standing Committee on Academic Integrity and Classroom Behavior from whose membership Hearing Boards will be formed to resolve allegations of violations of the Policy and, when appropriate, impose sanctions for violations. The Standing Committee is comprised of representatives from the Bay Path community including full-time faculty, administrators, and full-time students from 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:

Advising Questionnaire – Bay Path administers this survey to all incoming traditional undergraduate students on an annual basis. Responses are used by a team of advisors to assist students in achieving their educational, personal, and career goals.

Alumni Outcomes Survey – Approximately 9 months following May commencement, Bay Path contacts alumni by email and/or phone to identify their first destination employment and/or

graduate program pursuits. Through a brief series of questions, Bay Path collects information regarding their employer, position, graduate school, and program of study.

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

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

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

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

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

Student Learning Outcomes Assessment

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

Attendance Policy

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

Auditing Courses

A student may audit a class to acquire knowledge, but not to earn credits or a grade. Auditors are expected to comply with the attendance requirements of the instructor, complete assigned reading, and participate in discussions, but are typically excused from examinations. Students must officially register with the Registrar's Office for a course to be audited, may be admitted on a space-available basis only, and may not change their audit status to one for credit after the close

of the add/drop period. Audited courses will be reflected on the student's permanent record. The tuition for an audited course is one-third the regular amount per credit hour.

Class Cancellation Policy

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

Class Status

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

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

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

Confidentiality of Student Records (FERPA)

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

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

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

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit official written

requests that identify the record(s) they wish to inspect to the Registrar's Office. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing 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.

Course Credit and Course Load Policy

Full-time status for undergraduate students is 12-18 credits per semester. Students whose requirements are fewer than 18 credits per semester may register for up to 18 credits at no additional charge. Students electing to enroll in more than 18 credits during a semester will be charged at a per credit rate for each credit over 18 (see Financial Information section of this academic catalog for more information.)

Exceptions to this policy will be considered on a case-by-case basis by the appropriate Dean.

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

Declaration of Majors and Minors

First-Year Students

Bay Path University recognizes the first year of college is an opportunity for students to pursue a variety of avenues to a successful and bright future. Each first-year student has two advisors, a WELL (Women as Empowered Learners and Leaders) advisor and an academic advisor, with whom they can consult regarding academic planning, transition to college learning and living and career counseling. The purpose of the first-year advising program is to support students as they learn to navigate Bay Path University and make informed and reflective decisions about their undergraduate experience. The Director of Advising and Retention is also an important resource for all Bay Path students and serves as the academic advisor for Exploratory students.

Upon enrollment, first-year students may declare a major, which will guide the student and academic advisor in course planning. Recognizing that many students have not chosen a career

path at the time of admission, the University offers direction and guidance through the Exploratory Program. Students in the Exploratory Program work with a team of dedicated advisors offering highly individualized attention to aid students in identifying their potential and purpose and connecting this purpose to a pathway for life.

Students are encouraged to declare during their sophomore year and are expected to have declared by the end of their sophomore year.

Transfer Students

Bay Path University provides highly individualized attention to support the individual needs for each student transferring to the university with prior college enrollment(s). Each transfer student works closely with a representative from the Registrar's Office and an academic advisor to clarify the particular requirements of their declared major and to determine what requirements have been satisfied through transfer courses and what requirements remain. Transfer students will continue to consult with their academic advisor regarding academic passions, post-graduate plans, and personal interests.

Transfer students are encouraged to declare after earning 45 credits and are expected to have declared after earning 60 credits.

Note that stating a major interest on your admission application does not constitute declaring a major.

Declaring a Major

Upon enrollment students are eligible to declare a major by using the Declaration of Major form found on the Registrar's Office My Bay Path portal page. Students declaring the same major that they were admitted into must receive approval from their academic advisor. Students declaring a major different from that into which they were admitted to must receive approval from their academic advisor and the Chair of the department in which they are declaring a major. Students in the Exploratory program must receive approval from their academic advisor and the Department Chair in the declared major. Declaration of Major forms are processed through the Registrar's Office.

Declaring a Minor

A declared minor consists of a minimum of 15 credits in a discipline or set of interrelated courses. At least two courses may not be required by the student's major program and one course must be an upper level course.

Declared minors imply some special competence or knowledge beyond the core requirements for a baccalaureate degree and knowledge and/or competence beyond the student's declared major. Students may develop minors in any discipline or area in consultation with their academic advisors, but appropriate department chairs will approve the proposed minor. Students may not merely divide up the courses required by their majors to create minors. Students should begin to plan their minors with their advisors as early as possible, but usually no later than the third semester, because some courses may have prerequisites which are offered during either a fall or spring semester.

Students must complete the Intent to Minor form found on the Student tab in the portal with the student's academic advisor and appropriate department chair(s) approval of courses listed and the name of the minor. Completed forms are submitted to the Registrar's Office. Before the minor can be officially added to a transcript the student must have a grade point average for the minor of at least 2.75 with no course grades lower than C-.

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

Policy on Transfer of Undergraduate Courses into Minors

A student wishing to transfer courses into one of the University's minors bears the burden of proving that the courses are appropriate and relevant to the minor. Requests to accept transfer course credits into minors are reviewed on an individual basis by the student's academic advisor and department chair. A maximum of 6 credits may be transferred into a minor. To ensure the value of a minor, the advisor and chair will determine whether the transfer courses are recent enough to apply to the minor or if the courses will apply only to open elective credit. At least one upper level course must be completed at Bay Path University. The department chair has final word on the name of the minor and the application of credits toward a minor; department chair decisions regarding transfer credits into minors are final and not subject to appeal.

Double Majors

Students who wish to earn a double major must meet all requirements for each major. General education and general elective credits will apply to both programs. Students may not be able to complete all requirements in eight semesters as a full-time student. The University cannot guarantee the offering of courses for full-time students to complete double majors in a timely manner. Upon successful completion of the requirements of two majors, the student will be awarded one degree and a notation denoting both majors will be entered on the transcript.

Dual Degrees

Students who wish to earn a second Bachelor's degree must meet the major requirements for both degrees and must earn a minimum of an additional 30 credits of unduplicated course work for the conferral of the second degree. Students cannot earn more than one degree in a single discipline (i.e. two Bachelor of Science in Business degrees) but they can earn two Bachelor of Arts degrees, two Bachelor of Science degrees, or one of each provided the degrees carry a different discipline (for example, a Bachelor of Science in Criminal Justice and a Bachelor of Arts in Psychology.) General education requirements may apply to both degree programs. Students may not be able to complete all requirements in eight semesters as a full-time student. The University cannot guarantee the offering of courses for full-time students to complete double majors in a timely manner.

Upon completion of the two degrees, both will be recognized on the academic record including an official transcript.

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

Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student

work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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

- Serious student medical problems
- Pregnancy

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

Students seeking a leave of absence must obtain and fully complete the Enrollment Status 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, they will be administratively withdrawn from the University within 24 hours of the end of the approved leave of absence.
- Students are required to submit appropriate documentation for the reason requesting the approved leave of absence with their Enrollment Status 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.

Military Leave of Absence

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

1. A student can take the grade they have earned to date in a class, provided that a sufficient number of class meetings have passed and both student and faculty member agree to this option. The number of class meetings will be determined according to the format of the program and the requirements of the course(s) and/or program. A student selecting this option will not be refunded any tuition or fees and will have their grade processed in the normal manner at the end of the semester with appropriate credits and grade awarded. This option will be determined on a case-by-case basis.
2. A student can request an incomplete, provided that a limited number of class meetings remain, the student is passing the course at the time of the request, and both student and instructor agree to this option. The instructor of the course must indicate which of the student's assignments are outstanding at the time of request. Students with active military orders will be given 90 days after the conclusion of their active duty to complete any outstanding assignments. After this 90-day period, the instructor must grade the work and provide an updated letter grade to the Registrar's Office. Students who do not resolve the incomplete within the by conclusion of the 90-day period will receive an 'F' grade in the course and the student will not be refunded any tuition or fees. If as a direct result of military duty, the student becomes physically or psychologically (as determined by a physician) incapable of completing the coursework, a full refund will be made, and the student will be given a withdrawal from the course (grade of 'W').
3. A student can request a retroactive drop from the course(s). A student electing this option will have their tuition refunded or credited, whichever is deemed appropriate, without credits awarded. A resident student may at any time during the semester be released from their contractual obligations for room and board. Room and board charges will be refunded for the unused portion of the contract on a pro rata basis.

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

Financial Aid Implications of a Leave of Absence

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

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

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

Student Loan Repayment of a Leave of Absence

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

Return from a Leave of Absence

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

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

Stop Out

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

Students seeking a Stop Out must obtain and fully complete the Enrollment Status 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.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 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 Admissions. All international students must apply for re-admittance through the Office of 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. 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. Traditional undergraduate students who return to the University must meet with the Director of Student Academic Support Services to establish an academic success plan.

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.

Retention Rates

Information on rates of retention are available upon request from the Office of Institutional Research.

Satisfactory Academic Progress and Financial Aid

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

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

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

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

Maximum Time Frame for Financial Aid Funding

Students are not eligible to receive financial aid once they have attempted more than 150 percent of the normal credits required for the degree program. At Bay Path University, this means that students in programs requiring 120 credits for graduation will be eligible for financial aid during the first attempted 180 hours as an undergraduate 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: Traditional undergraduate students who meets all Satisfactory Academic Progress standards for the specified semester are classified as being in good academic standing at Bay Path University regardless of their academic standing in a previous semester.

Academic Warning: Traditional undergraduate students who do not meet the 2.00 minimum cumulative and/or term grade point average standards are placed on academic warning. A student placed on academic warning will receive a letter from the Registrar's Office by email and U.S. Postal Service to their residence of record with a copy to the student's advisor(s). The academic warning is noted on the academic transcript.

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

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

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

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

Students who wish to appeal their dismissal must follow the appeals process outlined below. Students will not be removed from courses unless all appeals are exhausted or no

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

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

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

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

Appealing an Academic Dismissal

Students who are academically dismissed from the University have the opportunity to appeal the action in writing. If a student wishes to appeal their academic dismissal, they must submit the Academic Dismissal Appeal Form and any supplemental documentation to the University Registrar by email within 14 days of the date they were emailed notice of their academic dismissal. The student must answer the following question in their appeal documentation: "How has your situation changed that will allow you to meet all satisfactory academic progress standards by the next evaluation period?" Appeals must also include supporting documentation that details all extenuating circumstances and why the dismissal should be reversed. Examples of extenuating circumstances include, but are not limited to: unexpected death or major hospitalization of an immediate family member, extended hospitalization or medical condition of student, house fire, and victim of a violent crime. Unexpected employment or work issues beyond the student's control may be considered on a case-by-case basis. The University Registrar will verify receipt of the appeal by email and is responsible for providing all submitted documentation to the Academic Success Committee. Failure to submit both the Academic Dismissal Appeal Form and a response to the question prompt by the stated deadline will be considered incomplete. Incomplete appeals will not be reviewed and the academic dismissal will be final.

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

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

If the decision of the committee is to deny the appeal, the student may appeal in writing to the Dean of their respective School by emailing the Academic Dismissal Final Appeal Form to the University Registrar within seven days of receipt of the committee's decision. No new supplemental documentation will be considered. The Dean will render a decision within seven days. The decision of the Dean is final.

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

Sexual Misconduct and Civil Rights Policy (Title IX)

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

staff, guests, visitors, campers, etc. The term sexual misconduct is inclusive of a range of behaviors including:

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

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

The policy addresses the following key elements:

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

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

Student Complaint Policy and Process

This policy and process applies to complaints that students may have concerning academic matters. The policy does not include issues related to final course grades (see Challenge of Final Course Grade policy 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.
- If the resolution is unacceptable to the student, the student may appeal to the University Provost. The decision of the University Provost is final and may not be appealed further.

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>

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 Credit

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

New Students

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

Candidates for Education and Occupational Therapy degree programs must meet certain CGPA and prerequisite course grade requirements and may receive fewer credits than those of other programs due to special conditions for certification, accreditation, or licensure.

Returning Students

Once students have matriculated at Bay Path, they may transfer no more than 12 additional credits with an exception for credits earned through CCGS cross registration, AP, CLEP, or IB. Bay Path students who wish to register for a course at another institution after matriculation must submit an approved Transfer Credit Pre-Approval Form or CCGS Form before registering for the course at the outside institution. If the minimum grade requirement is earned for the course taken at the other institution and it repeats a course taken and failed at Bay Path then the earlier F will be removed from the calculation of the cumulative grade point average.

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

These credits will reflect a TR grade and will not be calculated as part of the student's cumulative grade point average. Passing grades that do not reflect a traditional letter grade do not qualify for receiving transfer credit.

Candidates for Education and Occupational Therapy degree programs must meet certain cgpa and prerequisite course grade requirements and may receive fewer credits than those of other programs due to special conditions for certification, accreditation, or licensure.

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

Transfer Credit Appeals

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

Advanced Placement (AP) Credit Policy

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

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

AP Examination Title	Required Score	Max Potential Credits Awarded*	Bay Path Course Equivalent(s)
Art History	3+	6	ART100 & General Elective
Art/Studio (Drawing or General Portfolio)	3+	6	ART100 & General Elective
Biology	3+	8	BIO110/111 with Lab & BIO112 with Lab
Calculus AB	3+	3 to 4	MAT221
Calculus BC	3+	6 to 8	MAT221 & MAT222
Chemistry	3+	8	CHE120 with Lab & CHE121 with Lab
Chinese Language and Culture	3	8	CHI100, CHI101 & General Elective
	4	12	CHI100, CHI101 & General Elective

	5	16	CHI100, CHI101 & General Elective
Computer Science A	3+	3 to 4	General Elective
English Language and Composition	3+	6	ENG114 & ENG124
English Literature and Composition	3+	6	ENG114 & ENG134
Environmental Science	3+	4	BIO240 with Lab or Science Elective
European History	3+	6	HIS202 & HIS203
French Language and Culture	3	6	FRN113 & FRN114
	4	9	FRN113, FRN114 & FRN 213
	5	12	FRN113, FRN114, FRN213 & FRN214
German Language and Culture	3	6 to 8	General Elective
	4	9 to 12	General Elective
	5	12 to 16	General Elective
Government & Politics: Comparative	3+	3	GOV100
Government & Politics: United States	3+	3	GOV100
Human Geography	3+	3	GEO102
Italian Language and Culture	3	8	General Elective
	4	12	General Elective
	5	16	General Elective
Japanese Language and Culture	3	8	General Elective
	4	12	General Elective
	5	16	General Elective

Latin	3	8	General Elective
	4	12	General Elective
	5	16	General Elective
Macroeconomics	3+	3	ECO211
Microeconomics	3+	3	ECO212
Music Theory	3+	5	MUS 230 & General Elective
Physics B	3+	6 to 8	PHS101 with Lab & PHS102 with Lab
Physics C: Mechanics	3+	4	PHS101 with Lab
Physics C: Electricity and Magnetism	3+	4	PHS102 with Lab
Psychology	3+	3	PSY101
Spanish Language and Culture	3	6	SPA113 & SPA114
	4	9	SPA113, SPA114 & SPA213
	5	12	SPA113, SPA114, SPA213, & SPA214
Spanish Literature and Culture	3	9	SPA113, SPA114 & SPA213
	4+	12	SPA113, SPA114, SPA213, & SPA214
Statistics	3+	3	MAT120
U.S. History	3+	6	HIS114 & HIS115
World History	3+	6	HIS202 & HIS203

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

College-Level Examination Program (CLEP) Credit Policy

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

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

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

CLEP Examination Title	Required Score	Max Potential Credits Awarded*	Bay Path Course Equivalent(s)
<i>Business</i>			
Financial Accounting	50+	3	ACC100
Information Systems	50+	3	COM130
Introductory Business Law	50+	3	LAW220
Principles of Management	50+	3	BUS235
Principles of Marketing	50+	3	BUS226
<i>Composition & Literature</i>			
American Literature	50+	3	ENG134 or ENG221
Analyzing and Interpreting Literature	50+	3	ENG134
College Composition	50+	6	ENG114 & ENG124
College Composition Modular	50+	3	ENG114
English Literature	50+	3	ENG134
Humanities	50+	3	HUM101
<i>History & Social Sciences</i>			
American Government	50+	3	GOV100
History of the United States I	50+	3	HIS114
History of the United States II	50+	3	HIS115

Human Growth and Development	50+	3	PSY205
Introduction to Educational Psychology	50+	3	Psychology Elective
Introductory Psychology	50+	3	PSY101
Introductory Sociology	50+	3	SOC100
Principles of Macroeconomics	50+	3	ECO211
Principles of Microeconomics	50+	3	ECO212
Social Sciences and History	50+	6	History Elective
Western Civilization I	50+	3	HIS202
Western Civilization II	50+	3	HIS203
<i>Science & Mathematics</i>			
Biology	50+	6	BIO110/111 with Lab & BIO112 with Lab
Calculus	50+	4	MAT221
Chemistry	50+	6	CHE120 & CHE121
College Algebra	50+	3	MAT112
College Mathematics	50+	6	MAT104 & MAT120
Natural Sciences	50+	6	BIO111 with Lab & Science Electives
Precalculus	50+	3	MAT130
<i>World Languages</i>			
French Language (Level 1 Proficiency)	50+	6	FRN113 & FRN114
French Language (Level 2 Proficiency)	59+	9	FRN113, FRN114 & FRN213
German Language (Level 1 Proficiency)	50+	6	General Elective
German Language (Level 2 Proficiency)	60+	9	General Elective

Spanish Language (Level 1 Proficiency)	50+	6	SPA113 & SPA114
Spanish Language (Level 2 Proficiency)	63+	9	SPA113, SPA114 & SPA213

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

International Baccalaureate (IB) Credit Policy

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

IBDP Exam Subject	Required Score	Max Potential Credits Awarded*	Bay Path Course Equivalent(s)
Biology	5-6 7	4 8	BIO 110/111 with Lab BIO 110/111 with Lab and BIO 112 with Lab
Chemistry	5-6 7	3 6	CHE 120 with Lab CHE 120 with Lab and CHE 121 with Lab
Economics	5	6	ECO 211 & ECO 212
History/Europe History/Americas	5	3	General History Elective
Language A: Literature	5	3	ENG 134
Mathematics	5	3	MAT 104
Physics	5	4	PHS 101 with Lab
Psychology	5	3	PSY 101

Undergraduate Enrollment in Graduate Courses

Bay Path University encourages academically talented students to enroll in graduate courses that meet their degree requirements and/or accelerate their graduate program of study. On a case by case basis, undergraduate students at Bay Path may take up to two graduate level courses as part of their undergraduate load. Such graduate level courses will be applied to the student's graduate degree if they remain at Bay Path as well as meet requirements for their undergraduate degree. There are currently two options open to Bay Path students: ad hoc registration in graduate coursework and early acceptance into Bay Path graduate programs. Each is described below.

Ad hoc Registration

Undergraduate students who are not enrolled in a combined Bachelor's-to-Master's degree program that has its own policies and criteria for admittance into graduate level courses may be eligible to enroll in selected graduate courses, which may introduce students to a graduate program and may lead to enrollment in that graduate program. Courses may be used as electives or to substitute for existing degree requirements. Traditional students will not be charged for the graduate level courses as long as those courses fall within the 12-18 credit limit.

The following criteria determine an individual student's acceptance into a graduate course. The student must:

- Maintain a c.g.p.a. of 3.25 or better;
- Be a junior or senior student;
- Complete the Undergraduate Enrollment in Graduate Courses Form and receive the approval of their academic advisor and the appropriate graduate program chair. See Cross Divisional Registration subsection found within the Registration & Course Information section of this academic catalog for more information.

Students may take up to two (2) graduate courses that will apply 3-6 credits towards their degree program. Once the student has been approved for the graduate courses, the Registrar's Office will enter the graduate courses onto the student's undergraduate degree audit so that the student maintains their status as an undergraduate student. Thus, financial aid and other undergraduate payment arrangements will remain in place until the student completes their undergraduate degree. For graduate credit to be applied, the student must complete the graduate courses with grades of B or better and fulfill all requirements for the undergraduate degree program. Upon fulfillment of these requirements, the Registrar's Office will move the student to a graduate degree audit and the graduate courses that were used as undergraduate requirements will be entered on the graduate audit as Transfer courses. All subsequent graduate courses will be entered as letter grades. In the School of Education, Human and Health Sciences, the student needs to continue on into the graduate program without taking time off from the Bachelor's degree program. Any exceptions to this policy must be approved by the Office of the Provost.

Early Acceptance into Graduate Programs for Undergraduate Students

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

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

Business Major

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

Biology/Forensic Science

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

Psychology Major

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

Early Childhood/Elementary Education/ Liberal Studies

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

Liberal Studies/Liberal Arts

- BA/MSNMP – MS in Nonprofit Management and Philanthropy
- BA/MSCIM – MS in Communications and Information Management

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

Legal Studies or Criminal Justice

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

Withdrawal from the University

A traditional undergraduate 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 academic advisor 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

Creating a Schedule

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

Registration Restrictions

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

Registration Dates

Fall registration begins in mid-April with a two-week period in which students can self-register online through the Students tab of the MyBayPath portal. Juniors and seniors are eligible to register during the entirety of the two-week period while sophomores and first-year students are eligible to register starting on the Monday of the second week. Registration continues through the end of the add/drop period (approximately one week after the start of the semester) using the Add/Drop Form available on the Students tab of the MyBayPath portal. All schedule changes outside the portal registration period must be approved by an advisor. Students should consult the academic calendar for exact dates.

Spring registration begins in early November with a two-week period in which students can self-register online through the Students tab of the MyBayPath portal. Juniors and seniors are eligible to register during the entirety of the two-week period while sophomores and first-year students are eligible to register starting on the Monday of the second week. Registration continues through the end of the add/drop period (approximately one week after the start of the semester) using the Add/Drop Form available on the Students tab of the MyBayPath portal. All schedule changes outside the portal registration period must be approved by an advisor. Students should consult the academic calendar for exact dates.

Specific information about class status is available in the Class Status subsection of the Academic Policies & Procedures section of this academic catalog.

Academic Progress Reports

Midterm Grades

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

Final Grades

Students can access their final grades on the Students tab of the MyBayPath portal. Academic progress will be reviewed at the end of each semester after all final grades have been received. Students who do not meet Satisfactory Academic Progress standards will be sent a formal letter and email notification detailing their academic standing and next steps. Please see the

Satisfactory Academic Progress Policy in the Academic Policies & Procedures section of this academic catalog for more information.

Adding or Dropping a Course

Students may make changes to their schedule without penalty during the first week of each semester by completing an Add/Drop Form available on the Students tab in the MyBayPath portal. All schedule changes outside the portal registration period must be approved by an advisor.

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

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

Challenge of Final Course Grade

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

Course Availability

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

All undergraduate students must fulfill each of the Core Curriculum requirements (ex. Arts and Aesthetics, Citizenship, Global/Cultural/Community Engagement, etc.) using Bay Path University courses approved the Core Curriculum Committee and/or transfer credit considered equivalent to one of the approved courses. No substitutions will be accepted without the approval of the Chair of the Core Curriculum Committee.

Major requirements can only be substituted with the written approval of the student's respective Department Chair.

Requirements may not be waived except under special circumstances. Petitions for waivers of courses must be reviewed by the faculty advisor and approved by the appropriate Department Chair and University Registrar.

Course Withdrawal

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

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

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

Credit Overloads

Students will be able to self-register for up to 18 credits through the MyBayPath portal. Students who elects to take a semester overload (19+ credits) must complete the Credit Overload Form. The Credit Overload Form must be approved by an advisor before being submitted to the Registrar's Office (see Course Load Policy in the Academic Policies & Procedures section of this academic catalog for more information.) Please be aware that carrying more than 18 credits may result in additional charges per the Undergraduate Tuition and Fees subsection of the Financial Information section of this academic catalog.

Cross Divisional Registration

The American Women's College Courses

Traditional undergraduate students are prohibited from enrolling in courses at The American Women's College. Exceptions are only made for students in Human Resources Management major.

Graduate Courses

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

Dean's List & Maroon Key

Dean's List

To achieve Dean's List recognition, a student must earn a minimum of 12 credit hours and achieve a minimum of a 3.50 term grade point average with no incomplete grade or grade lower than 'C.' (Students responsible for a violation of the Policy on Academic Integrity and Classroom Behavior policy are not eligible for Dean's List for the respective semester in which the violation occurred.)

Maroon Key Honor Society

Undergraduate students who attain Dean's List standing for four semesters at Bay Path are elected to the Maroon Key Honor Society. New members are inducted into the society at an annual spring ceremony. Please note that Maroon Key calculations exclude credit hours earned through off campus study, with the exception of credits earned through CCGS.

Enrollment Status

Bay Path University defines full-time status for undergraduate students as being enrolled in 12 to 18 credits in a semester and part-time status as being enrolled in 11 or fewer credits in a semester. Federal regulations dictate that Student Financial Services may define enrollment status for the purpose of receiving financial aid differently. Students are recommended to contact Student Financial Services with any questions about their financial aid status. Additional information for students wishing to carry more than 18 credits is available in the Credit Overloads section above.

Final Examinations

All final exams must be taken during the official examination period, which is established by the Registrar's Office and published on the MyBayPath portal. No exams are administered early and students should make their travel plans accordingly. The nature and type of final examination or final experience will be determined, administered, and graded by the course instructor. Any deviations from this policy will be permitted only under extraordinary circumstances and must be approved by the appropriate Department Chair.

No student shall be required to sit for more than two final exams on the same day. For this reason, a make-up exam session is scheduled into final exam week. The student may usually elect which exam to take during the make-up session; however, consultation with the faculty members is recommended. Some exams may need to be taken at the time scheduled based on the nature of the discipline or examination.

Grading

Credit Type

Every course has a credit type that defines how it will be graded. Courses at Bay Path University will offer a traditional letter grade or they will be run either pass/fail or satisfactory/unsatisfactory. Traditional undergraduate students are generally required to receive a grade based on the defined credit type for the course; however, students can request to have up to 12 elective credits that would typically provide a letter grade taken on a pass/fail basis. Additional information is provided in the Option to Have a Course Grade Pass/Fail heading below.

Letter Grades

The majority of on-ground, hybrid, and online courses 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. 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.

Option to Have a Course Graded Pass/Fail

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

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

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

Satisfactory/Unsatisfactory

A limited number of zero credit pre-practicum and orientation courses (ex. EXT 099) will use satisfactory/unsatisfactory grades. These courses may still be required for graduation requirements but they will not impact the computation of a student's cumulative grade point average. The transcript will reflect an 'S' grade for a student who meets the requirements of the course and a 'U' grade for a student who does not meet the requirements of the course.

Undergraduate Grading Matrix

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

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

Other Grading Options

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

* Temporary Grades

Grade Point Computation

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

Courses with a credit type of satisfactory/unsatisfactory and courses graded as a "Pass" are not included in the cumulative grade point average computation. Although transfer credits can count towards fulfillment of quantitative graduation requirements, these credits are input as 'TR' grades and they are also not included in the cumulative grade point average computation. If a student repeats a course, both grades 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 they have been doing passing work. It is the student's responsibility to make sure that the Application for an Incomplete Form is completed and approved by the professor and is filed with the Registrar's Office. An Incomplete must be resolved by the end of the first four weeks of the subsequent semester or by the date indicated on the application. Otherwise, the incomplete grade will be changed automatically to an 'F.' Only under special circumstances of health or other emergencies may the student petition the Office of Academic Affairs for an extension beyond this date.

Repeating a Course

Students may only repeat coursework in which they received a grade of 'D+' or lower, unless the initial attempt did not meet a minimum grade requirement for their program. 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. A student is allowed two repeats of a previously attempted course. Students should contact Student Financial Services to discuss tuition or financial aid implications prior to registering for a course repeat.

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 requirements (Bay Path Core Curriculum, major, and elective) for the degree program;
2. Meet the residency requirement of successfully earning a minimum of 30 credits with Bay Path;
3. Achieve Bay Path's minimum cumulative grade point average;
4. Complete an ePortfolio showing evidence of curricular and extracurricular learning; and
5. 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 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.

Student Participation in Commencement Exercises

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

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

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

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

Latin Honors

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

<i>Summa cum Laude</i>	3.90 to 4.00
<i>Magna cum Laude</i>	3.70 to 3.89
<i>Cum Laude</i>	3.50 to 3.69

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

Students who opt to participate before all degree requirements are met will have their Latin honors recognized on their diploma and on any transcript ordered once their degree is conferred; however, they will not have their Latin honors recognized at Commencement because their requirements are incomplete.

Awards and National Honor Societies

The Faculty Award

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

Thomas G. Carr Award

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

Jeanette T. Wright Leadership Award

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

Alpha Phi Sigma Honor Society

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

Delta Delta Epsilon Honor Society

Delta Delta Epsilon is a National Forensic Science Honor Society, founded nationally in 2010, and at Bay Path University in 2017, for the purposes of stimulating academic achievement, promoting

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

Kappa Delta Pi Honor Society

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

Lambda Epsilon Chi (LEX) Honor Society

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

Maroon Key Honor Society

Undergraduate students who attain Dean's List standing for four semesters at Bay Path are elected to the Maroon Key Honor Society. New members are inducted into the society at an annual spring ceremony or are recognized at Commencement rehearsal. Please note that Maroon Key calculations exclude credit hours earned through off campus study, with the exception of credits earned through CCGS.

Psi Chi Honor Society

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 must be in the top 35 percent of their graduating class and have a CGPA of 3.50 or better in all classes. Initiation takes place annually.

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Overview

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

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

Bay Path University Core Curriculum – General Education

General Education Purpose Statement

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

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

General Education Student Learning Outcomes

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

1. Inquiry and Analysis: Students will demonstrate a systematic process of exploring issues. Students will break down complex issues to create recommendations/solutions.
2. Critical Thinking: Students will apply the critical thinking process to reach a solution.
3. Written Communication: Students will demonstrate the ability to clearly express and support their ideas in written format appropriate to the issue of problem under consideration. Students will be able to mix data, text, images to support their intent, when appropriate.
4. Oral Communication: Students will demonstrate their ability to organize, prepare and present a purposeful presentation to increase knowledge or foster understanding or promote change.

5. Quantitative Literacy: Students will demonstrate the ability to solve quantitative problems from an array of context and everyday life situations.
6. Reading: Students will demonstrate the ability to extract and construct meaning through interaction and involvement with written language.
7. Collaboration/Teamwork: Students will demonstrate the ability to contribute quantitatively to the objective(s) of the team task.
8. Problem Solving: Students will demonstrate the ability to design, evaluate and implement a strategy to answer an open-ended question or achieve a desired goal.
9. Information Literacy: Students will identify, locate, evaluate and effectively and responsibly use and share information to address the problem at hand.
10. Civic Knowledge and Engagement – Local and Global: Students will apply the knowledge and skills necessary to participate in activities that are life enriching and beneficial to the community.
11. Intercultural and Aesthetic Knowledge and Competence: Students will demonstrate skills and recognize the importance of aesthetics to interact effectively in a variety of cultural contexts and understand its implications on everyday life.
12. Ethical Reasoning and Action: Students will practice ethical decision-making skills. Students can describe and analyze positions in ethical issues in a variety of contexts.
13. Foundations and Skills for Lifelong Learning: Graduates will continue to engage in purposeful learning activities, undertaken on an ongoing basis to improve knowledge, skills, and competencies.
14. Integrative Learning: Students will make connections with knowledge learned from across the curriculum. Students will apply that knowledge to new situations within and beyond the campus.

Bay Path University General Education Core

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

I. Women Empowered as Learners and Leaders (7 credits)

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

II. Communication and Information Literacy (12 credits)

- ENG 114 (first semester, first year)
- ENG 124 (second semester, first year) or LAW 240 for legal programs
- ENG 134 (first or second semester, second year)
- Advanced Research and Writing (second semester, junior year or first semester senior year; course determined by department)

Technology Proficiency: (determined by department)

III. Global, Cultural, Community Engagement (6 credits)

Two courses from the following:

- CIT 210 Intercultural Communication
- EDU 110 Intro to Early Childhood Education

- EDU 250 Introduction to Special Education
- FRN 113 French Language and Culture I
- FRN 114 French Language and Culture II
- HIS 202 Global History to 1500
- HIS 203 Global History Since 1500
- HUM 210 Ethics
- LAW 281 Understanding Law Through Literature
- PSY 216 Psychology of Cultural Diversity
- SOC 200 Social Problems
- SPA 113 Spanish Language and Culture I
- SPA 114 Spanish Language and Culture II

Ethics & Values (determined by department)

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

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

One laboratory science course (4 credits) from the following:

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

One math course (3 credits) as determined by department from the following:

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

Note: MAT104 does not satisfy graduation requirements, but is required of those students who may benefit from additional instruction as indicated by the Accuplacer Quantitative Skills Test

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

- ART 100 Art History
- ART 230 Art in America
- ART 240 Modern European Painting & Sculpture
- ART 250 Women in Art
- ENG 204 Creative Writing
- HUM 101 Fine & Performing Arts
- HUM 120 The Art of Film

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

Two courses from the following:

- BUS 120 Business in Society
- CRJ 120 Introduction to Criminal Justice
- ECO 211 Macroeconomics
- ECO 212 Microeconomics
- EDU 130 Education, Schools, and Culture
- GEO 102 Introduction to Geography
- GOV 100 American Government
- HIS 114 The United States to 1877
- HIS 115 The United States Since 1877
- LAW 103 Introduction to the American Legal System
- PSY 101 Introduction to Psychology
- SOC 100 Principles of Sociology

VII. Healthy Living and Perspectives (2 credits)

One course from the following:

- PHY 101 Fitness
- PHY 102 Yoga 1
- PHY 103 Ab-Core Fusion 1
- PHY 104 Hatha Yoga 1
- PHY 120 Meditation
- PHY 130 Boxing
- PHY 210 Nutrition: Keys to Health Living
- DAN 110 Dance Techniques
- DAN 121 Jazz I
- DAN 131 Tap I
- DAN 190 Bay Path Dancers

One course from the following:

- BUS 204 Financial Literacy (1 credit) determined by department

Women as Empowered Learners and Leaders (WELL) Program

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

Incorporating curricular and co-curricular elements, WELL provides a common curricular experience and connects undergraduate students in a very tangible way to the mission and vision of the University. Through WELL program components, undergraduate women build community through active, student-centered learning and examine their education with great

intention, both as they embark upon it and as it comes to a close. Specific program components include:

- **The WELL Curriculum.** Four courses frame the academic component of the WELL program. **WEL100, WEL310 and WEL400** are core courses that are taken by all undergraduates; **WEL200** is offered as an elective most commonly taken during the sophomore year. Through this curricular component, students are introduced to academics and resources, and will strengthen their skills in research, writing, public presentation, speaking, analysis, synthesis, and technology as needed to become empowered learners. Students discover their strengths and set personal, academic and professional goals using self-assessment and career planning tools. Students explore the leadership traits needed to be women of influence who have the knowledge and tools to lead value-driven lives. They will conduct research on local and global issues that affect women, and present their findings at the end of each semester.
- **First-Year Advising.** WEL100 sections are taught by full-time faculty who also serve as the first-year advisors for students in their sections. Advisors work with each student to create a realistic plan for personal and academic success customized to each individual's needs and goals and participate with advisees in incoming student orientation activities in addition to community building activities held throughout the first year. Students remain with their WEL100 advisor until their major is declared.
- **Peer Mentoring.** Each WEL100 section is assigned an upper-class student who provides informal advising on issues such as life-school balance, on-campus resources, making personal connections and participating in social events.
- **E-Portfolio.** Beginning with WEL100 and completed in WEL 400, the e-portfolio will enable each student to gather information about her academic and co-curricular experiences, reflect upon learning and goals during her education, and demonstrate growth in knowledge, skill, and experience over her undergraduate experience.
- **Leadership Experiences.** Components of our current Leadership Program, including the ropes course First-Year Leadership Institute, and community service and travel opportunities integrated within WELL, and new leadership experiences are introduced to broaden opportunities for upper-level students to develop as leaders.
- **Career Development and Support.** The development of career goals is embedded in WELL to provide opportunities for faculty to discuss career planning with students throughout their four years. Career development milestones have been set as part of the e-portfolio to help students stay on track. Through WELL course assignments, internships, field placement experiences, job shadowing, career seminars, mock interviews and other career development experiences, students are helped to identify and fully leverage their unique strengths, needs, intentions, passions and potential.

WELL Program Student Learning Outcomes

Upon completion of the WELL Program, students will:

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

Business

Degree: Bachelor of Science in Business

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

The business graduate will have developed critical, innovative, and reflective thinking skills essential for statistical data analysis and personal and professional decision-making processes; whether it be in entrepreneurial, industrial settings, profit or not-for-profit organizations, or as preparation for graduate school.

Student Learning Outcomes

Each student will develop thinking, research, technological, communication, social, global, cultural, entrepreneurial and creativity skills that will enable her to:

- Analyze economic (global and domestic), socio-cultural, political, legal, regulatory and technological trends affecting any given region of this country, clarifying the likely implications of these trends on small business and non-profits as well as large corporations.
- Determine market and product/service development opportunities and challenges associated with these trends.
- Consider multiple stakeholder perspectives to be considered during the development and implementation of new strategies.
- Demonstrate the relationship between business activities, economic outcomes, and the evaluation of business performance, including all ethical considerations.
- Understand and be able to use quantitative methods, and available technology and applications, to address everyday business problems and opportunities.
- Understand core business disciplines including Finance and Accounting, Marketing, Operations, Human Resources, IT, and Legal.
- Value collaborative, data-driven, systematic approaches to solving interdisciplinary problems and making ethical decisions.
- Communicate focused messages to all stakeholders, as appropriate, via all forms of media, as well as face-to-face.
- Recognize diverse personalities, professional backgrounds, personal experiences and dialogue as fundamental building blocks of high performing teams.

Internships

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

Bachelor of Science in Business Offerings

Major in Accounting

The Accounting major is intended for students who wish to enter the accounting profession and/or pursue graduate study in accounting. Accounting is the study of methods involved in making a financial record of business transactions and the preparation of statements concerning the assets, liabilities, and operating results of a business. In addition to a solid fundamental business perspective and a broad liberal arts foundation, the accounting curriculum provides students with a comprehensive accounting perspective, as well as technical accounting knowledge. The foundation of study in accounting includes economic and managerial perspectives on the relationships among business activity, economic outcomes, and evaluation of business performance. In-depth study in financial reporting, managerial accounting, taxation, and auditing builds the technical knowledge.

The skills and knowledge developed in the accounting major equip students with tools for intelligent analysis, planning, control, and decision making. In addition to technical expertise, students develop oral and written presentation skills, listening skills, leadership, and career preparedness.

Among the specific career options available to the accounting major are auditing, corporate accounting, accounting positions in government and not-for-profit organizations, and taxation. Furthermore, the accounting curriculum provides an excellent foundation for the student who wants to pursue graduate study in business, public administration, and law.

Major in Business Administration

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

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

Major in Marketing

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

Major in Interior Design: Residential and Commercial

Interior Design: Residential and Commercial students gain critical skills, analytical understanding, theoretical knowledge and competency vital to the designing, planning, marketing, and selling of interior space concepts for home or office environments. Students explore the role of residential and commercial design professionals by discovering the array of products available in the design marketplace, visiting design showrooms, and meeting with product line sales professionals and vendors. Students learn how to create and transform new

and restored home and office interiors by researching historical and contemporary trends, recommending product choices, measuring and estimating for budget requirements, and by participating in area show houses and design events. Students may also have the opportunity to be involved with the retail, wholesale, or specialty aspects of the residential and commercial design industry.

Major in Small Business Development

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

Accelerated Options

Accelerated degree option are available in all Bachelor of Science in Business majors.

Course requirements are sequenced so that qualified students may accelerate their undergraduate education to complete a Bachelor's degree in three years. This program option is designed for conscientious students who wish to pursue a quicker route to entering the workforce, pursue a graduate degree at Bay Path University or save on a year's worth of tuition. Two (2) electives are included for each business program major to be used for graduate level Bay Path University courses beginning in year three Fall and Spring. This allows for a seamless and smooth graduate transition at Bay Path University, while saving on graduate tuition. Students who decide to pursue their graduate degree at Bay Path University will have the flexibility of multiple start dates.

Qualifying students must have a minimum high school GPA of 3.0, two academic recommendations, and must submit a writing sample. Students begin the accelerated program during their first year of enrollment at Bay Path University.

This program option provides traditional students, students who have been dual enrolled in high school and college or who have advanced placement credits with a commitment to a year round educational experience work closely with academic advisors to complete all Bay Path University graduation and business degree requirements in three years. This program includes internship, research and volunteer opportunities. Financial aid is available for students who qualify.

Possible Career Options for Business Students:

Accounting/Finance

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

Marketing/Management

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

Business Administration/Development

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

Residential and Commercial Interior Design

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

Bachelor of Science in Business Major in Accounting

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

ACCOUNTING MAJOR REQUIREMENTS - 64 CREDITS

<u>Course</u>	<u>Credits</u>
ACC 100: Intro to Financial Accounting	3
ACC 101: Intro to Managerial Accounting	3
ACC 200: Accounting Information Systems	3
ACC 201: VITA	1
ACC 300: Intermediate Accounting I	3
ACC 301: Intermediate Accounting II	3
ACC 302: Cost Accounting	3
ACC 303: Auditing	3
ACC 400: Federal Income Taxation Concepts	3
ACC 405: Capstone: Contemporary Issues	3
ACC 499: Accounting Internship	6
BUS 120: Business in Society	3
BUS 226: Principles of Marketing	3
BUS 235: Dynamics of Management	3
BUS 300: Organization Development and Change	3
BUS 327: Financial Management	3
COM 130: Computer Applications	3
ECO 211: Macroeconomics	3
ECO 212: Microeconomics	3
LAW 220: Business Law	3
MAT 120: Statistics	3

GENERAL ELECTIVES – 13 CREDITS

Bachelor of Science in Business Major in Business Administration

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

BUSINESS ADMINISTRATION MAJOR REQUIREMENTS - 57 CREDITS

<u>Course</u>	<u>Credits</u>
ACC 100: Intro to Financial Accounting	3
ACC 101: Intro to Managerial Accounting	3
ACC 200: Accounting Information Systems	3
BUS 120: Business in Society	3
BUS 226: Principles of Marketing	3
BUS 235: Dynamics of Management	3
BUS 260: Integrated Marketing Concepts	3
BUS 262: Talent Management	3
BUS 300: Organization Development and Change	3
BUS 327: Financial Management	3
BUS 334: Operations Management	3
BUS 491: Capstone: Strategic Management & Policy	3
BUS 499: Business Internship	6
COM 130: Computer Applications	3
ECO 211: Macroeconomics	3
ECO 212: Microeconomics	3
LAW 220: Business Law	3
MAT 120: Statistics	3

GENERAL ELECTIVES - 20 CREDITS

Bachelor of Science in Business Major in Marketing

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

MARKETING MAJOR REQUIREMENTS - 60 CREDITS

<u>Course</u>	<u>Credits</u>
ACC 100: Intro to Financial Accounting	3
ACC 101: Intro to Managerial Accounting	3
BUS 120: Business in Society	3
BUS 226: Principles of Marketing	3
BUS 230: Principles of Sales	3
BUS 235: Dynamics of Management	3
BUS 245: Social Media & Electronic Business	3
BUS 260: Integrated Marketing Concepts	3
BUS 300: Organization Development and Change	3
BUS 327: Financial Management	3
BUS 342: Branding	3
BUS 400: Marketing Research	3
BUS 491: Capstone: Strategic Management & Policy	3
BUS 499: Business Internship	6
COM 130: Computer Applications	3
ECO 211: Macroeconomics	3
ECO 212: Microeconomics	3
LAW 220: Business Law	3
MAT 120: Statistics	3

GENERAL ELECTIVES - 17 CREDITS

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

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

INTERIOR DESIGN: RESID & COMMERCIAL MAJOR REQUIREMENTS - 63 CREDITS

<u>Course</u>	<u>Credits</u>
ACC 100: Intro to Financial Accounting	3
ACC 101: Intro to Managerial Accounting	3
BUS 120: Business in Society	3
BUS 226: Principles of Marketing	3
BUS 235: Dynamics of Management	3
BUS 300: Organization Development and Change	3
BUS 327: Financial Management	3
BUS 491: Capstone: Strategic Management & Policy	3
BUS 499: Business Internship	6
COM 130: Computer Applications	3
ECO 211: Macroeconomics	3
ECO 212: Microeconomics	3
HUM 125: History and Appreciation of Interior Design	3
IND 101: Introduction to Interior Design	3
IND 221: Interior Design Studio: Residential	3
IND 250: Technical Design and Building Systems	3
IND 280: Sustainable Design for Interior Environments	3
IND 322: Interior Design Studio: Commercial	3
LAW 220: Business Law	3
MAT 120: Statistics	3

GENERAL ELECTIVES - 14 CREDITS

Bachelor of Science in Business

Major in Small Business Development

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

SMALL BUSINESS DEVELOPMENT MAJOR REQUIREMENTS – 60 CREDITS

<u>Course</u>	<u>Credits</u>
ACC 100: Intro to Financial Accounting	3
ACC 101: Intro to Managerial Accounting	3
BUS 120: Business in Society	3
BUS 201: Entrepreneurship	3
BUS 226: Principles of Marketing	3
BUS 230: Principles of Sales	3
BUS 235: Dynamics of Management	3
BUS 245: Social Media & Electronic Business	3
BUS 300: Organization Development and Change	3
BUS 325: Small Business Consulting	3
BUS 327: Financial Management	3
BUS 343: Small Business Management	3
BUS 491: Capstone: Strategic Management & Policy	3
BUS 499: Business Internship	6
COM 130: Computer Applications	3
ECO 211: Macroeconomics	3
ECO 212: Microeconomics	3
LAW 220: Business Law	3
MAT 120: Statistics	3

GENERAL ELECTIVES – 17 CREDITS

Communications

Degree: Bachelor of Arts in Communications

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

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

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

Student Learning Outcomes

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

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

Possible Career Options for Communications Major:

Art Director
Film Editor
Interior Designer
Multimedia Artist & Animator
Public Relations Specialist
Graduate Study

Commercial & Industrial Designer
Graphic Designer
Interpreter or Translator
Producer/Director
Technical Writers

Bachelor of Arts in Communications Major in Communications

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

COMMUNICATIONS MAJOR REQUIREMENTS – 60 CREDITS

<u>Course</u>	<u>Credits</u>
BUS 226: Principles of Marketing	3
BUS 245: Social Media & Electronic Business	3
CIT 210 : Intercultural Communication	3
CMS 100: Introduction to Mass Communication & Pop Culture	3
CMS 110: Human Communication in a Digital World	3
CMS 130: Media Lab: Communication Technology	3
CMS 200: Principles of Public Relations & Advertising	3
CMS 213: Writing for the Media	3
CMS 303: Gender & Communications	3
CMS 320: Multimedia Journalism & Professional Writing	3
CMS 499: Communication Internship	6
LAR 400: Conflict and Consensus in Contemporary Culture	3
WEL 200: Present Yourself / Public Speaking	3
Liberal Arts Electives	18

GENERAL ELECTIVES – 17 CREDITS

Computer Science

Degree: Bachelor of Science in Computer Science

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

Student Learning Outcomes

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

Computer Science Offerings

Applied Computer Science Major

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

Computer Science Major

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

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

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

Computer Security Major

The Computer Security concentration is intended for students who wish to develop state-of-the-art knowledge of computer and network security technologies. Security considerations pervade personal, corporate, military, governmental, and national infrastructure systems and networks. This track will help you develop leading-edge knowledge in network security and governance.

The Computer Security major is closely aligned with the existing Bachelor of Science in Cybersecurity degree. Specifically, the degrees share six courses. This interdisciplinary approach allows students from these related degree programs to come together to share their learning and different perspectives in these six common courses, while at the same time encouraging larger numbers in each class.

Possible Career Options for Computer Science Students:

Applied Computer Science Majors

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

Computer Security Majors

Information Security Analyst
Security Analyst
Computer Security Incident Responder
Network Security Engineer
Intelligence Analyst
Information Security Office
Information Systems Auditor

Computer Science Majors

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

Bachelor of Science in Computer Science Major in Applied Computer Science

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

APPLIED COMPUTER SCIENCE MAJOR REQUIREMENTS – 63 CREDITS

<u>Course</u>	<u>Credits</u>
CSC 101: Introduction to Computer Science	3
CSC 210: Computer Network/Network Security	3
CSC 215: Data Structures	3
CSC 220: Computation Structures	3
CSC 300: Software Development	3
CSC 301: Fundamentals of Information Assurance	3
CSC 302: Operating Systems/OS Programming	3
CSC 310: Algorithms	3
CSC 351: Automata, Computability and Complexity	3
CSC 397: Programming Languages	3
CSC 401: Applied Data Science	3
CSC 430: Innovation Lab – Research and Development	3
CSC 435: Innovation Lab – Adv. Software Implement & Prod	3
CSC 455: Capstone Project	3
CSC 499: Computer Science Internship	6
MAT 221: Calculus 1	3
MAT 222: Calculus 2	3
MAT 250: Calculus 3	3
MAT 260: Discreet Mathematics for Computer Science	3
MAT 350: Linear Algebra	3

GENERAL ELECTIVES – 14 CREDITS

Bachelor of Science in Computer Science Major in Computer Science

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

COMPUTER SCIENCE MAJOR REQUIREMENTS – 54 CREDITS

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

GENERAL ELECTIVES – 23 CREDITS

Bachelor of Science in Computer Science Major in Computer Security

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

COMPUTER SECURITY MAJOR REQUIREMENTS – 66 CREDITS

<u>Course</u>	<u>Credits</u>
CSC 101: Introduction to Computer Science	3
CSC 200: Cyber Governance	3
CSC 210: Computer Network/Network Security	3
CSC 215: Data Structures	3
CSC 220: Computation Structures	3
CSC 300: Software Development	3
CSC 301: Fundamentals of Information Assurance	3
CSC 302: Operating Systems/OS Programming	3
CSC 310: Algorithms	3
CSC 351: Automata, Computability and Complexity	3
CSC 401: Applied Data Science	3
CSC 420: Cryptography	3
CSC 425: Software Vulnerabilities and Security	3
CSC 440: Advanced Topics: Cybersecurity	3
CSC 455: Capstone Project	3
CSC 499: Computer Science Internship	6
MAT 221: Calculus 1	3
MAT 222: Calculus 2	3
MAT 250: Calculus 3	3
MAT 260: Discreet Mathematics for Computer Science	3
MAT 350: Linear Algebra	3

GENERAL ELECTIVES – 11 CREDITS

Criminal Justice

Degree: Bachelor of Science in Criminal Justice

The Bachelor of Science in Criminal Justice degree program is designed for women who intend to pursue a professional career in fields such as: corrections; homeland security; the juvenile justice system; probation and parole; corporate and private security; and law enforcement on a local, state, federal or international level.

The full-time and adjunct faculty who teach in Criminal Justice Department are well-respected throughout the country for their professionalism, scholarship, innovative thinking and leadership. They bring decades of practical hands-on experience to the classroom.

Throughout the Criminal Justice curriculum students engage in interactive learning. Students utilize a case-based system to hone their critical thinking skills to solve and analyze real-life criminal justice problems. This practiced application of knowledge prepares students for the wide variety of situations they will encounter in their chosen field. Furthermore, students wishing to pursue graduate studies will be well prepared for the academic rigor required of such programs.

Student Learning Outcomes

- Develop a working knowledge of criminal justice content domains, including law enforcement, courts, and corrections.
- Differentiate the three main components of the criminal justice system – law enforcement, courts, and corrections.
- Apply ethical standards and best practices to all criminal justice activities.
- Describe the contemporary challenges in the criminal justice profession—including the areas of juvenile justice, the criminalization of mental illness, terrorism, homeland security, transnational crime, as well as national and global criminal organizations.
- Identify forensic and scientific technology as it may apply to criminal investigations, evidence collection and examination, and information data systems.
- Ascertain the causes and societal consequences of crime, as well as effective preventative and rehabilitative responses to it.
- Demonstrate communication skills effectively and confidently in a variety of formats.

Possible Career Options for Criminal Justice Students:

Air Marshal	Animal Cruelty Investigator	Arson & Fire Investigator
ATF Agent	Bailiff	Border Patrol Office
Bounty Hunter	Campus Security Officer	Child Abuse Investigator
CIA Agent	Community Corrections Officer	Corporate Security
Computer Forensic Investigator	Correctional Officer	Counter Terrorism Careers
Court Officer	Criminalist	Criminal Investigator
Crime Analyst	Crime Prevention Specialist	Crime Scene Investigator
Criminologist	Customs Agent	Cyber Crime Specialist

Military Police Officer	Organized Crime Specialist	Arson & Fire Investigator
Gang and Narcotics Investigator	Homeland Security Agent	Hospital Security
Human Rights Violation Investigator	Human Trafficking Investigator	ICE Agent
Immigration Enforcement Agent	Emergency Management Specialist	FBI Agent
Federal Correctional Officer	Federal Parole Officer	Fish and Game Warden
Gang and Narcotics Investigator	Homeland Security Agent	Hospital Security
Fraud Investigator	Forest Ranger	Information Security
International Criminal Court Investigator	IRS Investigator	Juvenile Probation Officer
Juvenile Correctional Officer	Loss Prevention Specialist	Park Ranger
Penologist	Police Officer	Private Investigator
Private Security Officer	Probation Officer	Secret Service Agent
Sheriff	Social Service Investigator	Special Victims Investigator
State Department Victim Witness Advocate	State Parole Officer	State Police Officer
Surveillance Officer	Transportation Security Administrator	U.S. Marshal Service
U.S. National Institute of Justice Researcher	United Nations Office on Drug and Crime Investigation	United Nations Department of Peace Keeping Operations Officer
United States Park Police	Victim Witness Advocate	DEA Agent
Detective	Domestic Violence Investigator	Elderly Abuse Investigator

Bachelor of Science in Criminal Justice Major in Criminal Justice

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

CRIMINAL JUSTICE MAJOR REQUIREMENTS – 42 CREDITS

<u>Course</u>	<u>Credits</u>
CRJ 120: Introduction to Criminal Justice	3
CRJ 202: Victimology and Criminology	3
CRJ 204: Principles of Policing	3
CRJ 222: Criminal Investigations & Elements of Criminal Law	3
CRJ 275: Criminal Procedure for Criminal Justice Professional	3
CRJ 300: Corrections	3
CRJ 312: Criminal Evidence	3
CRJ 320: Probation and Parole	3
CRJ 325: Criminal Organizations	3
CRJ 348: Terrorism and Homeland Security	3
CRJ 402: Ethics and the Criminal Justice Professional	3
CRJ 498: Criminal Justice Internship	3
CRJ 499: Criminal Justice Internship	3
INT 250: Research Methods in the Social Sciences	3

GENERAL ELECTIVES – 35 CREDITS

Cybersecurity

Degree: Bachelor of Science in Cybersecurity

The Cybersecurity program will prepare students for an exciting career as defenders of critical infrastructure. The cybersecurity program is designed as a multidiscipline approach by selecting courses that would appeal to a variety of interests, including criminal justice, business, accounting, computer science, forensics, and legal studies.

Student Learning Outcomes:

- Describe and explain the various proactive approaches to deterring and investigating cyber incidences across industries.
- Express an understanding of the skills and knowledge required to work within the field of cybersecurity.

Cybersecurity Offerings

Digital Forensics Major

Digital Forensics majors will become proficient with the same tools and technology that would typically require years of field experience to obtain a total of eight lab-based courses will hone their skills in the most current topics in digital forensics investigations. Students will apply progressive learning strategies to master methods required to identify, investigate and perform post-mortem analysis of digital crimes, and will learn current approaches to detect/deter cybercrime and to investigate incidences related to digital crime, including an adept level of understanding of digital forensic tools and techniques needed to investigate emerging cybercrimes. High-performing students will have the opportunity to enter a 4 + 1 program during their senior year.

Student learning outcomes for the major in Digital Forensics are:

- Demonstrate an understanding of current approaches to detect and or deter cybercrime, and to investigate incidences related to digital crime activity.
- Demonstrate a mastery level of understanding of the digital forensic tools and techniques.
- Express an understanding of current issues relating to digital forensics and determine the best practices for attending to them based upon available resources and tool, and the overall needs of the organization.

Information Assurance Major

The Information Assurance (IA) major provides students with the techniques and strategies utilized in protecting public and private critical digital infrastructure. The IA degree is the perfect combination of coursework in computer science, programming, and incident response, which positions graduates to make immediate contributions in securing and protecting our most valuable information assets. High-performing students will have the opportunity to enter a 4 + 1 program during their senior year.

Student learning outcomes for the major in Information Assurance are:

- Demonstrate a mastery of the tools and techniques utilized to assure confidentiality, integrity, and availability of an organization's data assets.
- Recommend policy, practices, and procedures required to ensure accuracy, authenticity, utility, and possession of data, and recognizing the needs of the organization for access as well as security.

- Express an understanding of the relevant theories, strategies, and skills necessary to address critical issues in the information assurance field.
- Utilize critical thinking skills by demonstrating proficiency in the ability to research, understand, and communicate appropriate responses based on best practices, to test a variety of information assurance threats.

Bachelor of Science in Cybersecurity Major in Digital Forensics

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

DIGITAL FORENSICS MAJOR REQUIREMENTS – 36 CREDITS

<u>Course</u>	<u>Credits</u>
CBY 200: Introduction to Digital Forensics	3
CBY 220: Cyber Investigation I	3
CBY 310: Cyber Investigation II	3
CBY 330: Mobile Technology Analysis I	3
CBY 430: Mobile Technology Analysis II	3
CBY 455: Capstone in Digital Forensics	3
CBY 499: Internship	6
CSC 101: Introduction to Computer Science	3
CSC 200: Cyber Governance: Privacy, Ethics, and Digital Rights	3
CSC 210: Computer Networks/Network Security	3
CSC 301: Fundamentals of Information Assurance	3

GENERAL ELECTIVES – 41 CREDITS

Bachelor of Science in Cybersecurity Major in Information Assurance

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

INFORMATION ASSURANCE MAJOR REQUIREMENTS – 36 CREDITS

<u>Course</u>	<u>Credits</u>
CBY 300: Assembly Language Programming	3
CBY 400: Introduction to Incident Response	3
CBY 425: Network Intrusion	3
CBY 450: Capstone in Information Assurance	3
CBY 499: Internship	6
CSC 101: Introduction to Computer Science	3
CSC 200: Cyber Governance: Privacy, Ethics, and Digital Rights	3
CSC 210: Computer Networks/Network Security	3
CSC 215: Data Structures	3
CSC 301: Fundamentals of Information Assurance	3
CSC 397: Programming Languages	3

GENERAL ELECTIVES – 41 CREDITS

Education

Degree: Bachelor of Arts in Liberal Studies

Certificate: Autism Spectrum Disorders

Certificate: Early Intervention Specialist

Certificate: Language and Literacy

Note: Bay Path University also offers a Bachelor of Science degree with a major in Biology/Secondary Education. See Science section below for more information.

Student Learning Outcomes:

- 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.

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

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

Education Offerings

Early Childhood Education Licensure

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

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

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

reciprocity with states that participate in the Interstate Agreement and endorse similar licensure. This allows Bay Path University education graduates to teach in states other than Massachusetts, pending meeting specific requirements of the state.

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

Elementary Education Licensure

Licensure: Massachusetts Department of Elementary and Secondary Education

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

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

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

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

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

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

The School of Education offers a minor in the area of special education. Please contact the Department for additional information.

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

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

Licensure Program: Severe Special Needs (All levels)

The licensure program in Severe Special Needs (All levels) consists of a liberal studies major combined with appropriate education courses. Students are required to take the Bay Path University core, a liberal studies core, and an education core satisfying requirements for licensure. This program has been approved by the Massachusetts Department of Elementary and Secondary Education. Students earn an initial teaching license in Severe Special Needs, all levels, issued by the Massachusetts Department of Elementary and Secondary Education. The Severe Special Needs license qualifies for reciprocity with states that participate in the Interstate Agreement and endorse similar licensure. This allows Bay Path University education graduates to teach in states other than Massachusetts, pending meeting specific requirements of the state.

Accreditation: The Severe Special Needs program is fully approved by the Massachusetts Department of Elementary and Secondary Education for Initial licensure. The Education Programs at Bay Path University prepare students to be teachers and leaders in the public schools and/or the private preschool sector. The goals of the Education Program are to ensure that our graduates are of excellent academic caliber and become exemplary teachers. The Education Programs have a strong liberal arts base as their foundation. This foundation provides the student with in-depth knowledge of the academic disciplines necessary for successful teaching. Education students are given ample opportunity to participate in classrooms as part of teacher training. Public schools within the city of Springfield and surrounding communities, private preschools and childcare centers, all support and enrich the Education Programs.

Education Studies Non-Licensure

This program is intended for students whose career plans **do not** require Massachusetts teacher licensure at the bachelor's level, or who are seeking career paths in education other than public school teaching, and/or are planning on attending a graduate program in education. Students gain knowledge and skills in appropriate pedagogy and content with the opportunity to design a concentration that fits their particular career focus. This program offers many elective credits in order to support the acquisition of various certificates, internships, or other credentials. Students may transfer in Education courses, but they must also complete two courses at Bay Path: EDU 130, and EDU 350.

Certificate in Autism Spectrum Disorders

The certificate offers the extremely well-prepared Bay Path University undergraduate student the opportunity to complete a certificate in Autism Spectrum Disorders beginning in her junior year. A student needs a minimum of a 3.0 cumulative GPA to begin and continue with this certificate. Some courses are only offered once a year. Student needs to meet with the Chair of Education to request this certificate and complete a written certificate application.

Certificate in Early Intervention Specialist

Bay Path University's Early Intervention Specialist certificate program is an interdisciplinary, preservice training program that is designed to fulfill requirements for Certification in Early Intervention, at the advanced provisional level, as set forth by the Department of Public Health (DPH), Commonwealth of Massachusetts. This 18-credit DPH-accredited program consists of four academic courses plus two semesters (300 total hours) of practicum experience at a DPH-accredited Early Intervention site.

Certificate in Language and Literacy

Accelerated Options

The Education department has carefully sequenced the course requirements for Early Childhood Education, Elementary Education, and Education Studies so students who qualify can accelerate their learning to earn a bachelor's degree in three years.

This option is for students who are time conscious, hoping to earn a bachelor's degree and/or teaching license via a quicker route for various reasons such as wanting to enter the teaching field as soon as possible, starting graduate school sooner than later, or simply wanting to save a year's worth of tuition. In order to qualify, students must have a minimum 3.0 grade point average upon acceptance to Bay Path University, as well as be interviewed and submit a writing sample to be considered.

An option for traditional students, students who have been dual enrolled at high school and college or those who have advanced placement credits, this accelerated program takes advantage of summer courses at Bay Path University. Students commit to taking courses year-round, and working closely with an academic advisor to complete the degree program selected in three years. Please see education advisor for course sequence. Students may also plan to complete a master's degree program as a fourth year option as outlined in the University's early acceptance policy.

The discerning student who selects this exciting option in education will take full advantage of all the opportunities the Bay Path University Education department has to offer such as field work, volunteer opportunities and extra-curricular activities. Financial aid is available for students who qualify to complete their degree in three years. In addition, financial aid is available for summer tuition expenses through the federal Direct Loan program.

Early Field Experiences

Many of the education courses have early field experiences integrated into the courses. These opportunities allow the student to spend time in classrooms working with teachers and children. Successful completion of early field experiences can affect course grades and is a requirement for continuance in the Education Program.

Pre-Practicum

Prior to student teaching (practicum), a student must complete a supervised pre-practicum in a public elementary school. Pre-practicum is a field-based experience, is preparatory for student teaching, and is part of the Senior year experience. Placement is done in conjunction with the Education Department, public school and central office of a school district. In order to qualify for a placement, the student must have a cumulative grade point average of 3.0 (B) or better, must pass all required MTEL exams, must be in good standing at the University, must complete a CORI (Criminal Offense Records Investigation) check, and any other requirements as mandated by a school district. As part of the pre-practicum experience, the student will participate in a weekly seminar session with a program supervisor.

Practicum (Student Teaching)

Practicum is a field-based experience in a public elementary school, supervised jointly by a public school teacher and University supervisor. Practicum is part of the Senior year experience and is a full-time commitment. Practicum hours are earned over a 12-week period; students must complete a minimum of 300 hours. Placement is done in conjunction with the Education Department, public school, and central office of a school district. In order to qualify for a placement, the student must have a cumulative grade point average of 3.0 (B) or better, must pass all required MTEL exams, must have successfully completed pre-practicum, must be in good

standing at the University, must complete a CORI (Criminal Offense Records Investigation) check, and any other requirements as mandated by a school district. As part of the practicum experience, the student will participate in a weekly seminar session with a program supervisor. It is recommended that Bay Path students do not take courses or hold employment during the practicum semester.

Exit from the Education Program

To exit from the Education Program and be considered a program completer, the student must successfully complete all paper and performance requirements as stipulated by the Education Department. As part of completion of practicum requirements, the student must demonstrate teaching competency through successful completion of a **Candidate Assessment of Performance (CAP) developed by the Massachusetts Department of Elementary and Secondary Education**. The student's performance on this instrument is evaluated primarily by the supervising practitioner (teacher) in cooperation with the program supervisor from the University.

The Massachusetts Tests for Educator Licensure (MTEL)

Effective February 21, 1998, candidates applying for a teaching credential are required to pass **The Massachusetts Tests for Educator Licensure (MTEL)**. The purpose of the Massachusetts Tests for Educator Licensure (MTEL) is to help ensure that a licensed educator has the knowledge and skills essential to teach in Massachusetts public schools. *Bay Path education students must pass the entire MTEL prior to entering the senior year.*

Massachusetts regulations for initial licensure in Early Childhood and Elementary Education require candidates to pass three exams:

1. Communication and Literacy (a test of reading and writing),
2. A subject test in either Early Childhood Education or General Curriculum,
3. Foundations of Reading (a test on the subject of reading).

Students who wish to become certified in states outside of Massachusetts must also pass any additional examinations given by that state.

It is the student's responsibility to register for the tests and to be aware of registration deadlines and rules of test participation. Students must designate Bay Path University as the institution of higher education to receive the score report. It is the student's responsibility to submit all necessary documentation for alternative testing arrangements should they feel they are warranted. Decisions on alternative testing arrangements are made by the MTEL, not Bay Path University.

Post-Baccalaureate Degree Admission

The Early Childhood and Elementary Education Programs at Bay Path University are undergraduate degree programs. A student holding a Bachelor of Arts degree who seeks initial licensure is advised to pursue an appropriate master's degree in the field.

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

Teaching in States Outside of Massachusetts

The Education Programs at Bay Path University are approved by the Massachusetts Department of Elementary and Secondary Education. When a student graduates and earns Massachusetts licensure, they can use their teaching credential to apply for licensure in other states, as determined through NASDTEC, the National Association of State Directors of Teacher Education and Certification. NASDTEC facilitates the movement of professional educators from state to state. In order to qualify for a teaching license in the state of choice, the candidate will have to pass all exams and any additional requirements needed for licensure by that state.

Title II of the Higher Education Act

Title II (Section 207 of the Higher Education Act) requires that institutions with teacher preparation programs that enroll students receiving federal financial assistance prepare annual reports on teacher preparation and licensing. The full report is distributed with admissions materials and is also available upon request.

Bay Path University pass rates are based on the 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%

Possible Career Options for Education Majors:

Early Childhood Education

Pre-Kindergarten Teacher

Kindergarten through Second Grade Teacher

Lead Teacher at Child Care Center

Graduate Study

Elementary Education

Grades 1-6 Teacher

Graduate Study

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

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

EARLY CHILDHOOD EDUCATION LICENSURE MAJOR REQUIREMENTS – 76 CREDITS

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

GENERAL ELECTIVES – 4 CREDITS

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

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

EARLY CHILDHOOD EDUCATION NL MAJOR REQUIREMENTS – 61 CREDITS

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

GENERAL ELECTIVES - 19 CREDITS

Bachelor of Arts in Liberal Studies Major in Elementary Education Licensure

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

ELEMENTARY EDUCATION LICENSURE MAJOR REQUIREMENTS – 70 CREDITS

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

GENERAL ELECTIVES – 10 CREDITS

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

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

ELEMENTARY EDUCATION NON-LICENSURE MAJOR REQUIREMENTS – 55 CREDITS

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

GENERAL ELECTIVES - 25 CREDITS

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

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

EDUCATION STUDIES NL MAJOR REQUIREMENTS – 57 CREDITS

<u>Course</u>	<u>Credits</u>
EDU 130: Education, Schools & Cultures	3
EDU 350: Curriculum Development	3
ENG 210: Children's Literature	3
HIS 114: United States to 1870	3
PSY 205: Child Development	3
PSY 101: Introduction to Psychology	3
Education Electives	15
Humanities Electives	6
Math Elective	3
Science Elective	3
Liberal Arts Electives	12

GENERAL ELECTIVES – 23 CREDITS

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

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

SEVERE SPECIAL NEEDS LICENSURE MAJOR REQUIREMENTS – 73 CREDITS

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

GENERAL ELECTIVES – 7 CREDITS

Certificate in Autism Spectrum Disorders

AUTISM SPECTRUM DISORDER CERTIFICATE REQUIREMENTS - 12 CREDITS

<u>Course</u>	<u>Credits</u>
SPE 546: Teaching Children with ASD	3
SPE 552: Problem Solving and Program Analysis in Autism	3
SPE 560: Advanced Techniques & Process for Behavior Change	3
Elective*	3

*Students are required to choose either ABA 501: Science of ABA: Concepts & Principles or SPE 511: Applied Behavior Analysis.

Certificate in Early Intervention Specialist

EARLY INTERVENTION SPECIALIST CERTIFICATE REQUIREMENTS - 18 CREDITS

<u>Course</u>	<u>Credits</u>
CEI 579: Orientation to Practice in Early Intervention	0
CEI 580: Infant/Toddler Development	3
CEI 581: Family Systems	3
CEI 582: Assessment/Intervention	3
CEI 583: Planning/Evaluating Early Intervention Services	3
CEI 584: Practicum I	3
CEI 585: Practicum II	3

Certificate in Language and Literacy

LANGUAGE AND LITERACY CERTIFICATE REQUIREMENTS - 12 CREDITS

<u>Course</u>		<u>Credits</u>
SPE 525	Multisensory Language and Literacy Strategies	3
SPE 543	Teaching of Writing	3
SPE 547	Structure of Language Part I: Phonology, Morphology, Orthography	3
SPE 548	Reading and Language for ELL Learners	3

Undergraduate Certificate Program in Lead Teacher Certification

Rationale for the Lead Teacher Certificate

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

Massachusetts Department of Early Education and Care (EEC)

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

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

Candidates for the Certificate

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

Certificate Housing

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

Courses in the Certificate

There are no new courses in the certificate. Existing courses are bundled into a certificate program that meets EEC regulations. The certificate contains five courses and fifteen credits.

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

Program: Early Childhood Education Leadership: Private School
Director Licensure: Massachusetts Department of Early Education and Care

The Program goals for the Baccalaureate Degree program in Early Childhood Leadership are to:

- Expose students to the subject matter in early childhood education: reading, English/language arts, mathematics, history and social science, science and technology, and child development.
- Build familiarity and usage of the Massachusetts Curriculum Frameworks
- Prepare students to become competent directors of early childhood centers.
- Prepare students to become lifelong learners who reflect upon teaching and learning, and seek new content knowledge and skills to improve the teaching-learning process.

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

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

The Education Leadership Program at Bay Path University prepares students to be leaders and directors in the early childhood field. The education Leadership Program, when combined with the liberal studies major, leads toward director licensure with the Massachusetts Department of Early Education and Care. The goals of the Education Leadership Program are to ensure that our graduates are of excellent academic caliber and become exemplary directors and leaders in early childhood education.

The Education Leadership Program has a strong liberal arts base as its foundation. This foundation provides the student with in-depth knowledge of the academic disciplines necessary for successful teaching and directing. The liberal studies major helps prepare the student in subjects that they will teach, including English, history, mathematics, science, government, and geography. In addition to electing liberal arts courses, the student elects a sequence of education courses that prepares her to teach using the Massachusetts Curriculum Frameworks. In her last year of study, the student elects courses that qualify her to be a successful early childhood director.

Admissions Requirements for the Early Childhood Education Leadership Program

The admissions process into this program is rigorous. The student is encouraged to meet with her advisor periodically to review her progress toward meeting the specific requirements for her program. It is the student's responsibility to meet all of her program requirements in a timely manner.

Field Experience

Many of the education courses have early field experiences integrated into the courses. These opportunities allow the student to spend time in classrooms working with teachers and children. Successful completion of early field opportunities can affect course grades and is a requirement for continuance in the Education Leadership Program.

Health and Human Services

Degree: Bachelor of Arts in Health and Human Services

Certificate: Autism Spectrum Disorders

Certificate: Early Intervention Specialist

Certificate: Integrative Health

Certificate: Youth Development

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

As part of the program requirements, students choose a path that provides specific career preparation in the form of a certificate and/or gateway into selected graduate programs at Bay Path. Students will complete a shared Health and Human Studies core of courses as well as specific coursework to their major that totals 15 credits, with the exception of the Health Science which totals 18 credits. Graduates of the Health Science major may be admitted to the MOT program pending grade point average and prerequisite requirements.

Student Learning Outcomes

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

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

Health and Human Studies Offerings

Autism Spectrum Studies

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

Counseling Studies

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

Early Intervention

This offering also fulfills the requirements for the Early Intervention Specialist Certificate. Bay Path University's Early Intervention Specialist certificate program is an interdisciplinary, preservice training program that is designed to fulfill requirements for Certification in Early Intervention, at the advanced provisional level, as set forth by the Department of Public Health (DPH), Commonwealth of Massachusetts. This DPH-accredited program includes 300 total of practicum experience at a DPH-accredited Early Intervention site. A student needs a minimum of a 3.0 cumulative GPA to take the 500-level courses in this major.

Healthcare Management

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

Health Science

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

Integrative Health

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

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

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

Public Health

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

Special Education

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

Youth Development

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

Bachelor of Arts in Health and Human Services

Major in HHS: Autism Spectrum Studies

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

HHS: AUTISM SPECTRUM STUDIES MAJOR REQUIREMENT – 57 CREDITS

<u>Course</u>	<u>Credits</u>
EDU 250: Introduction to Special Education	3
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
MAT 120: Statistics	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
SCI 204: Introduction to Human Disease	3
SPE 501/511: The Science of ABA: Conc/Prin or ABA	3
SPE 546: Teaching Children with Autism Spectrum Disorders	3
SPE 552: Problem Solving and Problem Analysis in Autism	3
SPE 560: Advanced Techniques & Process for Behavior Change	3

GENERAL ELECTIVES – 20 CREDITS

Bachelor of Arts in Health and Human Services

Major in HHS: Counseling Studies

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

HHS: COUNSELING STUDIES MAJOR REQUIREMENT - 57 CREDITS

<u>Course</u>	<u>Credits</u>
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
MAT 120: Statistics	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
PSY 380: Interviewing and Counseling	3
PSY 515: Child and Adolescent Development	3
PSY 535: Ethics and Professional Conduct in Counseling	3
PSY 540: Individual and Family Substance Treatment	3
PSY 552: Bullying and Coercive Behavior	3
SCI 204: Introduction to Human Disease	3

GENERAL ELECTIVES – 20 CREDITS

Bachelor of Arts in Health and Human Services

Major in HHS: Early Intervention

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

HHS: EARLY INTERVENTION MAJOR REQUIREMENT - 57 CREDITS

<u>Course</u>	<u>Credits</u>
CEI 579: Orientation to Practice in Early Intervention	0
CEI 580: Infant and Toddler Development	3
CEI 581: Family Systems	3
CEI 582: Assessment and Intervention	3
CEI 583: Planning/Evaluating Early Intervention Services	3
CEI 584: Practicum 1	3
CEI 585: Practicum 2	3
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
MAT 120: Statistics	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
PSY 347: Early Intervention with Infants and Toddlers	3
SCI 204: Introduction to Human Disease	3

GENERAL ELECTIVES – 20 CREDITS

Bachelor of Arts in Health and Human Services

Major in HHS: Healthcare Management

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

HHS: HEALTHCARE MANAGEMENT MAJOR REQUIREMENT - 57 CREDITS

<u>Course</u>	<u>Credits</u>
HCM 502: Managing Healthcare Delivery Systems	3
HCM 503: Strategic Planning in Healthcare	3
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 425: Foundations in Healthcare Management	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
MAT 120: Statistics	3
MBA 520: Organizational Behavior and Leadership	3
MLN 500: Intro to the Theory and Practice of Negotiation	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
SCI 204: Introduction to Human Disease	3

GENERAL ELECTIVES – 20 CREDITS

Bachelor of Arts in Health and Human Services

Major in HHS: Health Science

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	BIO 110: Biology for Science Majors with Lab	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

HHS: HEALTH SCIENCE MAJOR REQUIREMENT – 60 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 150: Anatomy and Physiology I with Lab	4
BIO 151: Anatomy and Physiology II with Lab	4
BIO 316: Musculoskeletal Anatomy with Lab	4
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
MAT 120: Statistics	3
MAT 450: Methods of Applied Statistics	3
PHS 101: University Physics I	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
SCI 204: Introduction to Human Disease	3

GENERAL ELECTIVES – 17 CREDITS

Bachelor of Arts in Health and Human Services

Major in HHS: Integrative Health

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

HHS: INTEGRATIVE HEALTH MAJOR REQUIREMENT - 57 CREDITS

<u>Course</u>	<u>Credits</u>
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 420: Integrative Health Seminar	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 200: Nutrition	3
HSW 300: Fitness Through the Lifespan	3
HSW 352: Women's Health and Wellness Issues	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
MAT 120: Statistics	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 280: Positive Psychology	3
PSY 346: Health Psychology	3
SCI 204: Introduction to Human Disease	3

GENERAL ELECTIVES – 20 CREDITS

Bachelor of Arts in Health and Human Services

Major in HHS: Public Health

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

HHS: PUBLIC HEALTH MAJOR REQUIREMENT – 57 CREDITS

<u>Course</u>	<u>Credits</u>
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
MAT 120: Statistics	3
PHE 500: Foundations in Public Health Practice	3
PHE 502: Biostatistics and Epidemiology	3
PHE 510: Cultural Competency in Healthcare	3
PHE 525: Utilization of Research in Evidence Based Practice	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 341: Drugs and Behavior	3
PSY 346: Health Psychology	3
SCI 204: Introduction to Human Disease	3

GENERAL ELECTIVES – 20 CREDITS

Bachelor of Arts in Health and Human Services

Major in HHS: Special Education

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

HHS: SPECIAL EDUCATION MAJOR REQUIREMENT - 57 CREDITS

<u>Course</u>	<u>Credits</u>
EDU 250: Introduction to Special Education	3
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
MAT 120: Statistics	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
SCI 204: Introduction to Human Disease	3
SPE 505: Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum	3
SPE 515: Foundations for Inclusive Schools	3
SPE 520: Learners with Special Needs	3
SPE 546: Education Learners with Autism Spectrum Disorders	3

GENERAL ELECTIVES – 20 CREDITS

Bachelor of Arts in Health and Human Services

Major in HHS: Youth Development

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

HHS: YOUTH DEVELOPMENT MAJOR REQUIREMENT – 57 CREDITS

<u>Course</u>	<u>Credits</u>
CRJ 342: Juvenile Justice System	3
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health and Human Services	3
HHS 499: Health & Human Studies Internship	6
HSR 401: Developmental and Psychiatric Disabilities	3
HSW 400: Capstone: A Healthier Community	3
INT 250: Research Methods in the Social Sciences	3
MAT 120: Statistics	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 210: Sport Based Youth Development	3
PSY 224: Effective Youth Development and Mentoring	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
PSY 438: Community Youth Development	3
SCI 204: Introduction to Human Disease	3
SOC 315: Youth and Society	3

GENERAL ELECTIVES – 20 CREDITS

Certificate in Autism Spectrum Disorders

AUTISM SPECTRUM DISORDER CERTIFICATE REQUIREMENTS - 12 CREDITS

<u>Course</u>	<u>Credits</u>
SPE 546: Teaching Children with ASD	3
SPE 552: Problem Solving and Program Analysis in Autism	3
SPE 560: Advanced Techniques & Process for Behavior Change	3
Elective*	3

*Students are required to choose either ABA 501: Science of ABA: Concepts & Principles or SPE 511: Applied Behavior Analysis.

Certificate in Early Intervention Specialist

EARLY INTERVENTION SPECIALIST CERTIFICATE REQUIREMENTS - 18 CREDITS

<u>Course</u>	<u>Credits</u>
CEI 579: Orientation to Practice in Early Intervention	0
CEI 580: Infant/Toddler Development	3
CEI 581: Family Systems	3
CEI 582: Assessment/Intervention	3
CEI 583: Planning/Evaluating Early Intervention Services	3
CEI 584: Practicum I	3
CEI 585: Practicum II	3

Certificate in Integrative Health

INTEGRATIVE HEALTH CERTIFICATE REQUIREMENTS - 15 CREDITS

<u>Course</u>	<u>Credits</u>
HHS 420: Integrative Health Seminar	3
HSW 200: Nutrition	3
HSW 300: Fitness Throughout the Lifespan	3
HSW 352: Women's Health and Wellness Issues	3
PSY 280: Positive Psychology	3

Certificate in Youth Development

YOUTH DEVELOPMENT CERTIFICATE REQUIREMENTS - 15 CREDITS

<u>Course</u>	<u>Credits</u>
CRJ 342: Juvenile Justice System	3
PSY 210: Sport Based Youth Development	3
PSY 224: Effective Youth Development and Mentoring	3
PSY 438: Community Youth Development	3
SOC 315: Youth and Society	3

Legal Studies

Degrees:	Bachelor of Arts in Legal Studies Bachelor of Science in Legal Studies Associate in Science in Paralegal Studies
Certificate:	Advanced Paralegal Studies

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

All Legal Studies programs are approved by the American Bar Association and include the Certificate of Advanced Paralegal Studies.

Student Learning Outcomes

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

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

Program Goals

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

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

Legal Studies Offerings

Bachelor of Arts in Legal Studies, Major in Forensic Studies

The Forensic Studies Program offers an excellent and interdisciplinary exposure to the forensic applications of the many sub-disciplines encompassed within the exciting field of Forensics. The curriculum has been designed to enable students to take progressively more challenging courses as they explore a diversity of courses with forensic applications. Students will be exposed to such topics as the collection, handling, and preservation of evidence; the preparation and preservation

of exhibits for use in courts and tribunals; crime scene documentation; and various analytical procedures used in evidence collection and criminalistics.

Bachelor of Arts and Bachelor of Science in Legal Studies

The Bachelor of Arts in Legal Studies Program is appropriate for the student who is contemplating attending law school or graduate school following graduation and who has a strong interest in the humanities. The Bachelor of Science in Legal Studies is appropriate for the student who intends to enter the legal, business, or other professional field after graduation. They may choose to enter law or graduate school while employed as a paralegal.

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

Associate in Science in Paralegal Studies

The associate degree program in Paralegal provides a two-year education to prepare its graduates for entry-level paralegal positions in a variety of settings. Paralegals work under the supervision of an attorney and are not authorized to engage in the practice of law. Students enrolled in the associate program are required to take six legal specialty courses. Legal specialty courses cover a specific area of law, procedure, or the legal process and emphasize practical and technical paralegal skills, forms, documents, procedures, and legal principles and theories. Upon completion of the degree, students earn a Certificate of Advanced Paralegal Studies.

Certificate of Advanced Paralegal Studies

The Paralegal Studies certificate may be earned by students who have already earned a Bachelor's degree or an Associate's degree with a minimum of 60 college credit hours in a defined distribution of Legal Specialty and other courses, or equivalent courses as determined by the Legal Studies Department. In order to earn a Certificate of Advanced Paralegal Studies, Baccalaureate students must complete at least 60 credit hours in a defined distribution of liberal arts and science courses that include at least 18 credit hours of a required sequence of Legal Specialty courses approved by the American Bar Association. All candidates for the Paralegal Certificate must have a minimum cumulative GPA of 2.3 and at least 18 credits of Legal Specialty courses in a sequence approved by the Legal Studies Department with no grade lower than C- (70%).

The ceremony at which the Certificates are awarded is held each spring before Commencement. Students who complete their program requirements at other times during the year may also attend the ceremony in the spring. Certificates are usually issued in May and December, but are also issued at other times as needed.

Students who have completed their program degree requirements must complete this form and submit it to the Registrar's office for verification, after which the request will be forwarded with a copy of the student's audit to the Department for final approval. The Department Chair will sign and submit the form for preparation of the Certificate. The Certificate program is also open as a post-baccalaureate program to students enrolled in Bay Path graduate programs; courses satisfying requirements are offered in traditional and one-day formats.

Policy on Transfer of General Education and Legal Specialty Course Credits

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

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

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

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

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

Possible Career Options for Legal Studies Students:

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

See Legal Studies web page for a more complete list of employment opportunities for Legal Studies Majors and a list of recent placements and graduate and law school acceptances.

Bachelor of Arts in Legal Studies Major in Forensic Studies

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	LAW 240: Legal Research and Writing	3
Comm & Info Lit	LAW 435: Forensics and Law	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	BIO 111: Biology I with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

FORENSIC STUDIES MAJOR REQUIREMENTS – 50 CREDITS

<u>Course</u>	<u>Credits</u>
CMS 205: Principles of Photography: Digital	3
FNS 499: Forensic Studies Internship	6
FSC 105: Criminalistics with Lab	4
GOV 100: American Government	3
LAW 103: Intro to American Legal System	3
LAW 248: Principles of Criminal Procedure	3
LAW 249: Principles of Criminal Law	3
LAW 371: Evidence	3
Lab Science Electives	4
Legal Specialty Electives*	9
Liberal Arts Electives	9

GENERAL ELECTIVES – 27 CREDITS

*Students must discuss the legal specialty electives with the department chair

Bachelor of Arts in Legal Studies Major in Legal Studies

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

LEGAL STUDIES MAJOR REQUIREMENTS – 39 CREDITS

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

GENERAL ELECTIVES – 38 CREDITS

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

Bachelor of Science in Legal Studies Major in Legal Studies

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

LEGAL STUDIES MAJOR REQUIREMENTS – 42 CREDITS

<u>Course</u>	<u>Credits</u>
GOV 100: American Government	3
LAW 103: Intro to American Legal System	3
LAW 220: Business Law	3
LAW 232: Principles of Litigation	3
LAW 241: Computer Assisted Legal Research	3
LAW 246: Tort Law	3
LAW 248: Principles of Criminal Procedure	3
LAW 330: Advanced Litigation	3
LAW 371: Evidence	3
LAW 405: Constitutional Law	3
LAW 490: Legal Ethics	3
LAW 499: Legal Studies Internship	6
Legal Specialty Elective*	3

GENERAL ELECTIVES – 35 CREDITS

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

Associate in Science Major in Paralegal Studies

BAY PATH UNIVERSITY CORE – 29 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	LAW 240: Legal Research and Writing	3
Comm & Info Lit	LAW 241: Computer Assisted Legal Research	3
Financial Literacy	BUS 204: Financial Wellness	1
Healthy Living	Elective Options	1
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3

PARALEGAL STUDIES MAJOR REQUIREMENTS – 27 CREDITS

<u>Course</u>	<u>Credits</u>
GOV 100: American Government	3
LAW 103: Intro to the American Legal System	3
LAW 220: Business Law	3
LAW 232: Principles of Litigation	3
LAW 246: Tort Law	3
LAW 248: Principles of Criminal Procedure	3
LAW 260: Real Estate Law	3
PSY 101: Intro to Psychology I	3
Legal Specialty Elective*	3

GENERAL ELECTIVES – 4 CREDITS

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

Certificate of Advanced Paralegal Studies

ADVANCED PARALEGAL STUDIES CERTIFICATE REQUIREMENTS – 21 CREDITS

<u>Course</u>	<u>Credits</u>
LAW103: Introduction to the American Legal System	3
LAW232: Principles of Litigation	3
LAW240: Legal Research and Writing	3
LAW241: Computer Assisted Legal Research	3
LAW246: Tort Law	3
LAW260: Real Estate Law	3
Legal Internship or Legal Specialty Elective*	3

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

Liberal Studies

Degree: Bachelor of Arts in Liberal Studies

Student Learning Outcomes

The goal of the Liberal Studies Department is to prepare versatile critical thinkers, articulate communicators, and effective problem-solvers, ready to enter a variety of career paths or proceed to graduate level study upon completion of their undergraduate studies. Upon completion of the Liberal Arts program, students will:

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

The Bachelor of Arts in Liberal Studies offers programs in Liberal Studies, Interdisciplinary Studies, and Professional Writing as well as minors in English, History, Women in Philanthropy, and Women's Studies. The degree is designed to prepare students for the work force or further study at the graduate level.

Liberal Studies Offerings

Major in Liberal Studies

The versatility of this major makes it a popular one at Bay Path University. Liberal Studies majors are well prepared to enter a variety of professional careers in which good critical thinking, writing, and leadership skills are required. Liberal Studies also provides excellent preparation for moving on to graduate school programs in areas as diverse as art, business, English, history, psychology, and many more. Liberal Studies majors work with their faculty advisors to plan their own unique academic paths through the University experience. They are encouraged to delve into a variety of disciplines.

Major in Interdisciplinary Studies

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

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

Major in Professional Writing

This major prepares students to be professional writers in the 21st Century. The close, intense faculty student interaction helps students prepare for a wide variety of professional fields that require critical thinking, creativity, and technical expertise in writing for publication. The program offers students the opportunity to hone their skills in virtual, visual, and written texts. Students analyze an audience, purpose, and context and create powerful written and visual responses. This program helps students acquire research strategies to give their writing depth and strength. Using diverse mediums, students create personal blogs, website and social media content, and instructional materials, and publish projects in digital and traditional environments. Students develop sophisticated rhetorical, analytic, and research skills while completing real-world projects for academic and professional success. Students create a portfolio of polished, publishable work that they can share with potential employers. Graduates can pursue employment in the following fields: web design and development, social media relations, user experience research, communication manager, medical and pharmaceutical writer, travel and food or health writer, advertising, copywriting, editing, script writing, instructional designer, critic/reviewer, grant writing, journalist, public relations, and translator.

Minor in Women's Studies

The interdisciplinary minor in Women's Studies provides an opportunity for students to examine women's roles, contributions, and status in social and cultural contexts and to investigate a variety of disciplines from feminist perspectives. Students will gain a breadth of knowledge regarding women's issues and an understanding of the legal, moral, and political issues confronting women today. In addition, skills including critical thinking and the ability to question prevailing assumptions will be developed, thereby promoting social responsibility. Students can choose from a variety of courses and also have the option of pursuing community service/internship for credit. Liberal Studies and Psychology Program faculty serve as advisors. The minor is 15 credits.

Possible Career Options for Liberal Studies Majors:

Case Worker	Civil Employee
Community Worker/Outreach Counselor	Activity Director
Interpreter	Event Organizer
Journalist	Fundraising/Grant Writing Entry Level
Marketing Representative	Non-Profit Entry Level Management
Program Facilitator	Graduate Study
Public Relations Specialist	
Writer/Editor	

Bachelor of Arts in Liberal Studies Major in Liberal Studies

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

LIBERAL STUDIES MAJOR REQUIREMENTS – 55 CREDITS

<u>Course</u>	<u>Credits</u>
ART 230: Art in America	3
CIT 210: Intercultural Communication	3
ECO 211: Macroeconomics	3
LAR 400: Conf/Consen/Contemp/Culture	3
LAR 499: Liberal Studies Internship	6
SOC 100: Principles of Sociology	3
English Elective	3
History Electives	6
Language Electives	6
Science Elective	4
Liberal Arts Electives	15

GENERAL ELECTIVES – 22 CREDITS

Bachelor of Arts in Liberal Studies Major in Interdisciplinary Studies

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

INTERDISCIPLINARY STUDIES MAJOR REQUIREMENTS – 52 CREDITS

<u>Course</u>	<u>Credits</u>
LAR499: Liberal Studies Internship	6
Humanities Electives	6
History Elective	3
Science Elective	4
Social Behavioral Electives	9
Social Science Electives	3
Liberal Arts Electives	21

UPPER LEVEL GENERAL ELECTIVES – 12 CREDITS

GENERAL ELECTIVES – 13 CREDITS

Bachelor of Arts in Liberal Studies Major in Professional Writing

BAY PATH UNIVERSITY CORE – 43 CREDITS

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

PROFESSIONAL WRITING MAJOR REQUIREMENTS – 55 CREDITS

<u>Course</u>	<u>Credits</u>
ART 230: Art in America	3
CIT 210: Intercultural Communication	3
CMS 310: Writing for the Media	3
CMS 320: Citizen Journalism on the Web	3
ECO 211: Macroeconomics	3
ENG 203: Creative Writing: Non-Fiction	3
ENG 320: Technical and Grant Writing	3
ENG 400: Capstone: Professional Writing	3
LAR 400: Conf/Consen/Contemp/Culture	3
LAR 499: Liberal Studies Internship	6
SOC 100: Principles of Sociology	3
English Elective	3
History Elective	6
Language Elective	6
Science Electives	4

GENERAL ELECTIVES – 22 CREDITS

*Students are recommended to take MAT 120: Statistics to fulfill this requirement

Minor in Women's Studies

WOMEN'S STUDIES MINOR REQUIREMENTS - 15 CREDITS

Students must select five courses from the following list:

<u>Course</u>	<u>Credits</u>
ART 250: Women in Art	3
CMS 303: Gender and Communication	3
CRJ 406: Violence against Women and Children	3
ENG 200: Women in Literature	3
HIS 320: The History of Women in America	3
HIS 321: Women and War: Warriors, Victims and Peacemakers	3
HUM 266: Women in Islam	3
MAT 134: Notable Women in STEM	3
PSY 310: Human Sexuality	3
PSY 330: Psychology of Women	3
SOC 210: Martial and Family Systems	3
SOC 305: Domestic Violence	3
SOC 310: Race, Class and Gender	3
Community Service/Internship with a Women's Organization	3-6

Occupational Therapy

Degree: Bachelor of Arts in Pre-Occupational Therapy Studies

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

Student Learning Outcomes

Upon completion of the Pre-OT Studies major, students will:

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

Major: Pre-Occupational Therapy Studies, Master of Occupational Therapy (B.A./M.O.T.)

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

- Students will understand and apply client –centered practice with clients across the lifespan and in a variety of practice settings.
- Students will understand the inherent need for participation in meaningful occupations and the human rights to engage in these occupations throughout the lifespan.
- Students will understand that occupational performance is unique to each individual and can be affected by personal, contextual, and occupational factors.
- Students will understand that client outcomes are based on functional performance and apply that understanding to evaluation, intervention, and treatment planning.
- Students will demonstrate ethical practice in the academic setting, and understand and apply those principles to clinical practice solutions.
- Students will understand the role that sociocultural factors can play in the delivery of health care services and be aware of the link between sociocultural competence and client centered practice
- Students will understand the role OT can play in addressing health disparities and other factors related to sociocultural differences.
- Students will understand the need for research in occupational therapy.
- Students will understand the need to use evidence in the provision of all aspects of occupational therapy practice.
- Students will demonstrate entry level research skills.

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

The B.A./M.O.T. degree program has been granted accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20824-3449. AOTA's phone number is (301) 652-AOTA. Bay Path University's Occupational Therapy graduates will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT); contact NBCOT at www.nbcot.org. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Students with felony records should get pre-approval from NBCOT prior to application to the Occupational Therapy Program.

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

Bay Path University's program follows the traditional two-semester academic year with an additional three weeks of classes during the summer break prior to the senior and graduate years and approximately six weeks of summer coursework between the first and second graduate years. The program includes a total of 24 weeks of full-time fieldwork in active clinics at the graduate level.

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

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

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

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	SOC 100: Principles of Sociology	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	HHS 304: Communicating in the Helping Professions	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	BIO 110: Biology for Science Majors with Lab	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

PRE-OCCUPATIONAL THERAPY STUDIES MAJOR REQUIREMENTS – 83 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 150: Anatomy & Physiology I with Lab	4
BIO 151: Anatomy & Physiology II with Lab	4
BIO 316: Musculoskeletal Anatomy with Lab	4
HHS 100: Introduction to Health and Human Services	3
HHS 401: Play and Leisure in Human Health and Wellness	3
HHS 410: Social Policy in Health & Human Services	3
INT 250: Research Methods in the Social Sciences	3
MAT 120: Statistics	3
MAT 450: Methods of Applied Statistics	3
OTP 500: Introduction to Occupational Therapy	2
OTP 502: Integrated Anatomy	4
OTP 503: Models of Practice in Occupational Therapy	2
OTP 504: Foundations of Neuroscience	2
OTP 505: Professional Dev/Leadership Competencies	1
OTP 510: Professional Development I	3
OTP 511: Professional Development II	3
OTP 520: Occupational Purpose and Meaningfulness	2
OTP 522: Level 1 Fieldwork: Pediatric Occupations	2
OTP 530: Psych/Soc/Cog Components of Living I with Lab	4
OTP 531: Psych/Soc/Cog Components of Living II with Lab	4
OTP 540: Sensorimotor Components of Living I with Lab	4
OTP 541: Sensorimotor Components of Living II with Lab	4
OTP 550: Developmental Components of Living I with Lab	4
PHS 101: University Physics I	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
SCI 204: Introduction to Human Disease	3

GENERAL ELECTIVES – 9 CREDITS

*This list of coursework reflects the requirements needed for the Bachelor of Arts in Pre-Occupational Therapy Studies degree. OTP 500-level coursework is taken in the senior year. Students are recommended to view the Graduate Programs Academic Catalog for a full list of courses required to complete the Master of Occupational Therapy portion of their degree program.

Recommended Electives: Students are encouraged to pursue a minor in Psychology by using their elective credit in combination with the required coursework in Psychology.

Psychology

Degree: Bachelor of Arts in Psychology

Certificate: Autism Spectrum Disorders

Certificate: Early Intervention Specialist

Certificate: Youth Development

Student Learning Outcomes

By completing the degree in Psychology, the successful student should have the following competencies, as determined by the American Psychological Association (APA):

1. Knowledge Base in Psychology
 - Describe key concepts, principles, and overarching themes in psychology
 - Develop a working knowledge of psychology's content domains
 - Describe applications of psychology.
2. Scientific Inquiry and Critical thinking
 - Use scientific reasoning to interpret psychological phenomena.
 - Demonstrate psychology information literacy.
 - Engage in innovative and integrative thinking and problem solving.
 - Interpret, design, and conduct basic research.
 - Incorporate sociocultural factors in scientific inquiry.
3. Ethical and Social Responsibility in a Diverse World
 - Apply ethical standards to evaluate psychological science and practice
 - Build and enhance interpersonal relationships
 - Adopt values that build community at local, national, and global levels
4. Communication
 - Demonstrate effective writing for different purposes.
 - Exhibit effective presentation skills for different purposes
 - Interact effectively with others.
5. Professional Development
 - Apply psychological content and skills to career goals
 - Exhibit self-efficacy and self-regulation
 - Refine project-management skills
 - Enhance teamwork capacity
 - Develop meaningful professional direction for life after graduation

The Bachelor of Arts degree in Psychology for the Undergraduate Traditional Program offers programs in Child Psychology, Forensic Psychology, Neuropsychology and Psychology,. The degree is designed to prepare students for employment in a wide variety of settings or for further study at the graduate level.

Psychology Offerings

Major in Psychology

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

management, human resources, community and public relations, education, program development and facilitation, and social science research.

Major in Child Psychology

The Child Psychology program is designed for those students primarily interested in working with children, whatever the age: infants, toddlers, preschoolers, school-age, or adolescents. All aspects of development are studied, including physical, intellectual, emotional, social, and moral. As the family plays a key role in a child's development, students will explore the areas of parenting and family dynamics. In addition, the powerful impact of the educational system is addressed. During the required senior internship, students will experience working with children at a selected field site specific to their interests. Career paths include Developmental Specialist for Early Intervention Programs; Family Support Specialist; Caseworker, Child Life Specialist; Youth Development, and programs for at-risk youth, residential services and education.

Major in Forensic Psychology

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

Major in Neuropsychology

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

Certificate in Autism Spectrum Disorders

The certificate offers the well-prepared Bay Path University undergraduate student the opportunity to complete a certificate in Autism Spectrum Disorders beginning in her junior year. A student needs a minimum of a 3.0 cumulative GPA to begin and continue with this certificate. . Students need to meet with the Chair of Education to request this certificate and complete a written certificate application.

Certificate in Early Intervention Specialist

Bay Path University's Early Intervention Specialist certificate program is an interdisciplinary, preservice training program that is designed to fulfill requirements for Certification in Early Intervention, at the advanced provisional level, as set forth by the Department of Public Health (DPH), Commonwealth of Massachusetts. This 18-credit DPH-accredited program consists of four academic courses plus two semesters (300 total hours) of practicum experience at a DPH-accredited Early Intervention site. A student needs a minimum of a 3.0 cumulative GPA to begin and continue with this certificate.

Certificate in Youth Development

The interdisciplinary certificate in Youth Development is 15 credits. Youth Development is an intentional, prosocial approach in programming that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive. Students learn how to develop positive outcomes and resiliency for young people by providing opportunities, fostering positive relationships, recognizing strengths and furnishing the support needed to build leadership skills. Coursework includes service learning projects to build skills and confidence to work with youth successfully.

Minor in Sociology

The content and skills developed from the study of Sociology are important in our rapidly changing world. Sociology provides compelling data and theory that help to better understand the human and social realities we confront, such as inequality and oppression, race, poverty, family systems and technology. Whether students are working within institutions such as education, health care, criminal justice or law, or are committed to being informed citizens, a minor in Sociology can give them the foundation to navigate, lead, and contribute to social progress.

Minor in Women's Studies

The interdisciplinary minor in Women's Studies provides an opportunity for students to examine women's roles, contributions, and status in social and cultural contexts and to investigate a variety of disciplines from feminist perspectives. Students will gain a breadth of knowledge regarding women's issues and an understanding of the legal, moral, and political issues confronting women today. In addition, skills including critical thinking and the ability to question prevailing assumptions will be developed, thereby promoting social responsibility. Students can choose from a variety of courses and also have the option of pursuing community service/internship for credit. Liberal Studies and Psychology Program faculty serve as advisors. The minor is 15 credits.

Community Based Cooperative Education Program

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

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

"Degree-in-Three" - Accelerated Bachelor's Degree Option for Psychology Majors

The Psychology Department has carefully sequenced the course requirements so students who qualify can accelerate their learning to earn a bachelor's degree in three years. *Available to first-year students upon acceptance or in their first year.*

This option is for students who are time conscious, hoping to earn a bachelor's degree via a quicker route for various reasons such as wanting to enter the workforce as soon as possible, starting graduate school sooner than later, or simply wanting to save a year's

worth of tuition. An option for traditional first-year students, especially students who have been dual enrolled at high school and college or those who have advanced placement credits, this accelerated program takes advantage of summer courses at Bay Path University.

In order to qualify, students must have a minimum 3.0 grade point average upon acceptance to Bay Path University, and/or their first year. They are also interviewed and submit a writing sample to be considered. This option must begin in their first year. Students commit to taking courses year-round, and work closely with their Academic Advisor to complete the degree program selected in three years.

Financial aid is available for students who qualify to complete their degree in three years. In addition, financial aid is available for summer tuition expenses through the federal Direct Loan program.

Upon completion, students in this accelerated program can pursue their Master's degree at Bay Path and complete programs in one or two years, depending upon the program. This is referred to as the "3 + 1" and "3 + 2" options.

They can also take advantage of the ABM Program as described below.

Accelerated Bachelor's/Master's (ABM) degree program

The Accelerated Bachelor's/Master's (ABM) degree program in the School of Education, Health and Human Studies offers undergraduate students in the Psychology Program the opportunity to work towards a master's degree while completing the bachelor's degree. Students can choose to take 1-2 graduate level courses in their final year. These courses are used as general electives in the undergraduate Psychology Program, and also count as requirements in her selected graduate program. Students choose from selected 500-level Psychology classes. The 500-level designation for a course indicates that both undergrads and graduate students can enroll. Tuition is at the undergraduate tuition rate.

Participating students must have a minimum grade point average of 3.7, be accepted into the graduate program as a conditional admit, and have the permission of the graduate program director. The student must achieve a grade of B or better in the graduate courses to continue in the graduate program. After the bachelor degree is conferred and the grade of B or better is verified, the student will be accepted into the graduate program as a matriculating student and the courses will be accepted into the graduate program as transfer credits. Psychology students should meet with their Academic Advisor to obtain detailed information.

CADAC Certificate: Certified Alcohol and Drug Abuse Counselor

Students currently enrolled in the Traditional Psychology Program who are planning to stay at Bay Path for the Master's degree in Clinical Mental Health Counseling, can get a "jumpstart" to earning the special credential of CADAC. As part of our "Accelerated Bachelors-Master's Program", students are allowed to take up to two 500-level Psychology classes during their senior year. The 500-level designation for a course indicates that both undergrads and graduate students can enroll. The 500-level courses are counted both as electives for the Psychology major, and as electives/requirements for the Master's degree. Students need to work closely with their Academic Advisor for planning.

Bay Path's Master's Program in Clinical Mental Health Counseling offers the educational and practicum requirements towards becoming a Certified Alcohol and Drug Abuse Counselor. Students also need to complete 2000 hours of related work experience and pass

the CADAC National Licensing exam. Students who complete all of the CADAC certification requirements will have reciprocity in 47 states including Massachusetts.

CADAC Requirements

- Required Coursework (180 hours): students can take the following courses during their senior year:
 - Ethics and Professional Conduct in Counseling
 - Individual and Family Treatment of Substance Abuse Disorders
 - *The remaining required coursework is taken during the Master's Program for Clinical Mental Health Counseling*
- 300 hours of Practicum at a CADAC-related site (*done during the CMHC Master's Program*)
- Post-Master's 2000 hours of work experience at a CADAC-related site (*done independently*)
- Required licensing exam (*taken independently*)

Bachelor of Arts in Psychology Major in Psychology

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	Elective Options	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	PSY 380: Interviewing and Counseling	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

PSYCHOLOGY MAJOR REQUIREMENTS – 48 CREDITS

<u>Course</u>	<u>Credits</u>
INT 250: Research in the Social Sciences	3
MAT 120: Statistics	3
PSY 102: Introduction to Psychology II	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 321: Theories of Personality	3
PSY 340: Physiological Psychology	3
PSY 370: Social Psychology	3
PSY 499: Psychology Internship	6
400-Level Psychology Elective*	3
Liberal Arts Electives	12

GENERAL ELECTIVES – 29 CREDITS

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

Bachelor of Arts in Psychology Major in Child Psychology

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	Elective Options	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	PSY 380: Interviewing and Counseling	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

CHILD PSYCHOLOGY MAJOR REQUIREMENTS – 57 CREDITS

<u>Course</u>	<u>Credits</u>
EDU 110/EDU 130: Intro to EC Ed <u>OR</u> Ed, Schools, and Culture	3
INT 250: Research in the Social Sciences	3
MAT 120: Statistics	3
PSY 205: Child Development	3
PSY 206: Adolescent and Adult Development	3
PSY 240: Abnormal Psychology	3
PSY 300: Childhood Psychopathology	3
PSY 321: Theories of Personality	3
PSY 340: Physiological Psychology	3
PSY 347: Early Intervention with Infants and Toddlers	3
PSY 370: Social Psychology	3
PSY 425: Parenting	3
PSY499: Psychology Internship	6
400-Level Psychology Elective*	3
Liberal Arts Electives	12

GENERAL ELECTIVES – 20 CREDITS

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

Bachelor of Arts in Psychology Major in Forensic Psychology

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	Elective Options	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	PSY 380: Interviewing and Counseling	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	Elective Options	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

FORENSIC PSYCHOLOGY MAJOR REQUIREMENTS – 54 CREDITS

<u>Course</u>	<u>Credits</u>
INT 250: Research in the Social Sciences	3
MAT 120: Statistics	3
PSY 150: Survey of Forensic Psychology	3
PSY 240: Abnormal Psychology	3
PSY 321: Theories of Personality	3
PSY 335: Psychology of Criminal Behavior	3
PSY 336: Psychology of the Female Offender	3
PSY 340: Physiological Psychology	3
PSY 341: Drugs and Behavior	3
PSY 342: Crisis Intervention for Community and Mental Health Settings	3
PSY 370: Social Psychology	3
PSY 441: Seminar in Advanced Forensic Psychology	3
PSY 499: Psychology Internship	6
400-Level Psychology Elective*	3
Liberal Arts Electives	9

GENERAL ELECTIVES – 23 CREDITS

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

Bachelor of Arts in Psychology Major in Neuropsychology

BAY PATH UNIVERSITY CORE – 43 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	Elective Options	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Comm & Info Lit	NEU 399: Junior Seminar	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	Elective Options	6
Healthy Living	Elective Options	1
Lab Science	NEU 100: Introduction to Neuroscience 1 with Lab	4
Mathematics	MAT 112: Applied University Mathematics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

NEUROPSYCHOLOGY MAJOR REQUIREMENTS - 52 CREDITS

<u>Course</u>	<u>Credits</u>
HUM 210: Ethics	3
MAT 120: Statistics	3
NEU 200: Intro to Neuroscience II with Lab	4
NEU 250: Research Methods	3
NEU 320: Neuropharmacology	3
NEU 340: Cognitive Neuroscience	3
NEU 350: Neurobiology of Mental Disorders	3
PSY 102: Introduction to Psychology II	3
PSY 205: Child Development	3
PSY 240: Abnormal Psychology	3
PSY 300: Childhood Psychopathology	3
PSY 341: Drugs and Behavior	3
PSY 346: Health Psychology	3
PSY 432: Cognitive Psychology	3
PSY 498: Psychology Internship	3
Psychology Electives*	6

GENERAL ELECTIVES – 25 CREDITS

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

Certificate in Autism Spectrum Disorders

AUTISM SPECTRUM DISORDER CERTIFICATE REQUIREMENTS - 12 CREDITS

<u>Course</u>	<u>Credits</u>
SPE 546: Teaching Children with ASD	3
SPE 552: Problem Solving and Program Analysis in Autism	3
SPE 560: Advanced Techniques & Process for Behavior Change	3
Elective*	3

*Students are required to choose either ABA 501: Science of ABA: Concepts & Principles or SPE 511: Applied Behavior Analysis.

Certificate in Early Intervention Specialist

EARLY INTERVENTION SPECIALIST CERTIFICATE REQUIREMENTS - 18 CREDITS

<u>Course</u>	<u>Credits</u>
CEI 579: Orientation to Practice in Early Intervention	0
CEI 580: Infant/Toddler Development	3
CEI 581: Family Systems	3
CEI 582: Assessment/Intervention	3
CEI 583: Planning/Evaluating Early Intervention Services	3
CEI 584: Practicum I	3
CEI 585: Practicum II	3

Certificate in Youth Development

YOUTH DEVELOPMENT CERTIFICATE REQUIREMENTS - 15 CREDITS

<u>Course</u>	<u>Credits</u>
CRJ 342: Juvenile Justice System	3
PSY 210: Sport Based Youth Development	3
PSY 224: Effective Youth Development and Mentoring	3
PSY 438: Community Youth Development	3
SOC 315: Youth and Society	3

Minor in Sociology

SOCIOLOGY MINOR REQUIREMENTS - 18 CREDITS

<u>Course</u>	<u>Credits</u>
SOC 100: Principles of Sociology	3
SOC 200: Social Problems	3
SOC 210: Marital & Family Systems	3
SOC 305: Domestic Violence	3
SOC 310: Race, Class & Gender	3
SOC 425: Sociology of Digital Technology & Social Media	3

Minor in Women's Studies

WOMEN'S STUDIES MINOR REQUIREMENTS - 15 CREDITS

Students must select five courses from the following list:

<u>Course</u>	<u>Credits</u>
ART 250: Women in Art	3
CMS 303: Gender and Communication	3
CRJ 406: Violence against Women and Children	3
ENG 200: Women in Literature	3
HIS 320: The History of Women in America	3
HIS 321: Women and War: Warriors, Victims and Peacemakers	3
HUM 266: Women in Islam	3
MAT 134: Notable Women in STEM	3
PSY 310: Human Sexuality	3
PSY 330: Psychology of Women	3
SOC 210: Martial and Family Systems	3
SOC 305: Domestic Violence	3
SOC 310: Race, Class and Gender	3
Community Service/Internship with a Women's Organization	3-6

Science

Degrees: **Bachelor of Science in Biology**
 Bachelor of Science in Forensic Science
 Bachelor of Science in Medical Science
 Bachelor of Science in Neuroscience

Student Learning Outcomes

The goal of the Science Department is to provide graduates with the requisite knowledge and skills to engage in technical careers in the biological and forensic sciences, and to proceed to graduate or professional school if desired.

Upon completion of the Bachelor of Science in Biology program students will:

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

Upon completion of the Bachelor of Science in Forensic Science program students will:

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

Upon completion of the Bachelor of Science in Medical Science program students will:

- Identify major system anatomical structures and demonstrate understanding of normal physiology for the evaluation of abnormal function.
- Demonstrate ethical and professional interpersonal skills to serve diverse multicultural patient populations.
- Apply biological and molecular concepts to physiologic function for identification of alterations in normal homeostasis.
- Demonstrate concentration-specific skills and knowledge for entry into the workforce or education at the post-graduate level.
- Demonstrate communication skills, both oral and written, essential to success in advance studies and within the medical science workplace.

Upon completion of the Bachelor of Science in Neuroscience program students will:

- Understand key concepts in neuroscience as they relate to neuroanatomy, neural development, electrophysiology, intracellular signaling, nervous system regulation of functions within the organism, etc.;
- Develop familiarity and proficiency in basic laboratory skills in neuroscience;
- Be able to critically evaluate experimental data either via primary literature or through data generated from their own project;
- Develop proficiency to read and interpret primary scientific articles.
- Be able to design and construct experiments to test a hypothesis;
- Gain hands-on research experience in at least one summer research program;

- Be able to communicate using oral or written media;
- Be able to integrate concepts from primary sources and compare it to the findings of their project to incorporate it into a coherent and thoughtful thesis, and;
- Understand the importance for attribution and acknowledgement of sources.

Science Offerings

Bachelor of Science in Forensic Science

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

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

Bachelor of Science in Medical Science

The Bachelor of Science in Medical Science program is designed to fulfill current graduate study entrance requirements to Graduate and Professional Medical, Dental, Physician Assistant and Veterinary Science degree programs. This program is comprised of courses relevant to advanced study in human and animal healthcare. The Medical Science program meets the 120 credit graduation requirement for a Bachelor of Science degree and allows students to complete all introductory science courses during the first two years of study. During the third and fourth years of study, students enroll in upper level science courses to broaden base knowledge, align courses with concentration interests, and apply learned concepts to patient care philosophies.

Bachelor of Science in Neuroscience

Neuroscience is the study of the nervous system and all its related functions. Because the nervous system regulates so many different functions within an organism, better understanding of its inner workings require the contributions of several different research areas including psychology, biology, chemistry, physics and computer science. Therefore, as a field of study, neuroscience is interdisciplinary.

The curriculum for the major is designed to introduce students to a broad range of concepts in neuroscience while providing them with a foundation in mathematics and sciences. With a Bachelor of Science degree in Neuroscience, students could pursue advanced studies and professional development in neuroscience, medicine or a related field in life sciences. The student's knowledge base in a given area of neuroscience can be further specialized with tailored electives. Additionally, given the extent of research requirements in the curriculum, the student may have the option of pursuing a research-related career or profession soon after graduation.

The major in neuroscience will consist of nine (9) courses in the sciences and mathematics and one course in ethics. Additionally, six (6) required specialized neuroscience courses and five (5) elective courses will be developed for the major. The required courses will provide students with the foundation in essential neuroscience principles and theory as well as to develop skills associated with primary literature evaluation, experimental design, data collection, research, oral presentation and scientific writing. The elective courses will permit students to increase the breadth of their knowledge in specific areas of neuroscience and on topics that are not covered in other courses offered at Bay Path University. In total, a student majoring in Neuroscience will be required to take sixty four (64) credits of required and elective courses in addition to the forty-three (43) credits of general education core courses. As part of the curriculum, students will be required to participate in at least one summer research program (Neuroscience Internship; NEU 498) to provide them with research experience that might not be readily available during the academic year at Bay Path University.

The curriculum for the minor is designed for students from other majors whose career plans might be enhanced by an understanding of neuroscience. The minor in neuroscience will consist of six (6) courses (totaling 20 credits) which include the two semester introductory neuroscience course sequence, research methods in neuroscience, and three neuroscience electives. Following completion of these courses, students in the minor will have obtained basic knowledge in the neurosciences to apply in careers that might utilize neuroscience concepts (e.g. pharmaceutical sales rep for neurological drugs).

The program in Neuroscience currently offers specializations in two areas of neuroscience: neurobiology and neuropsychology.

The major in neurobiology combines courses in neuroscience with critical science courses in biology, chemistry and physics to create a foundation of knowledge upon which upper level courses are built. In addition, students will be required to take a two-semester introductory neuroscience course as well as a course in research methods, scientific writing, scientific communication and research.

For the major in neuropsychology, students will have to complete key courses in neuroscience and psychology, before selecting two additional courses to complete the major. These courses will provide students with the unique opportunity to understand both the psychological and scientific concepts underlying brain function. Students will also have to complete a 120 hour internship and a summer research experience to fulfill requirements for graduation.

Student Learning Outcomes

- Understand key concepts in neuroscience as they relate to neuroanatomy, neural development, electrophysiology, intracellular signaling, nervous system regulation to functions within the organism, and more.
- Develop familiarity and proficiency in basic laboratory skills in neuroscience
- Critically evaluate experimental data, either via primary literature or through data generated from student's own project.
- Develop proficiency in reading and interpreting primary scientific articles.
- Design experiments to test a hypothesis.
- Conduct hands-on research in at least one summer research experience.
- Communicate using oral and written media.
- Integrate concepts from primary sources and compare them to findings of student's own project to incorporate into a coherent and thoughtful thesis, with appropriate attribution and acknowledgement of sources.
- Develop behaviors consistent with professionalism and career success.

Bachelor of Science in Biology / Major in Biology

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

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

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

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

Bachelor of Science in Biology / Major in Biochemistry

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

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

Bachelor of Science in Biology/ Major in Biotechnology

The Biotechnology Program offers an excellent exposure to the application of the principles of cell and molecular science and to the production of industrially useful or biologically important products. Because of dramatic recent advances within the field of biotechnology and their potential impact on society, the 21st Century may indeed be remembered as the "Age of Biotechnology." To prepare students to successfully navigate within this exciting arena, the

curriculum has been designed to provide students with a rigorous and interdisciplinary scientific foundation in the central disciplines upon which biotechnology is based, such as cell biology, genetics, molecular biology, chemistry, forensic science, and microbiology. In addition, students are accorded extensive exposure to state-of-the-art laboratory techniques and instrumentation used in the biotechnical industry and research facilities. Affiliations with industrial biotechnical and biomedical facilities and narrowly focused individual research projects, under the direction of a faculty mentor, offer students ample opportunities to gain valuable practical experience. The Biotechnology Program allows students to seek employment in the biotechnology industry upon completion of the baccalaureate degree, but also provides an excellent academic preparation for admission to graduate school for advanced study.

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

Bachelor of Science in Biology / Major in Secondary Education, Grades 8-12

(Licensure: Massachusetts Department of Elementary and Secondary Education)

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

This program has been approved by the Massachusetts Department of Elementary and Secondary Education. Upon completion, students earn an initial license in biology, grades 8-12, issued by the Massachusetts Department of Elementary and Secondary Education. The teaching license qualifies for equivalency with states that participate in the Interstate Agreement and endorse similar licensure. This allows Bay Path University education graduates to teach in states other than Massachusetts, pending meeting specific requirements of the state.

Student Learning Outcomes

- Prepare students to meet the Massachusetts Department of Elementary and Secondary Education Subject Matter standards in secondary biology.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Curriculum, Planning, and Assessment standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Teaching All Students standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Professional Culture standard.
- Demonstrate effective oral and written communication skills through in-class assignments and presentations, to be applied in the teaching-learning process.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Education Professional Standards for Teachers: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operations, promotes equity, and meets professional responsibilities.
- Prepare students to pass both components of the MTEL (Massachusetts Tests of Educator Licensure): Communication & Literacy and a subject test in Biology.
- Build familiarity and usage of the Massachusetts Curriculum Framework in Science and Technology/Engineering.
- Prepare students to excel in the Candidate Assessment of Performance (CAP), developed by the Massachusetts Department of Elementary and Secondary Education, and used to assess practicum (student teaching).

- Prepare students to become lifelong learners who reflect upon teaching and learning, and seek new content knowledge and skills to improve the teaching-learning process.

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

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

Admissions Requirements for Bachelor of Science in Biology / Major in Secondary Education

The admissions process into the Education Programs at Bay Path University is rigorous. Admission to the University does not guarantee continuance or entry into upper-level education courses (courses numbered 300-400). The student is encouraged to meet with her advisor periodically to review her progress toward meeting the specific requirements for her program of choice. It is the student's responsibility to meet all of her program requirements in a timely manner.

Education Program Requirements

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

1. The student is expected to have a cumulative grade point average of 2.67 (B-) or better prior to entering the Senior year pre-practicum and practicum
2. The student must **pass the Communication and Literacy Skills Exam** of the Massachusetts Tests for Educator Licensure (MTEL) to register for specified courses. It is recommended that students pass this exam in the second year of study or before completion of 60 credits.
3. In order to enroll in Pre-Practicum (EDU 441R) and Practicum (EDU 494), the student must **pass the MTEL in Biology**. It is **recommended** that students pass this exam in the third year of study or before completion of 90 credits.
4. A student who does not meet the criteria but who seeks licensure must meet with her academic advisor to plan a course of action. This plan may include re-taking courses and meeting with the Director of the Academic Development Center to better utilize available support services.
5. Education Program requirements are subject to modification due to changes as stipulated by Bay Path University and/or recommendations from the Massachusetts Department of Elementary and Secondary Education.

Education Program Requirements for Transfer Students

1. To be considered for transfer into the Education Program at Bay Path University, a student must transfer a cumulative grade point average of 2.67 or better.
2. The transfer student must **pass the Communication and Literacy Exam (MTEL) prior** to entering Bay Path University or prior to completing 60 University credits. The transfer student is considered enrolled in the Education Program when they pass the Communication and Literacy Exam.
3. All Science and Education Program requirements at the 100-200 level must be completed prior to entering any courses numbered 300 or above. This may extend the time it takes to complete the program and earn the baccalaureate degree. The transfer student must develop a plan for course selection and sequencing with her academic advisor.
4. The transfer student is expected to have a cumulative grade point average of 2.67 or better prior to entering the senior year pre-practicum and practicum.
5. In order to enroll in Pre-Practicum (EDU 441R) and Practicum (EDU 494), the student must **pass the MTEL in Biology**. It is recommended that students pass this exam in the third year of study or before completion of 90 credits.
6. A student who does not meet the criteria but who seeks licensure must meet with her academic advisor to plan a course of action. This plan may include re-taking courses and meeting with the Director of the Academic Development Center to better utilize available support services.
7. Education Program requirements are subject to modification due to changes as stipulated by Bay Path University and/or recommendations from the Massachusetts Department of Elementary and Secondary Education.

Retention in the Education Program

1. The student is expected to have a **cumulative grade point average of 2.67 (B-) or better** prior to entering the senior year pre-practicum and practicum.
2. The student must **pass the Communication and Literacy component** of the Massachusetts Tests for Educator Licensure (MTEL) in order to enter specified education courses numbered 300 or above. For specifics, refer to the course descriptions in the Bay Path University Undergraduate Catalog.
3. To qualify for pre-practicum and practicum in the senior year, **the student must pass the two exams that comprise the Massachusetts Tests for Educator Licensure (MTEL) in secondary biology**.

Early Field Experiences

Many of the education courses have early field experiences integrated into the courses. These opportunities allow the student to spend time in classrooms working with teachers and children. Successful completion of early pre-practicum opportunities can affect course grades and is a requirement for continuance in the Education Program.

Pre-Practicum

Prior to student teaching (practicum), a student must complete a supervised pre-practicum in a public elementary school. Pre-practicum is a field-based experience, is preparatory for student teaching, and is part of the senior year experience. Placement is done in conjunction with the Education Department, a public school and the central office of a school district. In order to qualify for a placement, the student must have a cumulative grade point average of 2.67 (B-) or better, must pass two required MTEL exams, must be in good standing at the University, must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. As part of the pre-practicum experience, the student will participate in a weekly seminar session with a program supervisor.

Practicum (Student Teaching)

Practicum is a field-based experience in a public elementary school, supervised jointly by a public school teacher and University supervisor. Practicum is part of the senior year experience and is a full-time commitment. Practicum hours are earned over a 12-week period; students must complete a minimum of 300 hours. Placement is done in conjunction with the Education Department, public school, and central office of a school district. In order to qualify for a placement, the student must have a cumulative grade point average of 2.67 (B-) or better, must pass all required MTEL exams, must have successfully completed pre-practicum, must be in good standing at the University, must complete a CORI (Criminal Offense Records Investigation) check, and any other requirements as mandated by a school district. As part of the practicum experience, the student will participate in a weekly seminar session with a program supervisor.

Exit from the Education Program

To exit from the Education Program and be considered a program completer, the student must successfully complete all paper and performance requirements as stipulated by the Education Department. As part of completion of practicum requirements, the student must demonstrate teaching competency through successful completion of a **Preservice Performance Assessment developed by the Massachusetts Department of Elementary and Secondary Education**. The student's performance on this instrument is evaluated primarily by the supervising practitioner (teacher) in cooperation with the program supervisor from the University.

The Massachusetts Tests for Educator Licensure (MTEL)

Effective February 21, 1998, candidates applying for a teaching credential will be required to pass **The Massachusetts Tests for Educator Licensure (MTEL)**. The purpose of the Massachusetts Tests for Educator Licensure (MTEL) is to help ensure that a licensed educator has the knowledge and skills essential to teach in Massachusetts public schools. *Bay Path education students must pass the entire MTEL prior to entering the Senior year.*

Massachusetts regulations for initial licensure in Secondary Biology, grades 8-12, require candidates to pass two exams:

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

Students who wish to become certified in states outside of Massachusetts must also pass any additional examinations given by that state.

It is the student's responsibility to register for the MTEL and to be aware of registration deadlines and rules of test participation. It is the student's responsibility to submit all necessary documentation for alternative testing arrangements should they feel they are warranted. Decisions on alternative testing arrangements are made by the MTEL, not Bay Path University.

Post-baccalaureate Degree Admission

The Biology/Secondary Education Program at Bay Path University is an undergraduate degree program. A student already holding a Bachelor of Science degree with an undergraduate biology major who seeks initial licensure is advised to pursue an appropriate master's degree in the field. A student holding a baccalaureate degree from Bay Path University who has fulfilled all of the biology and education program requirements, but who was not able or allowed to enroll in the pre-practicum or practicum, might have the option to return to Bay Path University under special conditions. They must pass the MTEL and meet any additional academic requirements not in

place during the time of previous enrollment in order to fulfill the current requirements for initial licensure if a student is allowed to return to complete this option.

Teaching in States Outside of Massachusetts

The Education Programs at Bay Path University are approved by the Massachusetts Department of Elementary and Secondary Education. When a student graduates and earns Massachusetts licensure, they can use their teaching credential to apply for licensure in other states, as determined through NASDTEC, the National Association of State Directors of Teacher Education and Certification. NASDTEC facilitates the movement of professional educators from state to state. In order to qualify for a teaching license in the state of choice, the candidate will have to pass all exams as required for licensure by that state and possibly meet other certification requirements.

Title II of the Higher Education Act

Title II (Section 207 of the Higher Education Act) requires that institutions with teacher preparation programs that enroll students receiving federal financial assistance prepare annual reports on teacher preparation and licensing. The full report is distributed with admissions materials and is also available upon request.

Bay Path University Pass Rates 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* and were in the licensure programs.

Number of Program Completers= 63

Pass Rate on the MTEL= 100%

Possible Career Options

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

Bachelor of Science in Biology Major in Biochemistry

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

BIOCHEMISTRY MAJOR REQUIREMENTS - 66 CREDITS

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

GENERAL ELECTIVES – 14 CREDITS

Bachelor of Science in Biology Major in Biology

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

BIOLOGY MAJOR REQUIREMENTS – 65 CREDITS

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

GENERAL ELECTIVES - 15 CREDITS

Bachelor of Science in Biology Major in Biotechnology

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

BIOTECHNOLOGY MAJOR REQUIREMENTS – 66 CREDITS

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

GENERAL ELECTIVES – 14 CREDITS

Bachelor of Science in Biology

Major in Biology/Secondary Education

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

BIOLOGY/SECONDARY EDUCATION MAJOR REQUIREMENTS – 79 CREDITS

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

GENERAL ELECTIVES – 1 CREDIT

Bachelor of Science in Forensic Science Major in Forensic Science

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

FORENSIC SCIENCE MAJOR REQUIREMENTS – 77 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 112: Biology II with Lab	4
BIO 210: Genetics with Lab	4
BIO 300: Biochemistry with Lab	4
CHE 120: Chemistry I with Lab	4
CHE 121: Chemistry II with Lab	4
CHE 220: Organic Chemistry I with Lab	4
CHE 221: Organic Chemistry II with Lab	4
CHE 300: Analytical Chemistry with Lab	4
FSC 105: Criminalistics with Lab	4
FSC 420: Forensic Chemistry with Lab	4
FSC 435: Forensic Anthropology with Lab	4
FSC 440: Crime Scene Investigation	3
FSC 498/499: Research Project <u>or</u> Internship	3
FSC 500: Forensic Biology with Lab	4
MAT 221: Calculus I	3
MAT 222: Calculus II	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4
Upper Level Science Electives*	9

GENERAL ELECTIVES – 3 CREDITS

*Students can choose from the following options: BIO 260, BIO 260L, BIO 314, BIO 320, BIO 320L, BIO 425, BIO 431, BIO 431L, BIO 440, BIO 440L, BIO 470, CHE 310, and CHE 311

Bachelor of Science in Medical Science Major in Pre-Dental

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

PRE-DENTAL MAJOR REQUIREMENTS – 66 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 112: Biology 2 with Lab	4
BIO 150: Anatomy & Physiology 1 with Lab	4
BIO 151: Anatomy & Physiology 2 with Lab	4
BIO 210: Genetics with Lab	4
BIO 260: Microbiology with Lab	4
BIO 300: Biochemistry with Lab	4
BIO 410: Evolution	3
BIO 460: Bioethics	3
BIO 498/499: Research Project <u>OR</u> Biology Internship	3
CHE 120: Chemistry 1 with Lab	4
CHE 121: Chemistry 2 with Lab	4
CHE 220: Organic Chemistry 1 with Lab	4
CHE 221: Organic Chemistry 2 with Lab	4
MAT 221: Calculus 1	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4
Upper Level Science Electives	6

GENERAL ELECTIVES - 14 CREDITS

Recommended Science Electives

SCI204 Intro to Human Disease (3 cr.), BIO316 Musculoskeletal Anatomy with Lab (4 cr.), BIO320 Cell & Molecular Biology with Lab (4 cr.), BIO351 Pathophysiology (3 cr.), BIO430 Immunology (3 cr.), BIO445 Advanced Biochemistry (3 cr.), BIO450 Advanced Human Anatomy & Physiology with Lab (4 cr.), NEU320 Neuropharmacology (3 cr.)

Recommended General Electives

PSY216 Psychology of Cultural Diversity (3 cr.), PSY221 Death, Dying and Bereavement (3 cr.)

Bachelor of Science in Medical Science Major in Pre-Medical

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

PRE-MEDICAL MAJOR REQUIREMENTS – 66 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 112: Biology 2 with Lab	4
BIO 150: Anatomy & Physiology 1 with Lab	4
BIO 151: Anatomy & Physiology 2 with Lab	4
BIO 210: Genetics with Lab	4
BIO 260: Microbiology with Lab	4
BIO 300: Biochemistry with Lab	4
BIO 410: Evolution	3
BIO 460: Bioethics	3
BIO 498/499: Research Project <u>OR</u> Biology Internship	3
CHE 120: Chemistry 1 with Lab	4
CHE 121: Chemistry 2 with Lab	4
CHE 220: Organic Chemistry 1 with Lab	4
CHE 221: Organic Chemistry 2 with Lab	4
MAT 221: Calculus 1	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4
Upper Level Science Electives	6

GENERAL ELECTIVES - 14 CREDITS

Recommended Science Electives

SCI204 Intro to Human Disease (3 cr.), BIO316 Musculoskeletal Anatomy with Lab (4 cr.), BIO320 Cell & Molecular Biology with Lab (4 cr.), BIO351 Pathophysiology (3 cr.), BIO430 Immunology (3 cr.), BIO445 Advanced Biochemistry (3 cr.), BIO450 Advanced Human Anatomy & Physiology with Lab (4 cr.), NEU320 Neuropharmacology (3 cr.)

Recommended General Electives

PSY216 Psychology of Cultural Diversity (3 cr.), PSY221 Death, Dying and Bereavement (3 cr.)

Bachelor of Science in Medical Science Major in Pre-Physician Assistant (Pre-PA)

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

PRE-PHYSICIAN ASSISTANT MAJOR REQUIREMENTS – 66 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 112: Biology 2 with Lab	4
BIO 150: Anatomy & Physiology 1 with Lab	4
BIO 151: Anatomy & Physiology 2 with Lab	4
BIO 210: Genetics with Lab	4
BIO 260: Microbiology with Lab	4
BIO 300: Biochemistry with Lab	4
BIO 410: Evolution	3
BIO 460: Bioethics	3
BIO 498/499: Research Project <u>OR</u> Biology Internship	3
CHE 120: Chemistry 1 with Lab	4
CHE 121: Chemistry 2 with Lab	4
CHE 220: Organic Chemistry 1 with Lab	4
CHE 221: Organic Chemistry 2 with Lab	4
MAT 221: Calculus 1	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4
Upper Level Science Electives	6

GENERAL ELECTIVES - 14 CREDITS

Recommended Science Electives

SCI204 Intro to Human Disease (3 cr.), BIO316 Musculoskeletal Anatomy with Lab (4 cr.), BIO320 Cell & Molecular Biology with Lab (4 cr.), BIO351 Pathophysiology (3 cr.), BIO430 Immunology (3 cr.), BIO445 Advanced Biochemistry (3 cr.), BIO450 Advanced Human Anatomy & Physiology with Lab (4 cr.), NEU320 Neuropharmacology (3 cr.)

Recommended General Electives

PSY216 Psychology of Cultural Diversity (3 cr.), PSY221 Death, Dying and Bereavement (3 cr.)

Bachelor of Science in Medical Science Major in Pre-Vet

BAY PATH UNIVERSITY CORE – 40 CREDITS

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

PRE-VET MAJOR REQUIREMENTS – 66 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 112: Biology 2 with Lab	4
BIO 150: Anatomy & Physiology 1 with Lab	4
BIO 151: Anatomy & Physiology 2 with Lab	4
BIO 210: Genetics with Lab	4
BIO 260: Microbiology with Lab	4
BIO 300: Biochemistry with Lab	4
BIO 410: Evolution	3
BIO 4__ : Animal Nutrition	3
BIO 498/499: Research Project <u>OR</u> Biology Internship	3
CHE 120: Chemistry 1 with Lab	4
CHE 121: Chemistry 2 with Lab	4
CHE 220: Organic Chemistry 1 with Lab	4
CHE 221: Organic Chemistry 2 with Lab	4
MAT 221: Calculus 1	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4
Upper Level Science Electives	6

GENERAL ELECTIVES – 14 CREDITS

Recommended Science Electives

SCI204 Intro to Human Disease (3 cr.), BIO316 Musculoskeletal Anatomy with Lab (4 cr.), BIO320 Cell & Molecular Biology with Lab (4 cr.), BIO430 Immunology (3 cr.), BIO431 Comparative Vertebrae Anatomy with Lab (4 cr.), BIO440 Mammology with Lab (4 cr.), BIO445 Advanced Biochemistry (3 cr.), NEU310 Animal Behavior (3 cr.), NEU320 Neuropharmacology (3 cr.)

Recommended General Electives

PSY216 Psychology of Cultural Diversity (3 cr.), PSY221 Death, Dying and Bereavement (3 cr.)

Bachelor of Science in Neuroscience Major in Neurobiology

BAY PATH UNIVERSITY CORE – 40 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	Elective Options	6
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	HUM 210: Ethics	3
Global	Elective Options	3
Healthy Living	Elective Options	1
Lab Science	NEU 100: Introduction to Neuroscience 1 with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

NEUROBIOLOGY MAJOR REQUIREMENTS – 64 CREDITS

<u>Course</u>	<u>Credits</u>
BIO 210: Genetics with Lab	4
BIO 320: Cell and Molecular Biology with Lab	4
CHE 120: Chemistry I with Lab	4
CHE 121: Chemistry II with Lab	4
CHE 220: Organic Chemistry I with Lab	4
CHE 221: Organic Chemistry II with Lab	4
NEU 200: Intro to Neuroscience II with Lab	4
NEU 250: Research Methods Neuro	3
NEU 399: Junior Seminar	3
NEU 498: Neuroscience Research	3
NEU 499: Senior Seminar	3
PHS 201: University Physics I for Science Majors with Lab	4
PHS 202: University Physics II with Lab	4
Upper Level Science/Psychology Electives*	16

GENERAL ELECTIVES – 16 CREDITS

*Students can choose from the following list: BIO 300 Biochemistry with Lab, BIO 316 Musculoskeletal Anatomy with Lab, BIO 431 Comparative Vertebrate Anatomy with Lab, BIO 450 Vertebrate Physiology with Lab, BIO 445 Advanced Biochemistry, NEU 300 Neural Development, NEU 310 Animal Behavior, NEU 320 Neuropharmacology, NEU 330 Neuroendocrinology, NEU 340 Cognitive Neuroscience, NEU 350 Neurobiology of Mental Disorders, PSY240 Abnormal Psychology, PSY 340 Physiological Psychology, PSY 341 Drugs and Behavior, PSY 346 Health Psychology, and PSY 432 Cognitive Psychology. Additional electives can be used by approval.

Bachelor of Science in Neuroscience Major in Neuropsychology

BAY PATH UNIVERSITY CORE – 40 CREDITS

<u>Theme</u>	<u>Course</u>	<u>Credits</u>
Arts & Aesthetics	Elective Options	3
Citizenship	PSY 101: Introduction to Psychology 1	3
Citizenship	Elective Options	3
Comm & Info Lit	ENG 114: Critical Reading and Response	3
Comm & Info Lit	ENG 124: Research and Writing in the Disciplines	3
Comm & Info Lit	ENG 134: Literary Genres	3
Financial Literacy	BUS 204: Financial Wellness	1
Global	HUM 210: Ethics	3
Global	Elective Options	3
Healthy Living	Elective Options	1
Lab Science	NEU 100: Introduction to Neuroscience 1 with Lab	4
Mathematics	MAT 120: Statistics	3
WELL	WEL 100: Women Empowered Learners Leaders	3
WELL	WEL 310: Strategies for Career and Personal Growth	1
WELL	WEL 400: WELL in Practice	3

NEUROPSYCHOLOGY MAJOR REQUIREMENTS – 50 CREDITS

<u>Course</u>	<u>Credits</u>
NEU 200: Intro to Neuroscience II with Lab	4
NEU 250: Research Methods	3
NEU 320: Neuropharmacology	3
NEU 340: Cognitive Neuroscience	3
NEU 350: Neurobiology of Mental Disorders	3
NEU 399: Junior Seminar	3
NEU 498: Neuroscience Research	3
NEU 499: Senior Seminar	3
PSY 102: Intro to Psychology II	3
PSY 205: Child Development	3
PSY 240: Abnormal Psychology	3
PSY 346: Health Psychology	3
PSY 432: Cognitive Psychology	3
PSY 498: Psychology Internship	3
Upper Level Science Electives*	7

GENERAL ELECTIVES – 30 CREDITS

*Students can choose from the following list: BIO 210 Genetics with Lab, BIO 320 Cell & Molecular Biology with Lab, or NEU 310 Animal Behavior. Additional electives can be used by approval.

Minor in Neuroscience

NEUROSCIENCE MINOR REQUIREMENTS - 20 CREDITS

<u>Course</u>	<u>Credits</u>
NEU 100: Introduction to Neuroscience I with Lab	4
NEU 200: Introduction to Neuroscience II with Lab	4
NEU 250: Research Methods in Neuroscience	3
Science Electives*	9

*Students must discuss their science electives with the department chair

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BUSINESS (BUS)	247
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CHEMISTRY (CHE)	254
COMMUNICATION AND INFORMATION TECHNOLOGY (CIT)	256
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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.

ACCOUNTING

ACC 100: Introduction to Financial Accounting (3 credits)

This course's objective is to develop students' ability to read, interpret, and identify the differences and relationships among the primary financial statements. This objective is met not only by analyzing the effect of business transactions on financial statements and financial ratios but also by recording essential transactions; measuring the amounts of assets, liabilities, owner's equities, revenues, and expenses; and preparing the primary financial statements. This course also explains the difference between the cash and accrual bases of income measurement, the use of t-account analysis in determining important measures of business activity, and how the time value of money affects the measurement of liabilities. This emphasis on financial statements is reinforced through a comprehensive project.

ACC 101: Introduction to Managerial Accounting (3 credits)

The primary objective of this course is to explore how accounting information is used to help managers make decisions, with an emphasis on their planning and control activities. This objective is accomplished by exploring the terms that are used to classify costs, key business cost behavior patterns, cost-volume-profit analysis, budgeting, raw materials and direct labor variance analysis, short-run decision making using relevant costs, and performance evaluation. Students are also introduced to how product costs are determined in manufacturing, merchandising, and service businesses.

Prerequisites: ACC 100

ACC 200: Accounting Information Systems (3 credits)

The primary objective of this course is to introduce the use and control of computerized and non-computerized accounting information systems. This objective is facilitated by using the small business software QuickBooks to illuminate course concepts. Key course topics include internal

control, documentation, transaction cycles, database management systems and network technology, control procedures in automated environments, an introduction to the new digital syntax called XBRL mandated for use in financial reports, and ethical considerations in accounting information systems. Students are required to build a small accounting system using both QuickBooks and Excel.

Prerequisites: ACC 101

ACC 201: Volunteer Income Tax Assistance (VITA) (1 credit)

The primary objective of this course is to provide volunteer income tax return assistance to members of the local community and invaluable training to students in how to complete an individual federal income tax return. This special course is open to all Bay Path University sophomores regardless of major who become certified as volunteer income tax preparers for low income community members. The course requires students to complete a 6-hour training session authorized by the Internal Revenue Service and a minimum of 3 hours of volunteer tax return preparation over a 6 week period during February and March.

Prerequisites: Sophomore status

ACC 300: Intermediate Accounting I (3 credits)

The primary objective of this course is to explore the historical development of financial reporting and the conceptual framework, the concepts associated with revenue and expense recognition, and the principles governing the measurement and reporting of assets. Topics include a review of essential accounting concepts and the accounting process; accounting changes and error correction; financial statements and their elements, including financial statement disclosures and valuation issues related to cash, receivables, long-term construction contracts, inventory, depreciable assets and natural resources. Students are required to complete a comprehensive intermediate accounting level practice set in Excel.

Prerequisites: ACC 101

ACC 301: Intermediate Accounting II (3 credits)

The primary objective of this course is to introduce the use of present value techniques in the measurement of long-term liabilities. Topics include investment and intangible assets; current liabilities; time value of money concepts applied to notes, bonds, and leases; stockholder's equity; stock options; earnings per share; and the statement of cash flows. Students are required to complete a continuation of the Excel practice set begun in AC 300 as well as a comprehensive annual report project devoted to financial analysis.

Prerequisites: ACC 300

ACC 302: Cost Management (3 credits)

The primary objective of this course is to provide a more advanced treatment of the topics introduced in ACC 101 (Introduction to Managerial Accounting), an expanded treatment of product costing including process costing and activity-based costing, and such new topics as regression analysis, variable costing, target costing, cost allocation for joint products and by-products, and capital budgeting. Students must complete a case analysis project.

Prerequisites: ACC 101

ACC 303: Auditing (3 credits)

The primary objective of this course is to introduce financial statement audits and other assurance and attestation services conducted by the public accounting profession. Topics include the audit report, risk assessment, audit sampling, internal controls, standards of ethical conduct, fraud, work paper preparation and report writing, and the current nature of the public accounting profession. Both internal auditing and operational auditing are also introduced. This course includes a case analysis project to demonstrate specific techniques used in a real audit.

Prerequisites: ACC 300

ACC 400: Federal Income Tax Concepts (3 credits)

The primary objective of this course is to introduce the fundamental concepts of the federal income tax system with an emphasis on individual returns. Topics include determination of gross income, deductions and losses, tax credits, basis considerations, property transactions, deferral techniques, capital gains, and nontaxable exchanges. Students will fill out the various tax forms used in the preparation of individual income tax returns as part of a comprehensive project. Corporate taxation, basic research techniques, and tax planning are also introduced.

ACC 404: Advanced Accounting (3 credits)

The primary objective of this course is to present the concepts associated with accounting for mergers and acquisitions. Emphasis is placed on the equity method, goodwill measurement, and preparation of consolidated financial statements as well as accounting for multinationals, including foreign currency transactions and translations of foreign financial statements.

Prerequisites: ACC 301 and Senior status

ACC 405: Contemporary Issues (3 credits)

The primary objective of this course is to provide a capstone experience for accounting majors that assists them in preparing for professional exams. Topics include accounting for pensions and income taxes, earnings management, and government and not-for-profit accounting. In addition, two emerging developments in financial reporting that are "cutting edge" in nature are presented. These are the recent moves to using fair value measurements, and the emergence of international financial reporting standards that are expected to supplant GAAP as we know it. This course includes a case study and an international financial reporting project.

Prerequisites: ACC 400 and ACC 404

ACC 499: Accounting Internship (3-6 credits)

The primary objective of this internship is to provide Junior and Senior accounting majors with work experience in a variety of organizations. This on-the-job training is supervised by both professional managers and University accounting faculty. Interns are able to link theory with practice by comparing the knowledge obtained from their classes with the real-world experiences obtained from their job.

Prerequisites: Junior status and approval of the accounting program director

ART

ART 100: Art History (3 credits)

Through a survey of selected works, this course demonstrates the beauty and power of the Western heritage of visual arts and architecture. By studying examples of great art, students learn about the underlying values they express in various time periods. This course is presented through illustrated lectures and other media that augment the textbook. Field trips will supplement classroom learning.

ART 110: Drawing (3 credits)

This is a studio course in which the student will have supervised drawing practices under the direction of an artist-instructor. Using the most widely accepted approaches to drawing techniques, this course develops the student's talents and skills through extensive drawing and rendering exercises involving the human form, natural objects, landscape, and perspective.

ART 121: Painting I (3 credits)

The emphasis in this introductory course is on the fundamental skills of manipulation and observation necessary in acrylic media. Painting problems are paralleled with a study of color, texture, and forms as they apply to the work of beginning painters.

ART 122: Painting II (3 credits)

A continuation of the painting experience, this course provides additional exercises to help develop fluency and competence in acrylic media.

Prerequisite: ART 121 or permission of the instructor

ART 230: Art in America (3 credits)

This course examines the major trends in painting, sculpture, domestic and commercial architecture, and the decorative arts in America from the Colonial Period through the 20th century. Study includes artistic trends in the Colonial North and South, the evolution of style during the 18th and 19th centuries, and trends and innovations during the 20th century. Social and cultural history, including folk art and the gilded age as reflected in the arts, will be stressed. Field trips will highlight the course.

ART 240: Modern European Painting and Sculpture (3 credits)

European painting and sculpture from the Romanticism of the late 18th century to the emergence of new directions during the early 20th century will be defined and discussed; concurrent trends and the dramatic impact of specific artists will be examined. Museum visits and field observations will highlight the course.

ART 250: Women in Art (3 credits)

This course focuses on prominent women artists and their stylistic contributions to the cultural history of their respective eras. Emphasis is also placed on women as subjects and as patrons of art. The course features illustrated lectures and field trips.

BIOLOGY

BIO 110: Biology I for Science Majors (3 credits)

This course will examine in depth concepts of cellular biology, mitosis, meiosis, developmental biology, genetic variation and heredity, gene expression, recombinant DNA technology, and evolutionary mechanisms.

BIO 110L: Biology I for Science Majors Lab (1 credit)

Laboratory sessions will coincide with lecture material to reinforce course concepts of cellular biology, mitosis, meiosis, developmental biology, genetic variation and heredity, gene expression, recombinant DNA technology, and evolutionary mechanisms.

BIO 111: Biology I for Non-Science Majors (3 credits)

This course will examine basic concepts of cellular biology, developmental biology, genetic variation and heredity, and evolution. Laboratory sessions will involve mitosis, embryology, heredity and recombinant DNA technology, and biochemical evolution.

BIO 111L: Biology I for Non-Science Majors Lab (1 credit)**BIO 112: Biology II for Science Majors (3 credits)**

This course will survey the types of organisms representing the diversity of life on the planet and explore the form and function of plants and animals as well as animal behavior.

Prerequisite: A grade of C or better in BIO 110 lecture

BIO 112L: Biology II for Science Majors Lab (1 credit)

Laboratory sessions will involve an investigation of the structure and development of plants, the body design and physiology of invertebrates and vertebrates, and selected field work in animal behavior.

Corequisite: BIO 112

BIO 150: Anatomy and Physiology I (3 credits)

This course provides an overview of tissue types and their identification and function, as well as the integument, skeletal and muscular human body systems.

Prerequisite: A grade of C or better in BIO 110 lecture or NEU 100 lecture

BIO 150L: Anatomy and Physiology I Lab (1 credit)

This course provides an overview of tissue types and their identification and function, as well as the integument, skeletal and muscular human body systems.

Corequisite: BIO 150

BIO 151: Anatomy and Physiology II (3 credits)

This course involves a study of the structural anatomy and physiological functioning of the senses, respiratory, circulatory, digestive, nervous, and urinary systems.

Prerequisite: A grade of C or better in BIO 150 lecture

BIO 151L: Anatomy and Physiology II Lab (1 credit)

Laboratory topics include the dissection of neurological organs to study gross and histological structure as well as the evaluation of selected physiological, clinical, and diagnostic tests.

Corequisite: BIO 151

BIO 210: Genetics (3 credits)

This course studies Mendelian inheritance, chromosome abnormalities, cytogenetics, sex determination, and linkage. Genetic recombination, molecular genetics, and biochemical and population genetics will be addressed, as well as the social impact of cloning and other genetic techniques.

Prerequisites: A grade of C or better in BIO 110 and BIO 112 lectures or NEU 100 and NEU 200 lectures

BIO 210L: Genetics Lab (1 credit)

Laboratory sessions include recombination analysis in bacteria, viruses, and *Drosophila* as well as studying the effects of mutations.

Corequisite: BIO 210

BIO 220: Ecology (3 credits)

This course emphasizes the evolution of the biosphere and the structure and function of communities and ecosystems, as well as the effects of both biotic and abiotic factors. The transformation and flow of energy, nutrient cycling, and population dynamics will be addressed. Hypothesis testing of data collected and analyzed in the field will be included.

Prerequisites: A grade of C or better in BIO 110 lecture and BIO 112 lecture

BIO 240: Plants Rock (3 credits)

This course is an examination of the importance of plants with special attention to their roles in the natural world. Emphasis is placed on the historical and practical significance of plants as sources of food, medicine, and as a natural resource. The course also covers the economic, social, and medicinal uses of plants and plant products as related to herbal medicine, invasive species, and other plant-derived resources.

BIO 240L: Plants Rock Lab (1 credit)

Laboratories will include hands-on experimentation, field work and identification of common flower and tree species located on campus and in the surrounding community.

Corequisite: BIO 240

BIO 260: Microbiology (3 credits)

This course investigates the taxonomy, morphology, pathogenicity, and growth requirements of representative viruses, bacteria, fungi, and protozoa.

Prerequisites: A grade of C or better in BIO 110 and BIO 112 lectures or NEU 100 and NEU 200 lectures

BIO 260L: Microbiology Lab (1 credit)

Laboratory sessions include aseptic technique, staining, isolation, culture, and identification of microbes, as well as diagnostic biochemical reactions, identification of unknown organisms, and immunological techniques.

Corequisite: BIO 260

BIO 270: Special Topics in Biology (3-4 credits)

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisite: To be determined based on course offering

BIO 300: Biochemistry (3 credits)

This course provides a survey of structural and functional chemical properties of biologically important molecules and macromolecules such as water, enzymes, vitamins, carbohydrates, proteins, lipids, and nucleic acids.

Prerequisites: A grade of C or better in CHE 220 lecture and CHE 221 lecture

BIO 300L: Biochemistry Lab (1 credit)

Laboratory sessions will explore enzyme kinetics and the isolation and analysis of macromolecules.

Corequisite: BIO 300

BIO 314: Botany (3 credits)

This course provides an introduction to the classification, relationships, structure, and function and metabolism of plants. Topics include photosynthesis, reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. Laboratory exercises are coordinated with lecture topics and may include field exercises.

Prerequisites: A grade of C or better in BIO 110 lecture and BIO 112 lecture

BIO 314L: Botany Lab (1 Credit)

Laboratory exercises are coordinated with lecture topics and may include field exercises.

Corequisite: BIO 314

BIO 316: Musculoskeletal Anatomy (3 credits)

This course emphasizes the detailed form and function of the muscular, skeletal, and nervous systems. Pathology from an anatomical and physiological perspective is discussed. Origins, insertions, innervations, and actions of human muscles are studied in detail. Basic biomechanics are addressed. *Prerequisites: A grade of C or better in BIO 150 lecture and BIO 151 lecture*

BIO 316L: Musculoskeletal Anatomy Lab (1 credit)

Laboratory sessions involve identification of human muscles.

Corequisite: BIO 316

BIO 320: Cell and Molecular Biology (3 credits)

A study of eukaryotic cell structure, function and regulation. DNA structure, replication, transcription, and translation will be stressed, as well as genetic engineering and recombinant DNA techniques.

Prerequisite: A grade of C or better in BIO 210 lecture

BIO 320L: Cell and Molecular Biology Lab (1 credit)

Laboratory sessions explore the isolation of DNA reactions, and restriction enzyme mapping.

Corequisite: BIO 320

BIO 351: Pathophysiology (3 credits)

Pathophysiology is designed to introduce students to the potential causes and outcomes associated with the disease process. Physiologic alterations involved in initiating disease and its progression will be discussed. Specific conditions related to the human body systems will be used to demonstrate these alterations. This is a comprehensive course designed to give students an in-depth understanding of the disease process. Included is an exploration, by body system, of the functional changes that occur due to pathological mechanisms. Mechanical and physical insult, as well as biochemical abnormalities, are discussed from a clinical viewpoint.

Prerequisite: A grade of C or better in BIO 110 or NEU 100; BIO 151 recommended

BIO 410: Evolution (3 credits)

This course examines in detail the processes of chemical and biological evolution and tracks the history of life on earth. Concepts will include microevolution, macroevolution, the origin of species, and the origin of major evolutionary innovations. Social Darwinism will be addressed, particularly in terms of how this theory is relevant to understanding the basics and development of sociology and the fundamental differences between society and organisms.

Prerequisites: A grade of C or better in BIO 110 or BIO 111 or NEU 100

BIO 420: Biology Seminar (2 credits)

This course examines a number of important and exciting topics in biology. The intellectual and research development that formulated these fundamental concepts is traced through readings of the primary literature. Discussions will emphasize the critical evaluation of experimental techniques, data analysis, and interpretation.

Prerequisites: A C or better in BIO 110, 112, BIO 210

BIO 425: Applied Biotechnology (3 credits)

This course covers the use of biotechnological techniques for microbial-based bioprocessing pharming, the applications of biosensors, recovering metals, bioremediation, engineering insect and herbicide resistance, engineering weed control and plant nutritional quality, engineering growth hormones, and bioterrorism. Concepts of intellectual property, ethical implications, risk analysis and regulations, and biotechnology as a business will also be addressed.

Prerequisite: A grade of C or better in BIO 260 and BIO 320 lectures

BIO 430: Immunology (3 credits)

This course involves a thorough examination of the immune response in animals. Topics include the structure, formation, and function of antibodies, antigen-antibody interactions, the complement system, and hypersensitive and autoallergic reactions, as well as immunosuppression.

Prerequisite: A grade of C or better in BIO 260 lecture

BIO 431: Comparative Vertebrate Anatomy (3 credits)

This course involves a detailed study of the morphology and phylogeny of the Vertebrata including its origins, adaptations, and evolutionary trends from fish to mammals.

Prerequisite: A grade of C or better in BIO 110 or NEU 100

BIO 431L: Comparative Vertebrate Anatomy Lab (1 credit)

Laboratory work will consist of a comparative examination of the osteology and gross and microscopic anatomy of representative vertebrates.

Corequisite: BIO 431

BIO 440: Mammalogy (3 credits)

This course investigates the phylogenetic relationships and evolution of the different groups of mammals, as well as their comparative and functional morphology and biology.

Prerequisite: A grade of C or better in BIO 110 or NEU 100

BIO 440L: Mammalogy Lab (1 credit)

Laboratory sessions include the identification of mammal species from most mammalian orders, including native New England species, using skulls, skins, and tracks.

Corequisite: BIO 440

BIO 445: Advanced Biochemistry (3 Credits)

This course focuses on selected metabolic pathways, the regulation of metabolism, post-translational modification of proteins, cell signaling, mechanisms, and the control of gene expression. The course is designed to blend lectures with class discussion and presentations by students.

Prerequisites: A grade of C or better in CHE 220, 221, and BIO 300

BIO 460: Bioethics (3 credits)

This course is designed to introduce students to the interdisciplinary field of Bioethics. This course will explore fundamental moral issues that arise in medicine, health, and biotechnology. The course has two main orientations: grounding in theory & methodology and application of bioethical principals. We will consider selected contemporary issues such as: allocation of health-care resources, the responsibilities of doctors to patients, the distinction between killing and letting die, medically-assisted suicide, abortion, clinical research, and the use of technologies for genetic screening and manipulation.

Prerequisite: Junior/Senior status

BIO 470: Biotechnology Techniques (3 credits)

This course will examine the approaches used in the field of biotechnology such as structural and functional genomics, and the application of biotechnology techniques to agriculture, human health and diagnostics, and forensics.

Prerequisites: A grade of C or better in BIO 210 lecture, BIO 260 lecture, and BIO 320 lecture

BIO 498: Research Project in Biology (3 credits)

The Senior research project is designed to allow students to conduct research on a specific topic in biology. Research will be under the direction of a faculty member and will require a scholarly report.

Prerequisites: Senior status and approval of the department chair

BIO 499: Internship in Biology (3 credits)

The internship in biology is a supervised practical learning experience designed to give students the opportunity to explore career interests in biology, acquire valuable on-the-job experience, and put into practice the knowledge and skills acquired through course work.

Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of department chair
This course is graded pass/fail

BIOTECHNOLOGY

BIT 498: Research Project in Biotechnology (3 credits)

The Senior research project in biotechnology is designed to allow students to conduct research under supervision and consultation with a faculty member on a specific topic in biotechnology, including literature searching, laboratory experimentation, recording, and summarizing and presenting results in a scholarly report.

Prerequisites: Senior status and approval of the department chair

BIT 499: Internship in Biotechnology (3 credits)

The biotechnology internship provides real-world experience for biotechnology majors. Field placement in a bioscience company is supervised by both designated agency personnel and University faculty. Students must complete a project in connection with the internship placement which is evaluated by the supervising instructor.

Prerequisites: A minimum CGPA of 2.0, senior status, and approval of department chair

This course is graded pass/fail

BUSINESS

BUS 120: Business in Society (3 credits)

This course provides the 21st Century foundation for business students who will need newly shaped perspectives, solid research and communication skills, positive ethical spirit, and new technological resources to work and make decisions in global economy. Through experimental learning, reflective observations, active conceptualization, hands-on research projects and multiple field trips, students learn the basics of business, the process of innovation and the role that business plays in society. Students are encouraged to develop their own innovative capacities, whether they want to start up a business of their own, augment the capabilities of a small business, step up to the myriad of non-profit challenges, or excel in corporate America. Students learn how to think systematically as business professionals, innovators and/or entrepreneurs. By first exploring the economics of business, in this country and beyond, students begin to recognize that all businesses are subject to ongoing trends, discoveries and breakthroughs that must be accommodated. Some represent threats; others opportunities. None can be ignored. Learning that the form of a business should follow the functions it must provide, students discover the range of options available to them as they contemplate career paths that may be of interest to them. Finally, students are provided with insight into each of the areas of functional expertise found in all organizations; i.e., finance and accounting, marketing and sales, customer support, operations, logistics, et. al. BUS 120 is the prerequisite for all business courses. This course was formerly known as Innovations in Business.

Offered in the fall semester

BUS 201: Entrepreneurship (3 credits)

This course focuses on the entrepreneurial startup. Topics include creative thinking about products and services, recognizing venture opportunities, evaluating venture viability, matching individual skills and interests with the venture, and acquiring the resources necessary for a successful business venture. Students will engage in research and teamwork to write a complete business plan and present this plan to the class. Whether or not a student is interested in starting a business, this class provides sound exposure to the entrepreneur and the mindset which is critical to making strong business decisions.

BUS 204: Financial Wellness (1 credit)

Financial Wellness is a practical approach to making informed and empowering decisions about financial health. Students explore values, feelings and knowledge related to money, acquire basic financial knowledge and apply this knowledge to short and long term financial decisions. Curriculum is customized to individual student learning, with four required modules and two elective modules.

BUS 226: Principles of Marketing (3 credits)

A survey of the marketing structure for the creation, research, and distribution of goods and services for all types of corporations is examined. Specifically, the fundamentals of the marketing mix -- product development, promotion activities, price objectives and placement of goods or services -- will be explored. Students will also examine how communication, distribution, and exchange activities affect consumer behaviors.

BUS 230: Principles of Sales (3 credits)

This course studies the selling process including understanding distribution relationships, companies and their products, as well as persuasion, which will lead to developing a successful salesperson. Role playing is used to provide an opportunity for application and practice.

Prerequisite: BUS 226

BUS 235: Dynamics of Management (3 credits)

This course is an introduction to the basic functions and theories of management in the context of a dynamic environment. The role of managers in making organizations effective and efficient is emphasized. Students will develop an understanding of how to assess and capitalize on the changing internal and external environments, as well as how to deal with the complexities of human behavior in the context of organizational management.

BUS 245: Social Media & Electronic Business (3 credits)

Business today is not conducted as it was in the past. Internet is such an important element of all exchanges and everyone needs to know how to communicate or face being left behind in employment, business transactions, or life in general. The course covers the World Wide Web, the Internet with a strong focus on sound media such as Linked In, Facebook, Twitter, MySpace and blogs.

Prerequisite: BUS 226

BUS 255: Foundations of Human Resource Management (3 credits)

This course is a presentation and discussion of the specific functions of an organization's Human Resource Department, including the human relation, knowledge, and skills vital to a successful manager. The standards for a manager, the subordinate, and the organization are discussed, as well as the supportive relationship between the employees and the organization.

BUS 260: Integrated Marketing Communications (3 credits)

This course presents a media-oriented analysis of advertising and sales promotion related to the marketing of goods and services. Budgeting, reach, and frequency — as well as the development of multimedia advertising campaigns — highlight this theoretical, yet practical approach.

Prerequisite: BUS 226

BUS 262: Talent Management (3 Credits)

This course examines the array of initiatives and tools to effectively managing talent with the goal of supporting organizational outcomes and fit. The student will be exposed to methodologies utilized in planning, recruiting, selecting, hiring, orienting, managing and

retaining employees. Performance management in diverse industries is included as a focus of study.

Prerequisite: BUS255

BUS 270: Special Topics in Business (3 credits)

This includes courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisites: To be determined based on course offering

BUS 300: Organizational Development and Change (3 credits)

Organizational Development and Change provides students with the opportunity to learn critical theory and application in the field of Organizational Behavior and Change and how to use that knowledge to improve organizational development to adapt quickly and effectively to change. Students apply proven methods to help organizations achieve goals and build capabilities to meet future challenges.

Prerequisite: BUS 235

BUS 307: Compensation and Benefits (3 credits)

This course provides a strong overview of the process of job analysis and job design related to position descriptions, job evaluation and the development of wage/salary structures. Connections will be established between individual, group and/or organizational outcomes. Students will study traditional and progressive approaches to employee benefit packages, specifically in terms of meeting the needs of the changing workforce.

Prerequisite: BUS 255

BUS 308: Communicating in Business (3 Credits)

This course builds a bridge from students' general education to the work they do in the field of business. With the aim of preparing students for both professional life and graduate work, this writing-intensive course introduces disciplinary strategies for preparing routine business correspondence, investigating provocative issues, and communicating to others about them. In this way, the course offers students time to learn and to practice more advanced skills in reading, writing, speaking, and listening; using appropriate software support in presentations; and mastering information literacy in the field of business. The course emphasizes fundamental principles of communication with time-on-task and real-world, discipline-specific models for communication tasks.

Corequisites: ENG 114, ENG 124, and ENG 134

BUS 325: Small Business Consulting (3 credits)

A hands-on approach to entrepreneurship and innovation, which provides a unique opportunity for students to learn about entrepreneurship and innovation from some of the area's leading entrepreneurs and innovators. Through an innovative, case-based and hands-on approach, students will learn about entrepreneurship and innovation as well as creativity, thinking "out of the box," risk-taking, venture capital, and social responsibility. Students will travel to area businesses to hear the stories behind the owners or innovative thinkers within the organization, and to tour the facilities or headquarters. Students will work in teams to research, create, and develop informed innovative solutions to real-life cases entailing problems or challenges within these businesses and/or industries. Students will be required to both generate and effectively communicate innovative ideas and entrepreneurial practices throughout the course by developing their own ideas from conception to completion. At the end of the course, the teams will present their ideas to local entrepreneurs for debate and discussion.

Prerequisite: BUS 120, BUS 201, BUS 226, and BUS 235

BUS 327: Financial Management (3 credits)

In this course, students will learn the concepts, tools, and analytical techniques that are essential in conducting a financial analysis. The course is targeted to teach students financial analysis and its linkage to business performance. The course will cover one of financial ratios to identify potential risks and opportunities, analyzing financial performance of a company, conducting financial forecast, time value of money, cost of capital and return on investments.

Prerequisite: ACC 101, ECO 212, and MAT 112

BUS 329: HR Policy, Employment Law & Records Management (3 credits)

This course uses a positive approach to understanding and integrating the legislative environment impacting human resources with the development and implementation of internal policy and procedure from an ethical business perspective. Topics include exposure to federal legislation, labor relations, employment handbooks, documentation and Human Resource Information System.

Prerequisite: BUS 255

BUS 334: Operations Management (3 credits)

The operational management skills you need to run a hospital are the same that you need to run a hotel, retail store, manufacturing facility or nonprofit organization. In this course you will learn skills that are transferable to various industries which will help you to improve productivity, increase responsiveness, provide more choice to the customer, and deliver higher quality standards. In short, you will learn how to analyze business processes and learn how to improve them.

BUS 337: Quality Management (3 credits)

The 21st Century belongs to those who can think and act based on sound business intelligence. Employers are seeking individuals that have the skills and techniques to problem solve and develop creative solutions based on data and sound analytical tools and techniques. The Quality Management course will provide you with a good understanding of basic quality tools such as: cause and effect diagrams, check lists, Pareto Charts, SWOT analysis, brainstorming techniques and the 5 Y's technique. In addition, students will learn about the leadership skills needed for effective implementation of change management projects.

BUS 339: Enterprise Resource Planning (3 credits)

Organizations consider ERP systems as vital operational tools because these integrated suite of software modules support and connect the basic internal business processes of a company. ERP systems gives a company an integrated real-time look at its core business processes such as production, order processing, and inventory management. Along with a common database information flows between all internal business functions, which allows the ability to track business resources such as raw materials, production capacity, and cash flow. This course allows students to understand the value of ERP systems for real-time data analysis, day-to-day operational decision making and long-term strategic planning.

BUS 342: Branding (3 credits)

The students in this course will be introduced to the concept of branding and its impact on products, lifestyles and societies within the element of marketing. The students will examine the history of branding, discuss the development of strong and seemingly impervious brands, as well as develop an innovative brand position for an entrepreneurial venture. Students will learn to identify, evaluate, create, and present their own positions on branding as a consumer and as a marketer.

Prerequisite: BUS 226

BUS 343: Small Business Management (3 credits)

The Small Business Management course addresses issues unique to managing a small business. Using a hands-on approach to learning, students will apply both accounting and business principles to small business management. Students will navigate basic features in Quickbooks in order to develop a customer base, monitor sales and complete operational transactions via QuickBooks accounting software. As students monitor the financial status of a small business, they will be able to connect business decisions to financial information and outcomes.

BUS 371: Best Practices for Human Resources Professionals (3 credits)

Analysis of current and projected global human resource trends and initiatives, as well as HR benchmarks and outcomes practices. Best practices from organizations that meet or exceed HR outcomes will be researched and analyzed for reflection and innovation.

Prerequisites: BUS 255, BUS 262, BUS 307, and BUS 329

BUS 400: Marketing Research (3 credits)

Utilizing 21st Century information tools and systems, students will data mine for current product and/or service developments and trends. Gathering secondary research information from case studies, industry associations, and books and periodicals, students will assess qualitative and quantitative information. Possible primary research opportunities through focus groups and/or statistical survey may be incorporated. Final recommendations and suggestions presented in a PowerPoint executive summary portfolio format will be made to entrepreneurs and/or representatives from corporations.

Prerequisite: BUS 226 and MAT 112

BUS 491: Strategic Management and Policy I (3 credits)

This course is all about connecting the dots, linking various functions of business and understanding the interdependency between marketing, sales, advertising, operations/supply chain and other business functions. The purpose of this course is to enable the student to integrate the lessons learned in previous business, accounting, finance, international business, and management courses through the use of case studies analyzed from the general manager's point of view. Students will also learn the importance of score card and metrics that are essential for running a business.

Prerequisites: BUS 327 and ECO 212

BUS 498: Business Internship (3 credits)

Senior business students gain work experience in multi-varied business organizations, including insurance, manufacturing, banking, advertising, personnel, marketing, and international trade. Students obtain on-the-job training supervised by both professional managers and University faculty.

Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of department chair

This course is graded Pass/Fail

BUS 499: Business Internship (6 credits)

Senior business students gain work experience in multi-varied business organizations, including insurance, manufacturing, banking, advertising, personnel, marketing, and international trade. Students obtain on-the-job training supervised by both professional managers and University faculty.

Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of department chair

This course is graded Pass/Fail

CYBERSECURITY

CBY 200: Introduction to Digital Forensics (3 credits)

This course is designed to introduce and explore the basic concepts of digital forensic investigations and analysis. Students will learn the basic terminology and tools utilized in a digital forensic investigation. Students will broaden their knowledge and understanding of what a digital forensic investigator does and the types of skills needed in this field.

CBY 220: Cyber Investigations I (3 credits)

This course prepares students with the knowledge and skills necessary to utilize forensic software tools to perform an analysis of a variety of digital devices. Students will also learn the role of a digital forensic examiner in both the private and public sector. Students will be introduced to fundamental principles of digital forensics investigations.

Prerequisite: CBY 200

CBY 300: Assembly Language Programming (3 credits)

A study of computer organization and assembly language programming. Topics include, syntax, instruction type, control structures, data types, input/output, macros, hybrid, and hybrid programs.

CBY 310: Cyber Investigations II (3 credits)

This course prepares students to conduct forensic investigations on Microsoft Windows systems. Students will learn where and how to locate Windows systems artifacts. They will also gain an understanding of the types of evidence associated with a variety of crimes. Students will learn advance concepts such as data carving, live and static filtering, acquisition, and password recovery.

Prerequisite: CBY 220

CBY 330: Mobile Technology Analysis I (3 credits)

This course provides the knowledge and skills necessary for entry level mobile device examiner to gain a basic understanding of how cellular devices store data, how cellular networks function, collecting evidence and preserving it, methods for radio frequency interruption, troubleshooting connections, verifying results, and the forensic process.

Prerequisite: CBY 220

CBY 400: Introductory Incident Response (3 credits)

This course provides the knowledge and skill necessary to utilize digital forensic software tools to conduct a forensic examination of network based systems. Students will learn about remote acquisition, memory analysis, enterprise management systems, and registry files

Prerequisite: CBY 200

CBY 425: Network Intrusion (3 credits)

This course will focus on remote data collection, analysis of file data, Windows processes and DLLs, registry data, network artifacts and rootkit detection associates with network intrusions and recovery.

Prerequisite: CBY 310

CBY 430: Mobile Technology Analysis II (3 credits)

This course prepares students to perform a forensic examination of mobile technologies by examining the process of collection or artifacts from handsets and SIM cards, extraction of physical data from various device types like iOS and Android, parsing data, searching, bookmarking, visualization, and incorporation of forensic software, export and reporting.

Prerequisite: CBY 330

CBY 435: Internet Forensics (3 credits)

This course introduces digital forensic processes, methods and software to recover forensic information from Internet artifacts from a variety of Internet based applications and browsers.

Prerequisite: CBY 220

CBY 445: Advanced Decryption (3 credits)

This course introduces digital forensic processes, methods and software to utilize decryption technology to identify and recover encrypted data identified during the forensic lifecycle.

Prerequisite: CBY 220

CBY 450: Capstone in Information Assurance (3 credits)

CBY 455: Capstone in Digital Forensics (3 credits)

This capstone course is designed to provide an opportunity for the student to synthesize, reflect upon, and analyze the complex field of information assurance and digital forensics. This course will highlight the major current issues in the field of cybersecurity. Emphasis will be placed on preparing the student to take the ACE certification.

CBY 498: Cybersecurity Internship (3 credits)

CBY 499: Cybersecurity Internship (6 credits)

EARLY INTERVENTION

CEI 579: Orientation to Practice in Early Intervention (0 credits)

This course provides a detailed introduction to the Early Intervention Practicum experience. Students will engage with faculty and online course materials to learn about Department of Public Health requirements, Early Intervention agency sites, and the process for application for the practicum. This prerequisite course must be completed during the semester prior to registering for CEI584 Practicum I.

CEI 580: Infant/Toddler Development (3 credits)

Major theories of development and their implications for intervention are discussed. Infant/toddler development, risk, and disability in the areas of cognition, communication, motor, social/emotional, and self-care areas are presented and variations in development as a result of multiple factors are discussed. Assessments in these areas are introduced, including an evaluation of development through children's play activities. Development and risk are evaluated in relation to culturally diverse beliefs and practices. The course is interdisciplinary; students from diverse programs participate, and faculty from diverse backgrounds provides learning support.

CEI 581: Family Systems (3 credits)

This course is designed to teach early intervention trainees the theories, principles and applications of family systems theories to family, team, and agency systems. Course format will include theory, case discussion, experiential activities, case studies and role play learning activities.

CEI 582: Assessment & Intervention (3 credits)

Content includes assessment models and multi-domain tests used in early intervention,

informal and formal instruments used in different areas including cognition, language and communication, perceptual/motor, personal/social, and self-care domains. Intervention models, methods and strategies to be implemented in natural environments will be presented.

CEI 583: Planning/Evaluating Early Intervention Services (3 credits)

A systematic, family-centered, team approach to service delivery is emphasized. Cases are used as focal points for learning how to plan and evaluate individualized family services and group service plans. Teamwork and leadership in early intervention are covered with respect to service coordination. Practical approaches to assessing needs for group programs and evaluating the implementation and outcomes of programs are addressed, as are the impact of legal and financial issues on service coordination and approaches to service delivery.

CEI 584: Practicum I (3 credits)

Practicum provides students with supervised fieldwork experience in team-oriented interventions designed for infants/toddlers and their families from linguistic and cultural minority groups. Students will engage in 150 hours (300 hours total) of fieldwork training in a state approved Early Intervention Program where services are delivered. The practicum course is conceptualized as a training experience to connect and apply the theories addressed in the various EI didactic courses and the students' fieldwork. As a result of two semesters of practicum experience, students are expected to master early intervention and team participation core competencies to work effectively with families and infant/toddlers of diverse linguistic and cultural backgrounds. Students will master competencies related to working on teams and coordinating work with other professionals.

Prerequisite: CEI 579

CEI 585: Practicum II (3 credits)

Practicum provides students with supervised fieldwork experience in team-oriented interventions designed for infants/toddlers and their families from linguistic and cultural minority groups. Students will engage in 150 hours (300 hours total) of fieldwork training in a state approved Early Intervention Program where services are delivered. The practicum course is conceptualized as a training experience to connect and apply the theories addressed in the various EI didactic courses and the students' fieldwork. As a result of two semesters of practicum experience, students are expected to master early intervention and team participation core competencies to work effectively with families and infant/toddlers of diverse linguistic and cultural backgrounds. Students will master competencies related to working on teams and coordinating work with other professionals.

Prerequisite: CEI 584

CHEMISTRY

CHE 120: Chemistry I (3 credits)

Chemistry I is an introduction to the fundamental facts and principles of chemistry. Topics considered include chemical stoichiometry, atomic structure, the periodic table, chemical bonding, thermochemistry, and physical states of matter.

Prerequisite: MAT 112

CHE 120L: Chemistry I Lab (1 credit)

Laboratory experiences will include experiments that illustrate concepts presented in lecture, as well as introduce the students to experimental design, computer/instrument interfacing, and the statistical treatment of data.

Corequisite: CHE 120

CHE 121: Chemistry II (3 credits)

This course is a continuation of CHE 120. Topics considered include solutions, reaction rates, chemical equilibrium, precipitation reactions, acids and bases, reaction spontaneity, redox reactions, and electrochemistry.

Prerequisite: MAT 112 and a grade of C or better in CHE 120 lecture or the equivalent

CHE 121L: Chemistry II Lab (1 credit)

Laboratory experiences include experiments that illustrate concepts presented in lecture and introduce the student to experimental design, computer/instrument interfacing, and the statistical treatment of data.

Corequisite: CHE 121

CHE 220: Organic Chemistry I (3 credits)

This course is an introduction to the fundamental principles of organic chemistry. Topics covered will include stereochemistry, reaction mechanisms, basic nomenclature, and the recognition of basic functional groups.

Prerequisite: A grade of C or better in CHE 120 lecture and CHE 121

CHE 220L: Organic Chemistry I Lab (1 credit)

Laboratory exercises will focus on basic techniques of organic synthesis and isolation of organic compounds. Laboratory skills and safety procedures will be stressed.

Corequisite: CHE 220

CHE 221: Organic Chemistry II (3 credits)

This course is a continuation of CHE 220. Topics covered will include an examination of the higher structural classes and functional groups. Organic synthesis and spectroscopic methodologies will be explored.

Prerequisite: A grade of C or better in CHE 220 lecture

CHE 221L: Organic Chemistry II Lab (1 credit)

This is a continuation of CHE 220L. Laboratory exercises will focus on the characterization of organic compounds by spectroscopic and chemical techniques.

Corequisite: CHE 221

CHE 270: Special Topics in Chemistry (3-4 credits)

This includes courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisites: To be determined based on course offering

CHE 300: Analytical Chemistry (3 credits)

This course will cover the theory and practice of quantitative analytical chemistry as well as the interpretation of chemical data. Practical inorganic and organic applications will be examined as well as the use of chemical instrumentation.

Prerequisites: MAT 120, MAT 221, and a grade of C or better in CHE 221 lecture

CHE 300L: Analytical Chemistry Lab (1 credit)

Laboratory topics include selected instrumental methodologies for interpreting chemical data. Topics will include acid-base, complexometric, and redox methods as well as titrimetric, electrochemical, and separation methods and spectroscopic techniques.

Corequisite: CHE 300

CHE 310: Physical Chemistry I (3 credits)

This course is an exploration of the fundamental physical laws governing the behavior of all chemical systems. Among the topics examined are ideal and real gases, the laws of thermodynamics and their applications to pure substances, mixtures, and chemical reactions.

Prerequisites: A grade of C or better in CHE 221

CHE 311: Physical Chemistry II (3 credits)

This course is an exploration of the fundamental physical laws governing the behavior of all chemical systems. Among the topics examined are the laws of thermodynamics and their applications to pure substances, mixtures, and chemical reactions, reaction rates, and quantum chemistry.

Prerequisites: A grade of C or better in CHE 221

COMMUNICATION & INFORMATION TECHNOLOGY

CIT 210: Intercultural Communication (3 credits)

This course focuses upon communicating effectively in a culturally diverse world. Students receive a solid grounding in Cultural Anthropology combined with Interpersonal Communication theory and practice to develop knowledge and skills essential for communicating effectively across cultural borders. Through lectures, small group discussions, research projects, videos, and guest speakers, students learn first to identify other people's cultural patterns and then to analyze strategies for adjusting their own communicative styles to resolve and to avoid intercultural conflicts. Students demonstrate proficiency in intercultural theory and practice through writing assignments, including a formal cross-cultural research paper; oral presentations; and a variety of class activities and assignments.

Prerequisites: ENG 114 and ENG 124

COMMUNICATIONS

CMS 100: Introduction to Mass Communication and Pop Culture (3 credits)

This course introduces students to the information age and its significance in our personal and professional lives. Students explore mass communication from the perspectives of advertising, film, journalism, public relations, radio, and television. Other topics may include multimedia and interactive technology, the Internet and international communication.

CMS 110: Human Communication in a Digital World (3 credits)

This course provides students with a survey of the field of human communication. Students will explore the symbolic nature of both verbal and nonverbal communication in several contexts including dyadic, small group, intercultural and organizational settings. Within and across contexts, students will study fundamental communication processes such as message construction, listening, persuasion, deception, and relationship development.

CMS 130: Media Lab: Communication Technology (3 credits)

Mass Communication is changing more rapidly now than at any time in the past century. Journalists, public relations practitioners, corporate communicators and professionals in any discipline or industry are expected to know how to use a range of storytelling forms to reach their audiences. Today's professional (at all levels) should be able to gather and edit simple text, graphics, photos, audio and video as well as use the latest social media, and analytics dashboards. This interactive course will examine those changes and provide valuable "how-to" practice in communication technology and content delivery. As students learn about communication technology in the Media Lab, they will become more familiar with the hardware, software, and devices used in the industry as well as in varied disciplines and workplaces.

Communication technology is the fusion of computer science and electronic media -- offering skills and opportunity to present, share, distribute and manage information.

CMS 200: Principles of Public Relations and Advertising (3 credits)

This course will examine the principles of public relations and advertising. Areas of discussion include: organizational aspects, the environment (workplace and marketplace), fact finding, planning and programming, implementation, evaluation and audience analysis.

CMS 213: Writing for the Media (3 credits)

This course provides students with an overview of the writing process involved in the creation of content for both traditional and 'new' media. Students will learn the stylistic differences inherent in the construction of news stories, ad copy, marketing pieces, etc. Concurrently, they will analyze specific target audiences in order to achieve clearly formulated rhetorical objectives. Through lecture, discussion, and projects, students will gain an understanding of the varied contexts within traditional media, such as TV, radio, newspapers, and magazines, along with the changing trends found in newer forms of social media, such as e-zines, blogs, and podcasts. Writing used in internal (corporate/organizational communications) and external (public relations, marketing) communications will also be included.

Prerequisite: ENG 124

CMS 270-2: Special Topics in Communication (3 credits)

Courses or seminars on topics beyond the scope of existing department offerings.

Prerequisite: To be determined based on course offering

CMS 303: Gender and Communication (3 credits)

A survey of the research investigating how the concept of gender is socially constructed and defined through communication practices, how individual gender identities are communicatively constructed, and how gender identities affect communication practices.

Prerequisite: ENG 124

CMS 305: Communicating in Liberal Studies (3 Credits)

This course encourages students to develop professionally in fields related to the humanities with consideration of the unique viewpoints that study the human condition from the liberal studies vantage point. Focusing on the theme of "professional conversations," students are asked to think about what issues, debates, trends, etc., are happening in their fields of study and prospective careers. This course intends to equip students professionally and academically as they delve into their field of interest and think of their own contributions to their future profession.

Prerequisites: ENG 114, ENG 124, and ENG 134

CMS 320: Multimedia Journalism and Professional Writing (3 credits)

This course introduces the skills necessary for reporting and writing in multiple media formats. Students will learn how to put together stories for the Web with video, audio, and graphics as well as text. Using simple hardware and related software, students will be introduced to the technical side of writing and communication. Multimedia Journalism and Professional Writing gives students a chance to experience the challenges faced by all working journalists and strategic communications professionals. Students will learn how to use interactive media techniques and theory to tell compelling stories using still photography, video, audio and mobile devices. The class incorporates lectures, online lessons and hands-on opportunities to explore best practices for different storytelling platforms and analytics for feedback.

CMS 498: Communications Internship (3 credits)

CMS 499: Communications Internship (6 credits)

COMPUTER APPLICATIONS

COM 130: Computer Applications (3 credits)

Students learn from practical examples that demonstrate how useful a tool the computer is for presenting business data, solving problems, and making business decisions. Students will prepare professional-style worksheets; build formulas and functions; create and modify charts; work with Excel lists; manage multiple worksheets and workbooks; and use financial functions. Students will also design, create, and modify databases; run queries; and produce reports.

CRIMINAL JUSTICE

CRJ 120: Introduction to Criminal Justice (3 credits)

This course will be an introduction to the criminal justice system in the United States. Crime, criminals, victims, explanations of criminal behavior, law and the criminal justice system, policing strategies, police and the law, courts and courtroom workgroups, proceedings before trial, conviction by trial and guilty pleas, sentencing, community corrections, prisons and jails, prison life and juvenile justice will be covered.

CRJ 202: Victimology and Criminology (3 credits)

The scope of victimology, gauging the extent of criminal victimization, the costs of being a victim, remedying the plight of victims, restorative justice, victimization at work and school, and victim rights will be studied. Criminology and crime theory, different perspectives -- classical, biological, psychological, and sociological -- and measuring crime will be examined.

Prerequisite: CRJ 120

CRJ 204: Principles of Policing (3 credits)

This course will introduce students to the principles of policing in the United States from its inception to the present. Police ethics, discretion, stress, culture, work, patrol operations, criminal and internal investigations, promotions, professional development and community policing will be examined.

Prerequisite: CRJ 120

CRJ 206: Private Security (3 credits)

An overview of the U.S. private security industry: What is it? How is it done? Who hires private security officers? Why and where are they utilized? Private security business, concepts, and law will be explored. Private security operations and categories -- such as premises, business, retail, personal, employment-related, corporate, information and computer security -- will be studied.

Prerequisite: CRJ 120

CRJ 222: Criminal Investigations and the Elements of Criminal Law (3 credits)

The fundamentals of effective and professional criminal investigations will be studied, through the lens of the elements of criminal law. Crime scene procedures, evidence collection and preservation, forensic science technology, interview and interrogation techniques, use of informants to obtain information and intelligence, surveillance methods, writing comprehensive reports, identifying and arresting suspects, legal searches and the Fourth Amendment, investigating violent crimes against persons as well as property will be covered.

Prerequisite: CRJ 120

CRJ 270: Special Topics in Criminal Justice (3 credits)

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisite: CRJ 120; To be determined based on course offering; Sophomore, Junior or Senior status is required

CRJ 275: Criminal Procedure for the Criminal Justice Professional (3 credits)

Criminal Procedure will be examined with an emphasis on the varying, and sometimes conflicting, roles of professionals in law enforcement, including police, probation, parole, corrections, homeland security, and court administration. The course will cover police stop-and-frisks, probable cause, arrest, search and seizure, search warrants and affidavits, Miranda Rights, confessions and interrogations, line-ups and show-ups, investigations, informants, plain view doctrine, consent, exigent circumstances, right to counsel, due process, entrapment, and the exclusionary rule.

Prerequisite: CRJ 120

CRJ 300: Corrections (3 credits)

The basic organization and objectives of the American correctional system will be examined. Local, state, federal and private sector correctional systems and practices will be studied. Special categories of correctional clients – male, female, juvenile, sex offenders, mentally and physically disabled or challenged, geriatric, and HIV – will be considered.

Prerequisites: CRJ 120, Junior or Senior Status

CRJ 306: Healthy Living for the Criminal Justice Professional Woman (3 credits)

Students will be exposed to a variety of tools and techniques to excel, as a woman, in the criminal justice arena. Topics such as stress management, nutrition, fitness, and strategies for success will be explored and discussed.

Prerequisite: CRJ 120, Junior or Senior status

CRJ 310: Communicating in Criminal Justice (3 Credits)

This course builds a bridge from students' general education to the work they do in the field of criminal justice. With the aim of preparing students for both professional life and graduate work, this writing-intensive course introduces disciplinary strategies for investigating provocative issues and for communicating to others about them. In this way, the course offers students time to learn and to practice more advanced skills in reading, writing, speaking, and listening; in using appropriate software support in presentations; and in mastering information literacy in the field of criminal justice. The course emphasizes fundamental principles of communication with time-on-task and real world, discipline-specific models for communication tasks.

Prerequisites: CRJ 120, ENG 114, and ENG 134

CRJ 312: Criminal Evidence (3 credits)

Topics of study will include the burden of proof and burden of production for criminal trials, probation hearings, and parole violations; forms of criminal evidence; relevance; competency; direct and circumstantial evidence; exculpatory evidence; identification; authentication; expert testimony; admissions and confessions; the Hearsay Rule and its exceptions; character evidence; alibi evidence; and privileged communications. Criminal courtroom procedure, witness preparation, and both Grand Jury and courtroom testimony will be discussed. Multiple actual criminal case studies will be utilized throughout this course.

Prerequisites: CRJ 120, CRJ 222, and CRJ 275, and Junior or Senior status

CRJ 316: Handgun Safety (3 credits)

This course familiarizes the student with the variety of handguns utilized in law enforcement today. Emphasis will be on the safe handling of firearms and an understanding of their operation. Students will be instructed in range procedures and participate in shooting exercises. Successful completion of the course will result in a handgun training certificate.

CRJ 320: Probation and Parole (3 credits)

This course will explore the different roles and responsibilities of the probation and parole officer in the criminal justice system. Emphasis will be placed on understanding an integrated model of supervision, developing effective treatment plans, aftercare services, and sanctions for non-compliance. The interplay among the police, prosecutors, judges, prison personnel, probation and parole officers will be examined.

Prerequisite: CRJ 120, Junior or Senior status

CRJ 325: Criminal Organizations (3 credits)

This course will explore and compare the structure and characteristics of various criminal organizations. Common characteristics of criminal organizations, causes of organized crime, the businesses, the paradigms, the role of law enforcement, crime statutes, prosecution strategies, defenses, and sentencing will be discussed. Different national and international groups – Asian, Russian, Latin American, Italian, Afrolineal, European, urban street gangs, prison gangs, and the evolving relationship between terrorism and organized crime – will be studied.

Prerequisites: CRJ 120 and Junior or Senior status

CRJ 335: White Collar Crime (3 credits)

White collar crime in contemporary society will be explored. Explanations for white collar crimes, the principal focus of these crimes, prosecutorial and defense practices, and the response of the criminal justice system to these crimes will be studied. Emphasis will be placed on corporate fraud, environmental crimes, unsafe products, fiduciary fraud, and corruption of public officials, securities fraud, institutional corruption, mass media, and religion. A case study approach will be utilized throughout the course.

Prerequisites: CRJ 120, Junior or Senior status

CRJ 342: The Juvenile Justice System (3 credits)

This course will consist of an overview of the juvenile justice system in the U.S. The history and origins of juvenile court, causes of delinquency, the legal rights of juveniles, juveniles and the police, juvenile court trials and dispositions, juveniles in adult court, probation and dispositional alternatives, juvenile corrections, custodial sanctions and parole, and restorative justice will be considered.

Prerequisite: CRJ 120, Junior or Senior Status

CRJ 348: Terrorism and Homeland Security (3 credits)

This course seeks to theoretically and analytically examine the concept of terrorism. Students will analyze terrorist philosophies, motivations, and organizations. The course will explore the general tactics and concepts of terrorism. Students will study the law enforcement response to terrorism, including the major implications of the "War on Terror," the USA Patriot Act, and the impact on American civil liberties.

Prerequisites: CRJ 120, Junior or Senior status

CRJ 355: International Criminal Justice Systems (3 credits)

This course will examine criminal justice systems around the world. Students will explore the background, historical development, and societal influences that have affected the development

of various criminal justice systems. The role of the Rule of Law and concepts of justice, punishment, and rehabilitation will be examined.

Prerequisites: CRJ 120, Junior or Senior status

CRJ 380: Computer Crime (3 credits)

This course will provide an overview of computer crime and its increasing prevalence in our society. The course will introduce students to the role digital devices play in computer crime investigations. Students will examine not only the device itself and why it is used to commit crime, but more importantly, the critical evidence left behind on the device that may be useful to solve and prosecute the crime. Students will learn basic concepts involved in the digital crime scene, including the laws that guide investigations of this type. They will work with software tools designed to preview digital evidence and full digital evidence forensic processing tools. The course will cover internet technologies and how law enforcement deals with Internet Service Providers.

Prerequisite: Junior or Senior status

CRJ 402: Ethics and the Criminal Justice Professional (3 credits)

Ethical dilemmas frequently encountered by professionals – police, prosecutors, defense attorneys, probation officers, parole officers, court officers, judges and correctional officers – within the criminal justice system will be thoughtfully explored within a discussion-based classroom setting.

Prerequisite: CRJ 120, Senior status

CRJ 406: Violence against Women and Children (3 credits)

This course is an intensive seminar that studies cross-cultural issues of violence against women and children around the world. Students will be required to read books, to participate fully in all in-class discussions, to write a number of short papers, and to give a scholarly presentation to the class.

Prerequisite: Permission of Department Chair

CRJ 498: Criminal Justice Internship (3 credits)

(This course is graded Pass/Fail.)

Students receive supervised training from practicing professionals, typically during their Senior year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that apply to their individual career and educational objectives. Sites may include: federal and state law enforcement agencies; the District Attorney's Office, Attorney General's Office, or U.S. Attorney's Office; state and federal Public Defender's Offices; state and federal courts; municipal and state police departments; victim/witness assistance units; correctional facilities; state and federal probation and parole offices; and corporate security departments.

Prerequisites: Junior or Senior status, and permission of department advisor.

CRJ 499: Criminal Justice Internship (6 credits)

(This course is graded Pass/Fail.)

Students receive supervised training from practicing professionals, typically during their Senior year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that apply to their individual career and educational objectives. Sites may include: federal and state law enforcement agencies; the District Attorney's Office, Attorney General's Office, or U.S. Attorney's Office; state and federal Public Defender's Offices; state and federal courts; municipal and state police departments; victim/witness assistance units; correctional facilities; state and federal probation and parole offices; and corporate security departments.

Prerequisites: Junior or Senior status and permission of department advisor.

COMPUTER SCIENCE

CSC 101: Introduction to Computer Science (3 credits)

This course introduces computational concepts that are fundamental to computer science and are useful for the sciences, social sciences, engineering, and digital arts. Students will write their own interactive programs to analyze data, process text, draw graphics, manipulate images, and simulate physical systems. Problem decomposition, program efficiency, and good programming style are emphasized throughout the course. No prior programming experience is assumed.

CSC 200: Cyber Governance: Privacy, Ethics, and Digital Rights (3 credits)

Describes the legal and ethical issues associated with information security including access, use, and dissemination. It emphasizes legal infrastructure relating to information assurance, such as the Digital Millennium Copyright Act and Telecommunications Decency Act, and emerging technologies for management of digital rights. It examines the role of information security in various domains such as healthcare, scientific research, and personal communications such as email. It examines criminal activities such as computer fraud and abuse, desktop forgery, embezzlement, child pornography, computer trespass, and computer piracy.

CSC 210: Computer Networks/Network Security (3 credits)

The purpose of this course is an in-depth exploration of data security controls and techniques. This course will examine theoretical concepts of network security implementation. This course will examine network security tools and techniques and include hands-on practical applications. Networking has enabled the emergence of mobile and cloud computing, creating one of the most important technological paradigm shifts in computing of the past decade. Coming advancements in wireless networking are expected to transform the technological landscape over the next decade by enabling an endless possibility of new applications, including the Internet of Things and wireless virtual reality, through the emergence of wireless networks with gigabit speeds. In order to play a role in this era of new network-powered advancements, students must have a thorough understanding of emerging networking topics, especially in the wireless domain.

CSC 215: Data Structures (3 credits)

The purpose of this course is to explore abstract data types and their implementation. This course is motivated by problems that arise in a variety of disciplines; this course examines concepts and develops skills in solving computational problems. Topics include stacks, queues and trees, linked lists, as well as design and testing principles and software interfaces. Prerequisite: Introduction to Computer Science. Laboratory assignments are implemented using object-oriented programming techniques.

Prerequisite: CSC 101

CSC 220: Computation Structures (3 credits)

This course offers an introduction to the engineering of digital systems. Starting with MOS transistors, the course develops a series of building blocks — logic gates, combinational and sequential circuits, finite-state machines, computers and finally complete systems. Both hardware and software mechanisms are explored through a series of design examples. A good grasp of the material is essential for later courses in digital design, computer architecture and systems.

CSC 300: Software Developments (3 credits)

This course considers software development as a systematic process involving specification, design, documentation, implementation, testing, and maintenance. Examines software process models; methods for software specification; modularity, abstraction, and software reuse; and

issues of software quality. Students, possibly working in groups, design, document, implement, test, and modify software projects.

Prerequisites: CSC 101 and CSC 215

CSC 301: Fundamentals of Information Assurance (3 credits)

This course builds a common cross-disciplinary understanding in the foundations of information assurance. Presents an overview of basic principles and security concepts related to information systems, including workstation security, system security, and communications security. It introduces information security via database technology, discusses legal infrastructure such as DMCA, Telecommunications Act, wire fraud, and other ethical issues. Covers security methods, controls, procedures, economics of cybercrime, criminal procedure, and forensics. It describes the use of cryptography as a tool, software development processes, and protection.

CSC 302: Operating Systems/Operating Systems Programming (3 credits)

This class introduces the basic design of computing systems, computer operating systems, and assembly language using x86, FASM. It describes caches and virtual memory. It covers the interface between assembly language and high-level languages, including call frames and pointers, the use of system calls and systems programming to show the interaction with the operating system. Covers the basic structures of an operating system, including application interfaces, processes, threads, synchronization, inter-process communication, deadlock, memory management, file systems, and input/output control.

Prerequisites: CSC 215 and CS C220

CSC 310: Algorithms (3 credits)

This class introduces the basic principles and techniques for the design, analysis, and implementation of efficient algorithms and data representations. It discusses asymptotic analysis and formal methods for establishing the correctness of algorithms, considers divide-and-conquer algorithms, graph traversal algorithms, and optimization techniques. Introduces information theory and covers the fundamental structures for representing data. It examines flat and hierarchical representations, dynamic data representations, and data compression. It concludes with a discussion of the relationship of the topics in this course to complexity theory and the notion of the hardness of problems.

Prerequisites: CSC 215, MAT 221, and MAT 222

CSC 351: Automata, Computability and Complexity (3 credits)

This class introduces the theory behind computers and computing aimed at answering the question, "What are the capabilities and limitations of computers?" It covers automata theory, computability, and complexity. The automata theory portion includes finite automata, regular expressions, non-determinism, non-regular languages, context-free languages, pushdown automata, and non-context-free languages. The computability portion includes Turing machines, the Church-Turing thesis, decidable languages, and the Halting theorem. The complexity portion includes big-O and small-o notation, the classes P and NP, the P vs. NP question, and NP-completeness.

Prerequisites: CSC 220 and CSC 310

CSC 397: Programming Languages (3 credits)

This class introduces a systematic approach to understanding the behavior of programming languages. Covers interpreters; static and dynamic scope; environments; binding and assignment; functions and recursion; parameter-passing and method dispatch; objects, classes, inheritance, and polymorphism; type rules and type checking; and concurrency. This course utilizes project-based learning.

Prerequisites: CSC 215 and CSC 310

CSC 401: Applied Data Science (3 credits)

This class presents key concepts of applied data science. This is a survey of main topics in applied data science, with the goal of methods and tools used to analyze real life data and perform predictions using statistical and machine learning methods. Topics covered include data collection, data management, exploratory data analysis, statistical and machine learning, and communication.

CSC 420: Cryptography (3 credits)

Cryptography is an indispensable tool for protecting information in computer systems. This course explains the inner workings of cryptographic primitives and how to correctly use them. Students will learn how to reason about the security of cryptographic constructions and how to apply this knowledge to real-world applications. The course begins with a detailed discussion of how two parties who have a shared secret key can communicate securely when a powerful adversary eavesdrops and tampers with traffic. We will examine many deployed protocols and analyze mistakes in existing systems.

CSC 425: Software Vulnerabilities and Security (3 credits)

This course seeks to help students to become aware of systems security issues and to gain a basic understanding of security. Presents the principal software and applications used in the Internet, discussing in detail the related vulnerabilities and how they are exploited. Also discusses programming vulnerabilities and how they are exploited. It examines protection and detection techniques. It includes a number of practical lab assignments as well as a discussion of current research in the field.

CSC 430: Innovation Lab - Research and Development (3 credits)

This project-based class offers an opportunity to conduct research under faculty supervision. It allows an opportunity to explore more advanced concepts in software development and allow hands on project-based opportunity in which the students design, document, implement, test, and modify software projects of advanced level. This course utilizes project-based learning.

Prerequisites: CSC 101, CSC 215, and CSC 310

CSC 435: Innovation Lab - Advanced Software Implementation & Production (3 credits)

This project based class covers software life cycle models (waterfall, spiral, and so forth), domain engineering methods, requirements analysis methods (including formal specifications), software design principles and methods, verification and testing methods, resource and schedule estimation for individual software engineers, component-based software development methods and architecture, and languages for describing software processes. Includes a project where some of the software engineering methods (from domain modeling to testing) are applied in an example.

Prerequisites: CSC 101, CSC 215 and CSC 310

CSC 440: Advanced Topics in Cybersecurity (3 credits)

In this class, we will explore the context and foundational questions of security research and practice in general, such as: why are some security technologies deployed successfully and others fail, how we measure security and assess risk, and the economics of security. We will also learn to have an attacker's mind by studying various recent attacks. These questions and studies will help the students develop a foundation and a well-rounded view of the cybersecurity sphere. We will explore how to define and address security research questions in these settings. In particular, we will discuss new threats emerged from these new platforms and applications such as IoT, the rich cloud and mobile platforms, and SCADA systems, study various analysis techniques and tools for vulnerability discovery and threat analysis, and explore approaches for building in better security in these platforms and applications.

CSC 455: Capstone Project (3 credits)

Students write an in-depth research paper that reflects upon and analyzes the observations and experiences of the field study using the computer science literature to interpret and better understand those experiences. It requires students to give a twenty- to thirty-minute formal presentation on a topic of their research.

CSC 499: Computer Science Internship (6 credits)**DANCE****DAN 110: Dance Technique (1 credit)**

This class draws upon the techniques of modern dance pioneers: Martha Graham, Doris Humphrey, and Merce Cunningham. The class will stress body placement, contrasts in movement qualities, and dance as a means of personal expression.

This course is grade pass/fail

DAN 121: Jazz I (1 credit)

This course serves as an introduction to the fundamentals of jazz dance techniques. The class will expose the student to body isolations and rhythmic awareness combined with dance phrases to enhance the understanding of basic jazz vocabulary.

This course is grade pass/fail

DAN 122: Jazz II (1 credit)

A continuation of Jazz I, this course presents a further study of jazz dance techniques stressing the extended jazz vocabulary and complexity of movement phrases.

Prerequisites: DAN 121 or permission of instructor

This course is grade pass/fail

DAN 131: Tap I (1 credit)

This course serves as an introduction to basic tap dance terminology and techniques. Various styles of tap dance will be explored, such as soft shoe and rhythm, as well as traditional tap steps. Tap shoes are required.

This course is grade pass/fail

DAN 190: Bay Path Dance Company (1 credit each semester)

This course is open to selected students by audition only. Participants will be required to take part in on- and off-campus dance programs as well as in all necessary rehearsals.

This course is grade pass/fail

DAN 201: Twentieth Century Entertainment (3 credits)

The history of entertainment will provide a fascinating window into the culture of America through textbook, audio, and video study. We will explore social and cultural movements that influenced and celebrated theater, music, and dance in the 20th century. Included areas of focus will be early and contemporary entertainment on Broadway, television, and in Hollywood as well as how Ballroom dancing gave way to today's "club dancing" and MTV.

DAN 270: Special Topics in Dance (3 credits)

These courses offer topics beyond the scope of existing departmental offerings.

Prerequisite: To be determined based on course offering

ECONOMICS

ECO 211: Macroeconomics (3 credits)

This course examines the elementary principles of economics involving individual and social choice, economic analysis, supply, demand, the market and the price mechanism. Major concentration is on macroeconomic principles relative to money, the banking system, national income analysis, inflation, unemployment and the dilemma of stabilization, competing theories in contemporary times and world trade, development issues and alternatives, and evolving economic systems.

ECO 212: Microeconomics (3 credits)

Microeconomics studies theories of specialization, trade, income distribution and consumer choice; the theory of the firm; real-world market analysis; the problems of modern society; and the overview of evolutionary growth and change in the American economy.

EDUCATION

EDU 110: Introduction to Early Childhood Education (3 credits)

This course presents an introduction to the field of early childhood education through an examination of the history and philosophy of early childhood education programs and educational theorists. Emphasis will be placed on understanding the development of early childhood programs and environments in relation to the changing needs of modern society. Required observations made at local early childhood facilities, and public elementary schools will augment classroom activities.

EDU 130: Education, Schools, and Culture (3 credits)

The course presents a comprehensive examination of the field of education. Students will be exposed to the major historical, philosophical, economic, societal and cultural, professional, and accountability issues that continue to shape education within a complex, changing society. Required observations at public schools will augment classroom activities.

EDU 210: Creativity and the Arts in Early Childhood Classrooms (3 Credits)

This course presents the theories, research, and issues that encourage the creative process in young children. Addressed are areas of the creative arts such as the relationship between play and creativity, the arts, music, movement, drama and the integration of the arts across the curriculum.

Prerequisites: None

EDU 211: Methods and Approaches in Teaching Children I (3 credits)

This early childhood course studies the theoretical and practical aspects of teaching and caring for young children. Topics include: philosophical constructs, program development, curriculum design and delivery, planning and organization, and instructional and classroom management techniques. Students will be introduced to the *Massachusetts Curriculum Frameworks*. Students will participate in early childhood setting observations.

Prerequisite: EDU 110

EDU 212: Methods and Approaches in Teaching Children II (3 credits)

This course continues the study of the theoretical and practical aspects of teaching and caring for young children. Topics include: creative arts, mathematics, science and technology, history, early literacy and literature for young children. The *Massachusetts Curriculum Frameworks* are used to

plan and design instruction. Students will participate in a 20-hour field experience at the preschool or kindergarten level.

Prerequisite: EDU 211

EDU 220: Multicultural Education in Early Childhood Classrooms (3 Credits)

This course presents a comprehensive approach to understanding diversity and the role it plays in the lives of young children and their families. Issues and information about diversity and multiculturalism are presented so that teacher candidates can create more culturally appropriate curricula and classroom environments for young children.

EDU 250: Introduction to Special Education (3 credits)

This course deals with the implications of disabling conditions on optimal learning potential and daily well-being of children. Emphasis is on identification of disabling conditions and techniques used to promote successful integration of children with and without special needs in education settings. Topics covered include familiarity with individualized education plans, intervention and instructional behavioral strategies for diverse learners, and collaborative partnerships with families and community resources. Observations are required.

EDU 270: Special Topics in Education (3 credits)

This course enables students to have an in-depth exploration of various topics in education. The topic for study will be determined prior to registration and will change every one or two years.

Prerequisite: To be determined based on course offering

EDU 300: Reading and Early Literacy (3 credits)

Students examine content, pedagogical, and assessment strategies for effective literacy instruction based upon guidelines in the *Massachusetts English/Language Arts Curriculum Framework*. Topics include techniques for fostering emergent literacy, vocabulary development, comprehension strategies, the interactive relationship between beginning reading and writing, and factors that put children at risk for literacy development. Included is an in-depth study of phonics as a system for teaching reading. Observations/fieldwork is required.

Prerequisite: PSY 205 or one course in education, Junior status

EDU 310: Guiding Behavior in Early Childhood Classrooms (3 credits)

This course explores positive guidance techniques in early childhood classrooms. Looking at positive guidance from a maturationist, behaviorist and constructivist perspective, students will explore techniques to prevent behavior problems and develop strategies to incorporate positive interventions with young children.

Prerequisites: PSY 101

EDU 323: Reading and Language Arts for the Elementary School (3 credits)

Students explore content and teaching strategies used to develop competent readers and writers, based upon guidelines in the *Massachusetts English/Language Curriculum Framework*. Topics include expanding literacy across the content areas, language arts instruction, diagnosis and assessment of reading skills using a variety of assessment techniques, and intervention programs for success in reading. Observations/fieldwork are required.

Prerequisite: EDU 300 and Junior status

EDU 330: Fundamentals of Instruction and Classroom Management (3 credits)

This course explores curriculum design and classroom management strategies for teachers using guidelines presented in the *Massachusetts Curriculum Frameworks*. Topics include instructional design and delivery methods, technology as a curriculum resource, formal and informal assessment techniques and their connection to instructional planning, effective communication

with children and adults, and strategies for behavior management. Observations/fieldwork are required.

Prerequisites: Completion of all 100 and 200 level courses in education, Junior status

This course must be taken at Bay Path University.

EDU 331: Fundamentals of Instruction & Classroom Mgmt for Secondary Education (3 credits)

This course explores curriculum design and classroom management strategies for teachers using guidelines presented in the *Massachusetts Curriculum Frameworks*. Topics include motivation and learning, educational equity, working with standards, instructional planning and design, integrating technology into the curriculum, formal and informal assessment techniques and their connection to instructional planning, effective communication with students, and strategies for behavior management. Fieldwork in a secondary biology class required.

Prerequisites: completion of all 100 and 200 level courses in education, Junior status

This course must be taken at Bay Path University.

EDU 348: Reading and Language Arts for English Language Learners (3 credits)

This course is designed to introduce the developing teacher to reading instruction and the development of a reading/writing community in English for English language learners (ELLs). This course is designed to promote continuous improvement in educator practice, and to build confidence and familiarity with research-proven practices for working with ELLs. This course is framed around two module areas: A) ELLs: Their World and Second Language Acquisition Process in the SEI Classroom, and B) Academic Language and Literacy Development in the SEI Classroom. Students are only endorsed for SEI if they complete an initial licensure program at Bay Path University.

EDU 350: Curriculum Development (3 credits)

Students plan, implement, and assess curriculum and instruction in mathematics, science and social studies, based on developmentally appropriate best practices and the Common Core Curriculum Frameworks. Emphasis is on methods in mathematics and problem solving, science and the process of inquiry, and social studies with a focus on American civic culture. The integration of technology in each curriculum area and the alignment of authentic products with assessment criteria are explored. Students are required to complete a fieldwork experience in mathematics.

Prerequisite: EDU 330, Junior status

This course must be taken at Bay Path University.

EDU 351: Curriculum Development for Secondary Education (3 credits)

Students design, implement, and assess curriculum and instruction using the *Massachusetts Curriculum Frameworks* as they relate to the academic disciplines in secondary education. Emphasis is on instructional approaches and methodology in a standards based environment for both learning and behavior. Fieldwork in a secondary biology class is required.

Prerequisite: EDU 331, Junior status

This course must be taken at Bay Path University.

EDU 370: Special Topics in Education (3 credits)

This course enables students to have an in-depth exploration of various topics in education. The topic for study will be determined prior to registration and will change every one or two years.

Prerequisite: To be determined based on course offering; Junior or Senior status is required

EDU 441P: Early Childhood Pre-Practicum (1 credit)

Supervised pre-practicum with seminar in grades 1 or 2

Pre-Practicum begins the student's senior year experience and gives the student a consistent, supervised experience in a public school setting. Students integrate and apply what has been

learned in earlier education courses, including planning, preparing and teaching through use of the *Massachusetts Curriculum Frameworks*. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Pre-Practicum hours are typically earned in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period. Included is a weekly seminar session with a program supervisor from the University.

This course must be taken at Bay Path University

EDU 441Q: Elementary Education Pre-Practicum (1 credit)

Supervised pre-practicum in grades 1-6

Pre-Practicum begins the student's senior year experience and gives the student a consistent, supervised experience in a public school setting. Students integrate and apply what has been learned in earlier education courses, including planning, preparing and teaching through use of the *Massachusetts Curriculum Frameworks*. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Pre-Practicum hours are typically earned in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period.

Prerequisites: EDU 350, CGPA of 3.0 or better, Senior status, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the MTEL, and the approval of the department chair

Corequisite: EDU 490

This course must be taken at Bay Path University.

EDU 441R: Pre-Practicum in Secondary Biology (1 credit)

Supervised pre-practicum in grades 8-12.

Pre-Practicum begins the student's senior year experience and gives the student a consistent, supervised experience in a public school setting. This experience allows the student to integrate and apply what they have learned in earlier education courses. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. Pre-Practicum hours are typically earned in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period.

Prerequisites: EDU 351, CGPA of 2.67 (B-) or better, Senior status, passing scores on the Communication and Literacy Exam and the Biology MTEL grades 8-12, and the approval of the department chair.

Corequisite: EDU 492

This course must be taken at Bay Path University.

EDU 441S: Severe Special Needs (All levels) Pre-Practicum (1 credit)

Supervised pre-practicum in Severe Special Needs (All levels).

Pre-Practicum begins the student's senior year experience and gives the student a consistent, supervised experience in a public school setting or Chapter 766 approved school. Students integrate and apply what has been learned in earlier education courses, including planning, preparing and teaching through use of the *Massachusetts Curriculum Frameworks*. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. Pre-Practicum hours are typically earned in 11

weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period. Included is a weekly seminar session with a program supervisor from the University.

Prerequisites: Passing scores on all required MTELs for the license sought that need to be submitted to the Education department prior to beginning the course. Approval of the department required.

This course must be taken at Bay Path University.

EDU 460: Child Care Administration (3 credits)

This course is designed to familiarize students with the basic values, structure, and organizational leadership needed to successfully operate an early childhood center. This course will explore: effective leadership, different styles of leadership and types of child care centers. It will also address topics such as: establishing and equipping an early childhood center, working with personnel, staff development, retaining and recruiting of quality teachers, supervisory responsibilities, curriculum development, ethical responsibilities, and working with families, volunteers and the community. We will also discuss ways of how to be active advocates for young children. Observation/Fieldwork is required.

Prerequisite: PSY 205

EDU 461: Supervision in Early Childhood Education (3 credits)

This course is designed to familiarize students with the basics of organizational leadership and the supervisory processes necessary for a successful director of an early childhood center. This course will cover the characteristics of an effective leader, staff supervision, and the director as a professional, change agent, and an advocate. The Massachusetts Department of Early Education and Care regulations as they relate to staff supervision and leadership will be addressed.

Prerequisite: PSY 205

EDU 490: Pre-Practicum Seminar (1 credit)

Facilitated by a University program supervisor, students discuss curriculum, pedagogy and critical issues in support of their success as future teachers.

Corequisite: EDU 441P, EDU 441Q, EDU 441R, or EDU 441S

EDU 491: Practicum Seminar (1 credit)

Students discuss curriculum, pedagogy, professional standards for teachers, and critical issues in support of their success as future teachers. Additional Seminar topics include: the *Candidate Assessment of Performance*, creation of a professional teaching portfolio, and licensure.

Corequisite: EDU 497 or EDU 499

EDU 492: Pre-Practicum Seminar/ Secondary (1 credit)

Students discuss curriculum, pedagogy, and critical issues in support of their success as future teachers.

Corequisite: EDU 441R

EDU 493: Practicum Seminar/ Secondary (1 credit)

Students discuss curriculum, pedagogy, professional standards for teachers, and critical issues in support of their success as future teachers. Additional Seminar topics include: the *Candidate Assessment of Performance*, creation of a professional teaching portfolio, and licensure.

Corequisite: EDU 494

EDU 494: Practicum in Secondary Biology (12 credits)

Practicum in Secondary Biology Students will complete a full-time, supervised practicum (student teaching) with seminar in a public school, grades 8-12, and will assume direct instructional and professional responsibilities as teachers. Practicum hours are earned over a 12-week period. A minimum of 300 hours are required. Requirements for Practicum are the same for

students enrolled in the traditional or one day program. Practicum allows the student to refine pedagogical and methodological skills necessary for exemplary teaching. Practicum students are supervised jointly by the school supervising practitioner (cooperating teacher) and program supervisor. Students will have a minimum of six observations and participate in conferences at regular intervals during the semester. Students must demonstrate competence on the Candidate Assessment of Performance, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education. Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) and any other requirements as mandated by a school district.

Prerequisites: EDU 441R, Senior status, CGPA of 3.0 or better, passing scores on the Communication and Literacy Exam and Biology MTEL, and the approval of the department chair.

Corequisite: EDU 493

This course must be taken at Bay Path University

EDU 495: Practicum Seminar (1 credit)

Students discuss curriculum, pedagogy, professional standards for teachers, and critical issues in support of their success as future teachers. Additional Seminar topics include: the Candidate Assessment of Performance, creation of a professional teaching portfolio, and licensure.

Corequisite: EDU 496

This course must be taken at Bay Path University.

EDU 496: Practicum: Severe Disabilities (Levels all) (12 credits)

Supervised practicum in severe special needs (All levels).

This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-12) or Chapter 766 approved school with learners with severe disabilities. It requires attendance at weekly seminars. A minimum of 300 hours are required over 12 weeks with at least 75 hours in an inclusive general education classroom at any level, and at least 150 hours in a setting with students with severe disabilities; the remaining 75 hours may be in either setting. A weekly seminar session, facilitated by a University program supervisor, will be incorporated into the practicum experience. Practicum (student teaching) allows the student to refine pedagogical, methodological, and management skills necessary for exemplary teaching, using the Massachusetts Curriculum Frameworks. Practicum students are supervised jointly by the school supervising practitioner (cooperating teacher) and program supervisor. Students will have a minimum of six observations and participate in conferences at regular intervals during the semester. Students must demonstrate competence on the Candidate Assessment of Performance, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education. *This course must be taken at Bay Path University.*

Pre-requisites: EDU 441S, EDU 495, eligible for Initial license in Severe Disabilities Level All, Senior status, CGPA of 3.0 or better, passing scores on the Communication and Literacy Exam, General Curriculum exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.

EDU 497: Early Childhood Practicum (12 credits)

Early Childhood Practicum Students will complete a full-time, supervised practicum with seminar in a public school, grades K and 1-2, and will assume direct instructional and professional responsibilities as teachers. Students enrolled in EDU 497 must complete two public school placements, one in a kindergarten setting (minimum of 100 hours over a 4-week period) and the second in a grade 1 or 2 setting (minimum of 200 hours over an 8-week period). At least one of these settings must include children with special needs. A minimum of 300 hours are required over 12 weeks. A weekly seminar session, facilitated by a University program

supervisor, will be incorporated into the practicum experience. Practicum (student teaching) allows the student to refine pedagogical, methodological, and management skills necessary for exemplary teaching, using the Massachusetts Curriculum Frameworks. Practicum students are supervised jointly by the school supervising practitioner (cooperating teacher) and program supervisor. Students will have a minimum of six observations and participate in conferences at regular intervals during the semester. Students must demonstrate competence on the Candidate Assessment of Performance, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education.

Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Prerequisites: EDU 441P, Senior status, CGPA of 3.0 or better, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.

Corequisite: EDU 491

This course must be taken at Bay Path University.

EDU 499: Elementary Education Practicum (12 credits)

Elementary Education Practicum Students will complete a full-time, supervised practicum with seminar in a public school, grades 1-6, and will assume direct instructional and professional responsibilities as teachers. Practicum hours are earned over a 12-week period. A minimum of 300 hours are required. Requirements for Practicum are the same for students enrolled in the traditional or one-day program. A weekly seminar session, facilitated by a University program supervisor, will be incorporated into the practicum experience. Practicum (student teaching) allows the student to refine pedagogical, methodological, and management skills necessary for exemplary teaching, using the Massachusetts Curriculum Frameworks. Practicum students are supervised jointly by the school supervising practitioner (cooperating teacher) and program supervisor. Students will have a minimum of six observations and participate in conferences at regular intervals during the semester. Students must demonstrate competence on the Candidate Assessment of Performance, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education. Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Prerequisites: EDU 441Q, Senior status, CGPA of 3.0 or better, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.

Corequisite: EDU 491

This course must be taken at Bay Path University.

ENGLISH

ENG 099: English-as-a-Second-Language (3 degree credits; 6 non-degree credits)

This course is designed to meet the special needs of students for whom English is non-native. Class meetings and individual instruction provide skills and practice in oral and written communication.

ENG 114: Critical Reading and Response (3 credits)

This course introduces the integration of communication skills essential for effective reading, writing, speaking, and listening at the college level. In this writing intensive course, students develop composition skills to produce collegiate-level papers modeling rhetorical modes and

thematic content. In addition, they sharpen strategies for reading complex texts; research skills for locating and evaluating information and incorporating it into written work; presentation skills for verbal summaries of readings and response writings, and peer review of papers; and basic technological skills for word processing, e-mail, and introductory-level research.

ENG 124: Research and Writing in the Disciplines (3 credits)

In this course, readings from a variety of disciplines will provide students with strategies to communicate in the sciences; business and technology; liberal studies, and the social sciences. Research and documentation skills appropriate to the disciplines are stressed. In addition to leading students through the research process from start to finish, this course will examine the many ramifications of academic honesty.

Prerequisite: ENG 114

ENG 134: Literary Genres (3 credits)

Selected readings in fiction, poetry, and drama introduce the student to literary types and techniques. These readings provide a basis for collegiate-level discussion, analysis, and the development of critical judgment. Building on the communications and research skills from earlier courses in the sequence, this course emphasizes continued practice in writing. Students complete a documented research paper using primary and secondary sources as one of the course writing assignments. Discussions and oral presentations based on assigned literature support the overall goal of the sequence: to enhance the advancement of the students, first academically and then professionally.

Prerequisite: ENG 114

ENG 135: American Culture-Reading, Writing and Communicating in English (3 credits)

This course is intended for non-native speakers of English and develops students' reading, writing, speaking, and listening comprehension skills. Students' skills in areas such as grammar, vocabulary, and research/library skills will receive particular attention. Instruction integrates these skills to improve written communication and reading comprehension using progressively challenging assignments. U.S. culture, both historical and contemporary, provides the focus for all class discussion and course assignments. Students practice reading skills via various kinds of texts, including textbooks, current newspapers, magazines and web-based content. Audio and video materials are used to develop listening comprehension and expand students' knowledge of U.S. culture.

ENG 200: Women in Literature (3 credits)

The changing image of women, as well as their experience and perspectives, is considered through representative works of literature. Readings explore the conflict of roles, stereotypes, and traditions together with personal discovery, integrity, and self-definition.

Prerequisite: ENG 134

ENG 203: Creative Writing (non-fiction) (3 credits)

In this course, students explore biography, travel and food writing, and stories of personal and professional heroism, transformation, and tragedy. Students apply a number of techniques from creative writing genres such as short stories and poetry to introduce structure, plot, and character development to the process of taking real events and transforming them into complete and powerful narratives.

ENG 204: Creative Writing (fiction) (3 credits)

This will be a forum for experimentation. Students will learn about fiction, and also how to produce publishable pieces of fiction. In addition to reading traditional short stories, students will explore some of the demands associated with different genres of writing: children's books,

young-adult literature, fantasy, mystery, ghost stories, and romance. The class will also include in-depth critiques of student writing.

ENG 210: Children's Literature (3 credits)

This course provides the opportunity to study literary concepts and purposes in writings designed primarily for, but not confined to, young minds. The heritage of children's literature is considered in relation to selected representative works, both traditional and recent. Also considered are the uses, presentation, and critical evaluation of children's literature from a multi-cultural, nonsexist and international perspective. This course addresses English standards for teachers in early childhood and elementary education:

- children's and young adult literature,
- genres, literary elements, and literary techniques.

Prerequisite: ENG 134

ENG 221: American Literature (3 credits)

This course is designed to acquaint students with major American writers and literary movements. The course helps students deepen their understanding of American literary works by relating them to their historical backgrounds. The course offers students practice identifying, analyzing, and applying knowledge of literary elements, structures, and themes in American myths, fiction, literary nonfiction, and poetry.

Prerequisite: ENG 134

ENG 245: World Myths and Folktales (3 credits)

This course is an introduction to mythology and mythic literature in general. The course will begin with ancient mythology, progress to contemporary mythic literature, and examine the interplay of human, demoniac, and divine elements in folktales. This course introduces students to texts that are international and multicultural in scope, including those of China and Japan.

ENG 265: Legend of King Arthur (3 credits)

This course examines the growth and development of the legends surrounding King Arthur from their beginning and blossoming in Europe through their adaptations in the modern era. Students will read Arthurian texts originally written in languages such as Latin, Welsh, Middle English, Old French, medieval Spanish, Provencal, Medieval Italian, Middle High German, Old Norse, and Hebrew, as well as modern English and Japanese, comparing and discussing changes in the cultural ideals represented, the literary techniques employed, and the characterizations adopted.

ENG 270: Special Topics in English (3 credits)

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisite: To be determined based on course offering

ENG 300: Writing Tutor Theories and Pedagogies (1 credit)

Required for peer writing tutors, analyzes the theories and pedagogies associated with writing tutoring from a pluralistic perspective. The course introduces composition theory and pedagogy as applied to writing tutoring. Students learn how to respond to a variety of texts and writers through readings, discussions and practice. The course adopts a reflective stance, where tutors read and discuss theories and approaches in effective writing tutoring and reflect on their practices. Students receive applied training in writing tutoring through their employment as writing tutors. Topics include writing process theory, revision strategies, MLA and APA documentation styles, grammar and punctuation, learning styles, learning differences, and multilingualism.

ENG 311: World Literature (3 credits)

This course introduces students to masterpieces of world literature in translation, with particular attention to the cultural traditions reflected in the literature. The course uses specific works of literature to show the evolution of the human experience from ancient times to the present day. Overall, the course aims to teach students more about what it has meant, and continues to mean, to be a human being in cultures around the world.

Prerequisite: ENG 134

ENG 330: Shakespeare (3 credits)

This course examines Shakespeare's major plays, including representative comedies, tragedies, histories, and romances. In addition to overviews of Shakespeare's life and Renaissance theatre traditions and practices, the course provides a look at the outlines of Shakespeare's career and an introduction to scholarly criticism of his work. Attention will be given to Shakespearean themes, language, and characterization, as well as the influence of Shakespeare on later writers and art.

Prerequisite: ENG 134

EXTRA DEPARTMENTAL

EXT 198: Community Service (1-3 credits)

Students may earn one credit for every 45 hours of supervised community volunteer work they perform. Open to all students regardless of major. This course may be repeated for a total of four credits.

This course is graded Pass/Fail.

EXT 198A: Community Service in Education (1-3 credits)

Students may earn one credit for every 45 hours of supervised volunteer work that they perform in schools. Schools selected must reflect the diversity requirement for teacher preparation. Students can volunteer as: tutors, classroom assistants, caring adults, reading/literacy partners, or after-school program assistants for early childhood and elementary school children.

Students must provide their own transportation.

This course is graded Pass/Fail.

Prerequisite: Permission of the chair of the education department

This course is graded Pass/Fail

FORENSIC STUDIES

FNS 100: Introduction to Forensic Studies (3 credits)

This course, which is required of all forensic studies majors, will introduce students to field of forensics and to the range of sources of evidence used in criminal and civil cases. Enrollment may be limited.

FNS 498 (3 credits)**Forensic Studies Internship**

This internship offers the student an opportunity to work in the field of forensics in her Junior or Senior year.

Prerequisites: A minimum CGPA of 2.0 and approval of the department chair

This course is graded pass/fail

FNS 499 (6 credits)**Forensic Studies Internship**

This internship offers the student an opportunity to work in the field of forensics in her Junior or Senior year.

Prerequisites: A minimum CGPA of 2.0 and approval of the department chair

This course is graded pass/fail

FRENCH

FRN 113: French Language and Culture I (3 credits)

The first course in the four-course French language and culture sequence concentrates on learning basic French through constant speaking, reading, writing, and small group communicative activities in the target language. Students read examples of children's literature in order to encounter French as it is taught to young native speakers. The course also incorporates French culture with study devoted to the social life, art, literature, and film of the French people.

FRN 114: French Language and Culture II (3 credits)

The second course in the four-course French language and culture sequence continues the study of basic French with writing, reading, and conversational activities, as well as further opportunities to study francophone cultures and lifestyles. Students will read one or two examples of more advanced children's literature from France in order to practice reading and discussion skills.

Prerequisite: FRN 113 or appropriate placement test score

FRN 213: French Language and Culture III (3 credits)

The third course in the four-course French language and culture sequence advances students' knowledge and proficiency of French at the intermediate level with an emphasis on communicative activities that stress speaking, reading, and writing in the target language. Students are also introduced to selected works of French literature and to major elements of French culture.

Prerequisite: FRN 114 or appropriate placement test score

FRN 214: French Language and Culture IV (3 credits)

This final course in the four-course French language and culture sequence concludes the study of intermediate French with emphasis on strengthening communicative student proficiencies in speaking, reading, and writing in the target language. In addition to textbook work, students are further exposed to classic works of French literature and film and to French culture.

Prerequisite: FRN 213 or appropriate placement test score

FORENSIC SCIENCE

FSC 105: Criminalistics (3 credits)

This course introduces the theoretical underpinnings of criminalistics, including the techniques for discovery, collection, preservation, and analysis of physical evidence.

FSC105L: Criminalistics Lab (1 credits)

This course will entail a practical examination of topics and laboratory testing procedures introduced in FSC105 such as fibers, blood spatter patterns, footwear and tire impressions, narcotics, blood, semen, soil, fingerprints, documents, firearms, and other topics.

Corequisite: FSC 105

FSC 420: Forensic Chemistry (3 credits)

This course will provide the theoretical and practical foundation for the uses of separation, chromatographic, electrophoretic, molecular, and spectrophotometric techniques used in forensic analyses.

Prerequisite: A grade of C or better in CHE 300 lecture

FSC 420L: Forensic Chemistry Lab (1 credit)

Laboratory work will include gas chromatography, liquid chromatography, protein electrophoresis, atomic spectroscopy, and molecular spectroscopy.

Corequisite: FSC 420

FSC 435: Forensic Anthropology (3 credits)

This course will present the methodological basis of the osteological techniques behind the analysis and identification of human skeletal remains from criminal and legal contexts. Topics will include skeletal anatomy of humans and other vertebrates, taphonomic analysis, search and recovery techniques, mass disaster victim identification, trauma interpretation, and bone DNA analysis.

FSC 435L: Forensic Anthropology Lab (1 credit)

Laboratory topics include hands-on exercises designed to teach the basic and advanced techniques of skeletal analysis and facial reconstruction.

Corequisite: FSC 435

FSC 440: Crime Scene Investigation (3 credits)

This course focuses on the application of the scientific method to the analysis of crime scenes and their reconstruction. Scenes involving a variety of violent crimes, including homicides, sexual assaults, and non-fatal stabbings and beatings will be discussed in detail. The goals of crime scene reconstruction will be presented along with scientific and ethical matters associated with reconstruction. Types of evidence used to reconstruct crime scenes will be explained.

Prerequisites: FSC 105 and Junior status

FSC 498: Research Project in Forensic Science (3 credits)

The Senior research project in forensic science is designed to allow students to conduct research under supervision and consultation with a faculty member on a specific topic in forensics, including literature searching, laboratory experimentation, recording, and summarizing and presenting results in a scholarly report.

Prerequisites: Senior status and approval of department chair

FSC 499: Forensic Science Internship (3 credits)

The forensic science internship provides real-world experience that is for forensic science majors. The field placement experience is supervised by both designated agency personnel and college faculty and is administered in federal, state, local or private forensic or other analytical laboratories. Students must complete a project in connection with the internship placement which is evaluated by the supervising instructor.

Prerequisites: A minimum cgpa of 2.0, senior status, and approval of department chair

FSC 500: Forensic Biology (3 credits)

This is an introductory course on the basics of forensic DNA analysis. The subject is developed so as to provide the student with an enhanced understanding of DNA evidence, its collection, preservation, and processing. The key legal questions raised by the increasing power of DNA analysis will be discussed.

Prerequisites: A grade of C or better in BIO 210 lecture and BIO 320 lecture and/or permission from the instructor.

FSC 500L: Forensic Biology Lab (1 credit)

The principles and techniques of current methods of forensic DNA analysis will be taught and discussed.

Corequisite: FSC 500

GEOGRAPHY

GEO 102: Introduction to Geography (3 credits)

This course introduces students to basic geographic concepts, familiarizing them with broad, world-scale patterns. The course provides an understanding of geography as a comprehensive discipline that draws knowledge from various other subject areas that focus on patterns of physical distribution (i.e. mountains, forests, deserts, bodies of water, etc.) on the earth's surface and the interrelationships between peoples and their environments. Students are taught to use geography as an investigative set of tools to answer analytical questions of "Where?" and "Why there?" as they look at the intertwining of human and environmental patterns of development and change over time.

GOVERNMENT

GOV 100: American Government (3 credits)

This course provides an understanding of the function of the American national government. The development of the Constitution and the American political system are considered in the light of contemporary economic, social, and technological conditions.

GOV 330: United Nations Policies and Practices (3 credits)

This issue-oriented and discussion-based introduction to the United Nations overviews the history and structure of the U.N. and teaches students about the functioning of its various committees through study of current issues that are being addressed by U.N. member states. Topics include the concept of "collective security," Eleanor Roosevelt and the Universal Declaration of Human Rights, an introduction to the Middle East conflict, and the impact of the Cold War on the U.N. Case studies will include the U.N.'s response to the AIDS epidemic, genocide (Rwanda and Dufur), nuclear weapons proliferation (Iran and North Korea), women's rights issues, and global climate change. Students will research these and other issues confronting the United Nations and participate in group presentations and debates. All students in the course represent Bay Path University at the four-day Harvard National Model United Nations Conference held each year in Boston. The latter half of the course is devoted to researching the nation assigned to Bay Path University and preparing for the conference in Boston.

GOV 331: Global Politics and Leadership (3 credits)

Students in this course learn about global leadership models, skills, and practices by assuming leadership roles in the Bay Path University chapter of the Harvard National Model United Nations such as ambassador, cultural attaché, or special U.N. consultant in a specific area. All students in the course represent Bay Path University at the four-day Harvard National Model United Nations Conference held each year in Boston.

HEALTHCARE MANAGEMENT

HCM 502: Managing Healthcare Delivery Systems (3 credits)

This course discusses the complex organizational dynamics and structures that dictate the interactions among the major components of the US. Healthcare System. The course will also investigate best practices and information related to providing excellence in service.

HCM 503: Strategic Planning in Healthcare (3 credits)

This course provides information on the importance and process of strategic planning in response to the rapid transformation in healthcare delivery. Students will examine and formulate strategies to assist in analyzing their organizational factors critical to strategic planning in order to achieve the organization's mission.

HEALTH AND HUMAN STUDIES

HHS 100: Introduction to Human and Health Services (3 credits)

This course introduces students to the profession of health and human services, including Occupational Therapy. A broad-based view of the purpose, preparation, and theoretical orientation of these professions is provided, including roles, responsibilities and professional organizations. Issues relating to access to health care, vulnerable populations, and ethical issues are examined. A "round-robin" approach of site visits and guest speakers to explore the many types and career settings of human service professions is a hallmark of this course.

HHS 102: BLS/First Aid Certification (1 credit)

The Basic Life Support (BLS) and first aid course adheres to the American Heart Association (AHA) guidelines and is designed to prepare students to provide first aid, CPR, and use of the Automatic External Defibrillator (AED) in a safe and effective manner. The course is designed for healthcare professionals, those preparing to enter the healthcare workforce, or other personnel who need to know how to perform CPR, basic cardiovascular life support skills, and the application of first aid techniques that might be needed in specific emergencies. Upon successful completion of the course and meeting the AHA standard requirements, students will receive an AHA course completion certification card that is valid for two (2) years.

HHS 304: Communicating in the Helping Professions (3 Credits)

This course builds a bridge from students' general education to the work they do in the "helping professions," which are in the fields of education and occupational therapy. With the aim of preparing students for both professional life and graduate work, this writing-intensive course introduces disciplinary strategies for investigating provocative issues and for communicating to others about them. In this way, the course offers students time to learn and to practice more advanced skills in reading, writing, speaking, and listening; in using appropriate software support in presentations; and in mastering information literacy in fields of human service that students intend to enter as graduates. The course emphasizes fundamental principles of communication with time-on-task and real-world, discipline-specific models for communication tasks.

Prerequisites: ENG 114, ENG 124, and ENG 134

HHS 401: Play & Leisure in Human Health and Wellness (3 credits)

Occupational therapy consumers find meaning in many activities of daily living, including play and leisure. Throughout this course, students will explore the roles play and leisure have in cognitive, physical, and social development in childhood, and health and wellness in adulthood. Students will learn play and leisure concepts, understand methods to use play and leisure activities for rehabilitation, and develop client-centered play and leisure activities to meet client goals.

Prerequisite: Junior status

HHS 410: Social Policy in Health & Human Services (3 credits)

This course focuses on current and historical factors influencing the development of social and health care policies to promote overall awareness of the health care delivery system and processes, as well as selected health issues important to us as individual consumers and health care professionals. There will be special emphasis on the influence of political, economic, social,

and cultural factors in the development of health and social policy. Themes that run throughout the course include the importance of understanding the interrelationships between politics, culture, socioeconomic status, health status and health care delivery; cross-cultural comparisons; issues of quality, access, and cost; ethical dilemmas; legal concerns; and the need for health professionals to serve as activists within the wider social system. Discussions are particularly encouraged which relate to current health events and news, and have direct or indirect association with the need to develop social and health policies for our nation during the early 21st Century.

Prerequisite: Junior status

HHS 415: Research Skills in Health/Human Services (3 credits)

Effective health and human services professionals use evidence from research to plan effective programs. This class introduces the theory of evidence-based practice and basic research principles. Students write a research proposal supported by an extensive literature review on a topic related to health and human studies.

Prerequisite: HHS 304 and Junior status

HHS 420: Integrative Health Seminar (3 credits)

This seminar is designed to inspire and inform students about integrative health: exploring a variety of health and healing modalities to achieve health and wellness. The history, philosophy, and major concepts of complementary and alternative medicine are examined, as well as research and applications. Diverse practices such as mindfulness and Naturopathic, Ayurvedic, and Chinese medicines are included.

Prerequisites: HHS 100 and Junior status

HHS 425: Foundations of Healthcare Management (3 credits)

This course provides an introduction to the complexities involved in health care organizations and the delivery of patient care. Students will be given the opportunity to investigate how health care institutions are organized and governed; the role of the healthcare manager, and all the clinical and support staff involved. Specific attention will be given to the management processes that create efficient and effective systems. Health care management issues will be analyzed from multiple perspectives as they relate to current trending; consumer needs: evidence based practice; and local, state and federal laws and regulation.

Prerequisites: HHS 100 and Junior status

HHS 498: Health & Human Studies Internship (3 credits)

HHS 499: Health & Human Studies Internship (6 credits)

HISTORY

HIS 114: The United States to 1877 (3 credits)

This course is a topical and chronological survey of American history from the time of European settlement through the Civil War and Reconstruction. Emphasis will be placed on historical methodology, interpretive skills, and oral and written expression. Topics to be covered include the impact of settlement on native peoples, slavery, the development of American identity, the creation of an independent government, and the threat posed by the Civil War.

HIS 115: The United States Since 1877 (3 credits)

This course is a topical and chronological survey of American history from the end of Reconstruction to the present. Heavy emphasis will be placed on the discipline of history, and in developing interpretive, oral, and written skills. Topics to be covered include the emergence of Jim Crow, the expansion of America, the Gilded Age, reform movements, America at War, the

Depression and New Deal, the Cold War, the turbulent 1960's, social movements, recent political developments, and the role of the United States in a multinational/multi-ethnic world.

HIS 202: Global History to 1500 (3 credits)

This course surveys the origins, development, and cross-fertilization of major civilizations in Africa, Asia, Europe, and the Americas from pre-history to 1500 A.D. Attention is given to important themes and human achievements in this early time period, including the agricultural revolution, the rise of cities, kingdoms, and empires, the development of writing, the systematization of religious belief systems, and the development of complex forms of government among various societies. The course encourages students to critically analyze developments in human history, such as advances in technology for making war, treatment of women, notions of superior and inferior societies and civilizations, differing political and philosophical systems, and the ways in which societies have historically distributed, used, and abused power.

HIS 203: Global History since 1500 (3 credits)

HIS 203 builds upon knowledge, themes, ideas, and issues introduced in HIS 202 and carries the study of human history forward into the modern world. The course treats the growth and development of nations and of relationships between nations as global regions and worldwide organizations emerge in contemporary times. At the core of the course is a broad treatment of major social, political, economic, religious, and philosophical movements and themes as these have shaped various peoples and groups of people around the world in the past 500 years. Students are constantly asked not only to learn and understand important facts about the past, but to analyze, apply, synthesize, and evaluate what these facts have meant for the different peoples involved and for the world as it has become today.

HIS 215: America in the 1960s and 1970s (3 credits)

This course examines two decades of immense political, social and cultural transformation in America. Growing out of the conservative and traditional 1950s, the 1960s ushered in a decade of radical changes which were suffused throughout American society during the 1970s. Often these two decades are described as two distinct periods, with the 1960s regarded as an era of idealism and change and the 1970s as an exhausted era when Americans retreated from the dreams of the previous decade into their own private lives in what became known as "the Me Decade." Although this view has *some* truth to it, this course will challenge this dichotomy and emphasize the continuities between the two decades.

HIS 220: The Vietnam War (3 credits)

The Vietnam War – or the "American War," as it is known in Vietnam – is a watershed event in the history of the United States and Indochina. The Vietnam War was one of the longest and most controversial wars in U.S. history. This course will examine the Vietnamese roots of the conflict and seek to explain America's deepening involvement in that far-away land. We will explore the experiences of those who fought the war; the antiwar movement; the history of Vietnam veterans; the war's depiction in popular culture (especially film), and the profound legacy of a war that was the defining event for a generation. The class will include guest speakers and video presentations.

HIS 255: Native American History (3 credits)

This course covers major themes and issues in the history of red/white contact in the Americas from the arrival of Columbus to present. Students examine the American experience as it has been lived by our red citizens over time. [Note: It is a very different story than the white, mainstream one of "rags to riches" that often makes a unilateral claim as "The" American History. Please come prepared to see a side of both Red and White America that is very different

from what you may have seen to this point in your life.] Because it is impossible to recount the individual stories of some 500 different tribal cultures, the course exposes students to speeches, texts, images, and films of representative tribes from coast to coast in the territory that has become the United States. Core themes of war and peace, “savage” and “civilization,” religion and spirituality, and “destruction of” vs. “harmony with” nature bring the course to life in ways that are not only relevant but urgently needed for meaningful understanding of the daunting challenges that America faces in the world today.

HIS 260: The Holocaust (3 credits)

The Holocaust will focus upon the Perpetrators, Beneficiaries, Bystanders and the Victims of the Nazi genocidal effort against Europe's Jewish population and others that Hitler regarded as a threat to his Biocratic Vision. The unique role of Adolf Hitler and the assorted professors and professionals who made such mass murder possible will be explored in detail. In addition, the increasing understanding of the tremendous support Hitler enjoyed with women in particular, and the German population in general, will be thoroughly examined and considered. Special attention will be devoted to the reaction of the United States, Great Britain, and other European countries to the growing evidence of the widespread nature of Hitler's Final Solution to the Jewish Question as World War II raged on. Students will be asked to evaluate whether or not they believe the Holocaust is a unique event as they compare this tragic event to other genocidal events and mentalities. Lastly, students will be made aware of the great efforts of Raphael Lemkin and Daniel Jonah Goldhagen in confronting the plague of genocide since the Holocaust ended.

HIS 270: Special Topics in History (3 credits)

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisite: To be determined based on course offering

HIS 273: One America (3 credits)

The One America course explores a different region of the United States each year during the fall semester. Students learn about the history, culture, environment and people of the region and then participate in a one-week January trip to the region to learn about the region first hand. The course and trip go together and cannot be taken separately. Only students attending the trip may enroll in the course.

HIS 315: Contemporary America: The United States Since 1945 (3 credits)

This course will take an in-depth look at political, cultural, and social trends within the United States from the end of World War II to the present. It will begin with America's post-war patterns of consumer economics, Cold War politics and mass culture expressiveness, and trace transformations to the present. Class meetings will mix lecture, discussion, and multimedia formats.

Prerequisite: Junior status

HIS 320: The History of Women in America (3 credits)

This course is designed to tell women's history from colonial times to the present. It will survey American history from the vantage point of women who shaped it and contributed to it. As such, much of the course will focus on biography. Each student will research several historical figures, including prominent women leaders, and will present her findings in oral and written form.

Prerequisites: Junior status

HIS 321: Women and War: Warriors, Victims and Peacemakers (3 credits)

This discussion-based course seeks to explore the topic of women and war throughout history from three distinct perspectives. The first section of the course focuses on women as warriors. From the ancient myth of the Amazons to television's Xena, the image of the female warrior has captivated the imagination. We will explore the myth and reality of women warriors and wartime leaders, including Joan of Arc and modern wartime heads of state such as Indira Gandhi, Golda Meir and Margaret Thatcher. Second, we will examine women as victims in war, beginning with the sack of Troy in ancient times. We will conclude with an exploration of women's role as peacemakers throughout history. The unique potential of women as peacemakers was first recognized in the satirical Greek play *Lysistrata*, and throughout history, groups like Women's Strike for Peace have often been in the vanguard of movements to rid the world of the scourge of war. We will conclude with a discussion of the age old question: if women had the power traditionally wielded by men, would the world be a more peaceful place?

HIS 330: African-American History from 1865 to Present (3 credits)

This course examines African-American history from the end of the Civil War and the destruction of slavery to the present, focusing on African-American movements for equality and justice and exploring the important contributions of African-Americans to the larger American experience. Major themes include the impact of racism on African-Americans; the various African-American responses to inequality and oppression; the differences in racism in the North and South; and the diversity of America's black communities (taking into account the role of class, region, and rural/urban geography). Course readings and video presentations also highlight the experiences and contributions of African-American women who faced the dual challenges of racism and sexism.

Prerequisites: Junior status

HONORS

HON 101: Darwin Across the Disciplines (1 credit)

This one-credit honors course examines Charles Darwin's theory of evolution from the vantage point of four different academic disciplines. The objective is for students to gain a holistic understanding of this topic and how a scientific theory has impacted history, economics and psychology. After establishing a basic working knowledge of the theory of natural selection, students are encouraged to consider evolution from multiple perspectives and develop their own informed points of view on this important scientific theory.

HON 102: Drugs, Culture and Society (1 credit)

This one-credit honors course will undertake a multi-disciplinary examination of the impact drugs legal and illegal have on culture and society in the modern world. Drugs, including alcohol, have bestowed great benefits upon humanity and simultaneously have caused some of society's greatest ills. Drugs can provide lifesaving cures and cause fatal addictions. This course seeks to examine the promise and peril of drugs from a multi-disciplinary perspective and help students formulate their own views on the topic.

HON 201: Ethics in Conflict (1 credit)

This one-credit honors course explores the sources of ethical values like religion and philosophy and seeks to define some of the principles that guide different ethical systems. Taking a multi-disciplinary approach, the class will consider the questions of what role ethics should play in society and the life of the individual. Students will also examine contemporary issues from an ethical perspective and consider how to negotiate the competing claims of different ethical frameworks.

HON 202: Violence and Non-Violence in North America (1 credit)

There is rather indisputable evidence that levels of social violence are higher in the U.S. than in Canada. Yet there seems to be little consensus upon why this is so. The goal of the course will be to give students analytical tools which will enable them to come to their own informed conclusions about some of the root causes of this North American paradox.

HON 401: Honors Thesis (3 credits)

This course is designed for students in the Honors Program undertaking a thesis during their final two years. The student will work under the guidance of a faculty thesis director and should begin formulating the thesis in the beginning of the junior year. The student should complete a thesis prospectus formally outlining the thesis by the beginning of the second semester of her junior year, and have the prospectus approved by the faculty thesis director and chair of her department. The student will then work with the faculty director in reviewing relevant literature and carrying out research related to the thesis. During the Senior year, the student should be well under way with writing her thesis. Some students, however, may choose to do a non-written thesis project such as a video documentary or other project related to her field. In the final semester of the Senior year, the student should register in the three credit Honors Thesis Course and complete the thesis. Upon completion, the student should arrange for a presentation to the campus community. Criteria will vary by department, but a written thesis should be in the range of 25-40 pages. The thesis will be evaluated by the faculty advisor and should include original research and work. It is expected that the thesis will represent highest standards of academic excellence.

HUMAN SERVICES AND REHABILITATION

HSR 401: Developmental and Psychiatric Disabilities (3 credits)

This course develops competencies using evidence-based material, case studies, practice guidelines, interactive activities, and video examples. Participants will develop expertise in understanding, supporting, and advocating for persons with neurodevelopmental disabilities, organic brain disease, and their families. The interactive discussions provided in conjunction with required readings, assignments, and videos address screenings, diagnosis, and treatment of infants, children, adolescents, and adults with developmental disabilities and psychiatric disabilities and their lives in our communities.

Prerequisite: PSY101

HEALTH SERVICES ADMINISTRATION

HSW 200: Nutrition (3 credits)

This course covers the basic principles of nutrition, including the study of dietary nutrients, and the effect of inadequate, excessive, or deficient levels on human health across the lifespan. The use of food analysis tools, including tables and labels will also be examined. Additional topics may include nutrition-related disorders, special diets, ethnicity and impact on food choice, and nutritional requirements during different stages of life.

HSW 300: Fitness Throughout the Lifespan (3 credits)

This course teaches students how to develop a fitness program that complements a healthy, well lifestyle throughout the lifespan. The students will explore the basic principles of fitness and design an exercise program, articulating how being physically active regardless of age or physical disability relates in a healthier you.

HSW 352: Women's Health and Wellness Issues (3 credits)

This course investigates personal health and wellness topics of particular interest to women today. The physical and psychological aspects of illness and wellness are pursued through such topics as nutrition, eating disorders, hormonal changes, sexually transmitted diseases, pregnancy, addictions, malignancies, osteoporosis, and related issues utilizing the seven dimensions of health and wellness.

Prerequisites: HSW200 and HSW300

HSW 400: Capstone: A Healthier Community (3 credits)

This course will provide the student the opportunity to demonstrate the knowledge learned in previous courses by applying that knowledge in the development of a comprehensive plan of wellness resulting in a healthier community. This plan will address a holistic approach to general health, prevention, early screening, exercise, nutrition, and emotional well-being across the lifespan utilizing the seven dimensions of health and wellness.

Prerequisites: HSW200, HSW300, HSW351, HSW352, and HSW353

HUMANITIES

HUM 101: Fine and Performing Arts (3 credits)

This course highlights significant aspects of music, theatre, dance, and art. Specific musical compositions, art works, and theatre pieces will be explored as expressions of historical events and changing values. Off-campus activities, such as a play, a concert, and museum exhibit, extend the classroom experience.

Offered both semesters

HUM 110: Introduction to Philosophy (3 credits)

This course introduces students to basic knowledge, ideas, and processes in philosophy. It presents an overview of Eastern and Western philosophical systems with attention to significant differences in approaches to making sense of the world that characterize each system. Major thinkers and important philosophical problems from each system are overviewed followed by deeper study of selected representative figures and issues.

HUM 117: Introduction to World Religions (3 credits)

The focus of this course is on major world religions – their history, teachings, role today, and the interrelationships of religion and culture in the modern world. The course takes an approach that emphasizes “personal explorations” of the religious ideas and beliefs of other peoples around the globe. Rather than concentrating upon the memorization of other religious creeds and dogmas from books, the course encourages students to try to understand how and why other peoples find meaning, comfort, and fulfillment on a deeper level of existence through their religious beliefs. The course will combine study of the sacred works of other religions with multimedia presentations/videos and guest speakers who provide the human and historical contexts in which major world religions have developed.

HUM 120: The Art of Film: History and Technique (3 credits)

This course is an examination of those artistic and technical innovations which have shaped the world-wide history of film as an art. Through the study of cinematic effects and technologies, students will learn to view films critically, seeing them as collaborative works of art that both reflect and influence society. Classes combine lecture, screenings and discussion.

HUM 125: History and Appreciation of Interior Design (3 credits)

Students participate in a lively in-depth comparison of historical and contemporary styles as they pertain to the organization of today's interiors and lifestyles. This course provides a context for

the social, architectural, cultural, fashion and interior design influences from around the world and particular emphasis on the styles of the Western world from the Classical Age through into the 21st Century. Illustrated lectures, discussions and design exercises enrich the classroom experience.

HUM 210: Ethics (3 credits)

Philosophy is a disciplined search for knowledge. It investigates what is real and true. Ethics is a branch of philosophy which asks "What ought we do?" It rigorously challenges us to think critically, assess knowledge, and form criteria for making personal decisions as well as decisions which shape community and national standards of action. Ethics is the *applied* branch of philosophy. It's not just theory. It affects real decisions, real people, in the real world. In this course we will investigate the field of ethics from a multicultural and international perspective. We'll start with basic ethical theories and proceed to use these theories to learn about and evaluate some of the major ethical issues in the world on topics such as poverty, justice, war, rights, discrimination, etc.

Prerequisite: ENG 124

HUM 266: Women in Islam (3 credits)

The topic of women in Islam is one of the most debated and discussed issues in current events. It is also one of the most deeply misunderstood issues about Islam and the Middle East in general. In order to understand the contemporary role of women in Islam and the Islamic world, one must first understand the historical role of women in that region. This course will cover the history of women in the pre-Islamic era (in general and more specifically in the Middle East), the rise of Islam and the change this brought concerning a woman's role in Middle Eastern and Islamic society, and the rights of women according to Islamic law. We will also address the current stigmatization and prevalent misconceptions of Muslim women in the western world. Finally, we will complete the course by evaluating contributions of important Muslim women throughout history.

INTERDEPARTMENTAL

IDS 200: Health and Nutrition for Children (3 credits)

This course focuses on health, safety, and nutritional factors for promoting optimal growth and development of children. Common childhood illnesses, chronic health conditions, health control and assessment tools and measures, emergency first aid, personal hygiene, and nutrition education will be stressed. *Available online.*

INTERIOR DESIGN

IND 101: Introduction to Interior Design (3 credits)

Students learn about the materials, products, and furnishing lines used in interior spaces and will apply the principles of design, color, and space planning to selected projects. Case studies will stress accommodating functional and psychological needs. Selection, construction, coordinating, estimating, choosing services, and pricing will be stressed. Local and regional field trips are included.

IND 121: Drafting and Technical Drawing (3 credits)

Students will become familiar with the techniques and concepts of planning and drafting interior spaces. Floor plans, elevations, isometric, axonometric, graphic standards, reflected ceiling plans, and one and two-point perspective drawings will be executed.

IND 122: Introduction to Computer-Aided Drafting and Design (3 credits)

This introduction to the study of computer-aided drafting and design provides students with an opportunity to design plans, sections, and elevations for residential and commercial applications using the computer. Three-dimensional applications will include modeling, advanced perspectives, and rendering.

Corequisite: IND 101

Prerequisite: IND 121

IND 221: Interior Design Studio: Residential (3 credits)

This in-depth course in residential design provides a room-by-room, problem-solving approach to correct and creative design. Styles and interior treatments will be emphasized within the context of supervised projects and design experiments. Programming, codes, and barrier-free considerations will be stressed while preparing proposals for actual residential clients. Portfolio development, project management, and oral presentation skills will be highlighted. Field trips will be included.

Corequisite: IND 121

IND 250: Technical Design and Building Systems (3 credits)

This is an introduction to structural systems and construction techniques involved in both traditional and contemporary building types. Students will become familiar with a variety of building systems that must be coordinated to produce a successful project. The course will focus on materials used in construction, the impact of building codes and standards which govern the design process, and appropriate planning considerations.

Prerequisite: IND 121

IND 270: Special Topics in Interior Design (3 credits)

These courses offer seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisite: To be determined based on course offering

IND 280: Sustainable Design for Interior Environments (3 credits)

In today's world, the terms eco-friendly, environmentally correct, LEED designed energy efficient and sustainable are increasing popular. Each is uniquely used to describe innovative ways of building and designing for both residential and commercial spaces while being conscious of materials and systems impact upon the world around us. Sustainability and Green Building serve as the basis of this course. Case studies and topics dealing with creating sustainable strategies for integrated designs will be highlighted.

Prerequisite: IND 101

IND 322: Interior Design Studio: Commercial (3 credits)

Research and the use of case studies highlight this course. Topics include: programming and problem solving, coordination of materials and furnishings, ergonomics, and systems design for corporate, restaurant, retail, and other public spaces. Barrier-free specifications and codes will be considered; portfolio presentations and field trips will be included.

Corequisite: IND 250

INTERDISCIPLINARY

INT 101: Rape Aggression Defense (1 credit)

The Rape Aggression Defense System is a program of realistic, self-defense tactics and techniques. The R.A.D. System is a comprehensive course for women only that begins with awareness, prevention, risk reduction, and avoidance, while progressing on to the basics of

hands-on defense training. The Rape Aggression Defense System is dedicated to teaching women defensive concepts and techniques against various types of assault, by utilizing easy, effective and proven self-defense tactics. Our system of realistic defense will provide a woman with the knowledge to make an educated decision about resistance.

INT 102: Advanced Rape Aggression Defense (1 credit)

Advanced RAD is designed to serve as an extension of the basic RAD program and taught in component block supplements to BSD training. The techniques supplement the basic class and add to the options for the student. The original techniques are reviewed and used to systematically build on additional defense options. The class is physical training and requires the student to be in good physical condition. It is held in the Mini Gym.

Prerequisite: INT 101

INT 250: Research Methods in the Social Sciences (3 credits)

Students will develop an understanding of the basic principles of research in the social sciences (including the fields of criminal justice and psychology), appreciate the importance of scientific research and evaluate research of others. Research ethics, methodologies, data analysis, sampling, and design will be studied. Students are required to create a scholarly research proposal paper.

LIBERAL ARTS

LAR 400: Conflict and Consensus in Contemporary Culture (3 credits)

Students will conduct research, possibly collaboratively, into self-selected aspects of contemporary culture. Once topics are approved, students will use appropriate research methods and report their findings objectively, thereby generating the content of projects in a variety of media (audio, video, graphic design, print, etc.). The scope of these final projects will be significant and represent a capstone achievement.

Prerequisite: Senior status

LAR 498: Liberal Studies Internship (3 credits)

Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of department chair

LAR 499: Liberal Studies Internship (6 credits)

Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of department chair

LAW

LAW 103: Introduction to the American Legal System (3 credits)

This course introduces students to basic legal concepts, the structure of the American state and federal court systems, basic legal theory and practice, and provides an overview of several areas of law.

This course is required for all legal studies majors, minors, and certificate students; it is a prerequisite for all other legal courses.

LAW 220: Business Law (3 credits)

This course studies the legal environment of business, including an examination of the format and characteristics of corporations, partnerships, and agency law. The law of contracts is studied in detail.

Prerequisite: LAW 103

LAW 232: Principles of Litigation (3 credits)

This course introduces students to the principles and process of civil litigation from pre-suit investigation through trial. Students will gain insight into the litigation process from lecture and class discussion, reading assignments, examination of actual-case documentation, and the drafting of pleadings and motions and other documents.

Prerequisite: LAW 103

LAW 240: Legal Research and Writing (3 credits)

This course surveys published sources and materials of the law. Students are trained in the research and analysis of legal problems and in the practical applications of legal writing. This course includes drafting correspondence, case briefs, and legal memoranda.

Prerequisite: LAW 103

LAW 241: Computer Assisted Legal Research (3 credits)

This course provides an opportunity for hands-on experience in legal research and fact investigation. Topics covered include citation and searching methods, types of resources, Web site evaluation, and a comparison of print and electronic research tools. Students will perform tasks similar to those expected of them in a legal setting. Print, electronic, and Web-based resources from information providers such as WESTLAW and LEXIS-NEXIS are included.

Prerequisite: LAW 240 or permission of Department Chair

LAW 246: Tort Law (3 credits)

This introductory course covers basic tort law, including assault, battery, trespass, conversion, infliction of emotional distress, products liability, and negligence. Classroom work will be reinforced by assignments in which students research and brief a variety of tort cases.

Prerequisites: LAW 232 and LAW 240

LAW 247: Employment Law (3 credits)

This course introduces students to a variety of laws affecting the employment relationship between employers and employees. Topics include discrimination, sexual harassment, employment contracts/employee-at-will doctrine, Fair Labor Standards Act, OSHA, ADA, privacy issues in the workplace, AIDS, and the Family Medical Leave Act.

Prerequisite: LAW 220

LAW 248: Principles of Criminal Procedure (3 credits)

This course provides an overview of criminal procedure with special focus on the respective rights and duties of the defense and prosecution. It covers the development and present state of the law as it applies to arrest, search and seizure, statements by the accused and others, the right to counsel, trial proceedings and issues, sentencing, punishment, and appeal. The course is designed to give students an understanding of the history and development of the constitutional dynamics of a criminal case and the current state of the law from the perspective of legal practitioners. Students will use a text supplemented with outside readings that include criminal case law, law-review articles, court pleadings, and fiction. Instructional materials also include videotapes, such as "The Thin Blue Line." Students will be required to brief cases and write short papers.

Prerequisite: LAW 103, Sophomore status or permission of the Department Chair

LAW 249: Principles of Criminal Law (3 credits)

This course provides an overview of the history and structure of criminal law and focuses on the elements of common crimes, common defenses, the concepts of criminal liability, criminal intent, and conduct punishable by the criminal law. The course is designed to give students an understanding of the development and current state of criminal law and the similarities and

differences between criminal and civil law. Students will use a text supplemented with outside readings that include case law, jury instructions, law-review articles, and fiction.

Prerequisite: LAW 103, Sophomore status or permission of the Department Chair

LAW 250: Wills, Estates, and Trust Management (3 credits)

An examination of the law of property and how it is obtained, held, and disposed of during life and at death. The course includes preparation and drafting of various estate planning documents. Instruction includes using computer software in the writing of wills.

Prerequisite: LAW 103

LAW 260: Real Estate Law (3 credits)

This course introduces the student to the following areas: ownership interests, methods and problems of co-ownership, contracts for the sale of real estate, deeds, mortgages, title examinations, brokerage contracts, leases, and landlord and tenant rights and liabilities. The course includes preparation of a title examination and various real estate documents, including RESPA forms.

Prerequisite: LAW 103

LAW 270: Special Topics in Law (3 credits)

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisite: To be determined based on course offering

LAW 281: Understanding Law through Literature (3 credits)

The law and fiction both employ the creation of comprehensive, compelling narrative to support persuasive argument and appeal to the intellect and emotion. Both fictional narratives about the law and legal narratives often illuminate how the law defines roles and relationships within society and how the lives of people are shaped or affected by legal institutions and law. Using a variety of sources, including novels, short stories, legal opinions and commentary, film, poetry and criticism, students will examine these themes through class discussion and short written assignments. Students will be expected to participate in class discussion and the course may require attendance at one or more evening film or theatrical events. This course, which is open to all majors, is not a legal specialty course and does not satisfy the requirements for the paralegal certificate.

Prerequisites: ENG 134, LAW 103, and Sophomore status

LAW 299: Paralegal Internship (3 credits)

The student chooses a law office or other legal setting that offers varied exposure to all aspects of paralegal work to gain practical experience within a realistic setting. The internship has been designed for those students who will be entering the legal assistant profession after completing the associate degree program.

Prerequisites: A minimum CGPA of 2.0, Sophomore status, and approval of the department chair

Open only to legal studies or forensic studies majors

Required for associate degree paralegal majors

This course is graded Pass/Fail.

LAW 311: Family Law (3 credits)

This course introduces students to aspects of laws affecting traditional and nontraditional families, including such issues as marriage, divorce, custody, support, alimony, adoption, and property rights.

Prerequisites: LAW 232 and LAW 240

LAW 312: Law and Society (3 credits)

This course is an interdisciplinary examination of the functions of law in society emphasizing the relationship between individuals and institutions. Students will research and evaluate the law and legal and social institutions, addressing primarily the issues of justice, fairness, and equality. This course, which is open to all majors, is not a legal specialty course and does not satisfy the requirements for the paralegal certificate.

Prerequisite: LAW 103 and Sophomore status

LAW 314: Bankruptcy and Insolvency (3 Credits)

This course introduces students to personal and corporate bankruptcy beginning with an examination of the interplay between bankruptcy and the American economy. Following the historical overview, the class examines the central concepts necessary to understand bankruptcy law, including debtor/creditor relations, Chapter 7, Chapter 13, Chapter 11, the automatic stay, discharge injunction, exemptions, foreclosure in bankruptcy, reaffirmation agreements, and proof of claims. Material will be explored through analysis of cases, statutes, and constitutional provisions. The roles and ethical obligations of legal professionals will also be discussed in the context of bankruptcy.

Prerequisites: LAW 103 and LAW 220 or permission of the Department Chair

LAW 315: Juvenile Law (3 credits)

This course provides an overview of the juvenile justice system as it applies to juveniles from infancy to majority. Emphasis is on the law as it applies to children who have been abused or neglected, who are in need of supervision, or who have been charged with delinquent acts. Consideration is also given to issues surrounding placement, treatment, foster care, and termination of parental rights.

Prerequisites: LAW 232 and LAW 240

LAW 330: Advanced Litigation (3 credits)

Building on the information learned in Principles of Litigation, students will explore topics raised there in greater detail, focusing on the key to the process of civil litigation—the gathering of potential evidence and the presentation at trial of admissible evidence. Students will also concentrate on processes likely to be encountered in a litigation practice, such as discovery and dispositive motions.

Prerequisites: LAW 232 and three legal specialty electives

LAW 332: Alternative Dispute Resolution (3 credits)

This course is designed to introduce students to various methods of settling disputes with primary focus on negotiation and mediation. The course will address the history and theory behind ADR, the application to various substantive areas, and ethical considerations. Relying heavily on simulations, students will negotiate and mediate disputes.

Prerequisites: LAW 232 and three legal specialty electives

LAW 352: Administrative Law (3 credits)

This course is designed to explore the how, when, and why of advocacy before government agencies. In addition to general and procedural topics in administrative law, the course will focus on a substantive administrative law area, such as social security, welfare, retirement, and employment. Students will be assigned a case file, draft documents, and hold hearings.

Prerequisites: LAW 232, LAW 240, and Junior status

LAW 355: Consumer Law (3 credits)

This course is designed to introduce students to the basic principles of consumer law through examination of federal and state statutes. The Truth-in-Lending Act and the Massachusetts

Consumer Protection Act are examples of such statutes. Students will research the law and draft memos and pleadings relating to protections available to consumers.

Prerequisites: LAW 220, LAW 232, and LAW 240

LAW 365: Elder Law (3 credits)

In this course, students will analyze the legal and policy issues affecting older Americans. Topics include estate planning, taxes, Medicare, Medicaid, insurance, financial planning, nursing homes, and ethical considerations.

Prerequisite: LAW 250 or permission of the Department Chair

LAW 371: Evidence (3 credits)

This course examines the rules of evidence in both civil and criminal proceedings, focusing on the gathering of potential evidence and the presentation to a judicial tribunal of admissible evidence. Topics include relevancy, competency, impeachment, real and demonstrative evidence, best evidence (original writing), judicial notice, expert testimony, character evidence, the hearsay rule and its exceptions, privileged communications, admissions and confessions, and civil rights. Using federal and state rules of evidence, students will analyze and evaluate possible pieces of evidence and argue orally and in writing through dispositive motions, for inclusion or exclusion at trial.

Prerequisite: LAW 103, LAW248, and Junior status or permission of the Department Chair

Offered every semester

LAW 375: Intellectual Property Law (3 credits)

This course will serve to acquaint students with the basics of intellectual property (IP) law. Students will be introduced to the five main areas of intellectual property: patents, trademarks, copyrights, trade secrets, and cyber law. At the conclusion of this course, students will fully understand how IP rights are acquired, protected, registered (if necessary), transferred, and infringed. Moreover, students will be introduced to the Intellectual Property and Communications Omnibus Reform Act of 1999, emerging intellectual property topics, and international developments in intellectual property.

Prerequisites: LAW 232, LAW 240, and Junior status

LAW 380: Interviewing and Investigation (3 credits)

In this course, students learn the basic skills required in interviewing and investigation. Issues covered include establishing rapport with the client, questioning techniques (including dealing with the reluctant witness), finding/preserving information, and ethics. Through mock exercises, students will interview and investigate in various legal settings.

Prerequisites: LAW 232 and LAW 240

LAW 405: Constitutional Law (3 credits)

Students are introduced to Constitutional Law through study of actual Supreme Court cases from Marbury v. Madison to the most recent decisions of the court. Through case briefing and class discussion, the cases are put in an historical perspective with emphasis on pertinent court doctrines. Students will prepare memoranda, complaints, and other legal documents appropriate for constitutional claims. Topics covered include judicial review, separation of powers, the Bill of Rights, procedural and substantive due process and privacy. This course is taught in conjunction with Advance Legal Research and Writing, LAW 415, as part of the Senior Experience for Legal Studies Majors. It is expected that student work in this course will reflect an understanding and application of research methodology and practical legal writing skills and that discussions of student work in this course will be informed by discussions in that and other course work. LAW 405 must be taken concurrently with LAW 415.

Prerequisites: LAW 232, three legal specialty electives, and Senior status or permission of the department chair

Open only to legal studies or forensic studies majors or permission of the department chair

LAW 415: Advanced Legal Research and Writing (3 credits)

Building on the skills learned in Legal Research and Writing, students will research and analyze state and federal statutes, cases, common law, regulations, and rules. Based on their research, students will prepare legal memoranda for the office and the court. This course is taught in conjunction with Constitutional Law, Law 405, as part of the Senior Experience for Legal Studies Majors. It is expected that student work in this course will reflect an understanding and application of legal principles from Constitutional Law and that discussions of student work in this course will be informed by discussions in Constitutional Law. LAW 405 must be taken concurrently with LAW 415.

Prerequisites: LAW 240, three legal specialty electives, and senior status or permission of the department chair

Open only to legal studies or forensic studies majors or permission of the department chair

LAW 435: Forensics and Law (3 credits)

This course is an advanced seminar in which students will explore in-depth the application of a variety of frequently applied fields of forensics to legal cases and problems. Students will examine the processes by which forensic evidence is collected, examined, prepared for presentation, and admitted in legal settings. Topics for discussion include the introduction of specific types of forensic evidence in criminal and civil cases, and objections and challenges to the admissibility of such evidence.

Prerequisites: FSC 100 or equivalent as determined by Department Chair, LAW371, and senior standing or permission of Department Chair

Open only to legal studies or forensic studies majors or permission of the department chair

LAW 441: Bankruptcy Clinic (3 credits)

Working as paralegals under the supervision of an attorney, students in this course serve clients in Chapter 7 Bankruptcy proceedings. Working closely with an attorney, students are responsible for client contact, collection and preparation of documents and pleadings, and other duties associated with client service in a bankruptcy proceeding. Students may be required to travel off campus to meet with clients or attend meetings and hearings.

Prerequisites: LAW 232, LAW 240, LAW 241, LAW 314 and Senior standing or permission of Department Chair

LAW 490: Legal Ethics (3 credits)

This course offers an in-depth examination of the ethical considerations and dilemmas faced by paralegals in their work environment. Building on the ethics learned in earlier courses, students will explore complex ethical issues using case studies, literature, and films. The students will evaluate ethical issues and research, write, and present a paper.

Prerequisites: LAW 232, LAW 240, and three legal specialty electives

Open only to legal studies or forensic studies majors or permission of the department chair

LAW 498: Legal Studies Internship (3 credits)

This extensive internship places students in a law office or law-related setting in corporations, courts, banks, government agencies, etc., to further enhance their paralegal training in a work environment under the supervision of professionals and University faculty.

Prerequisites: LAW 330, a minimum CGPA of 2.0, senior status, and approval of department chair

Open only to legal studies or forensic studies majors or permission of the department chair

This course is graded Pass/Fail

LAW 499: Legal Studies Internship (6 credits)

This extensive internship places students in a law office or law-related setting in corporations, courts, banks, government agencies, etc., to further enhance their paralegal training in a work environment under the supervision of professionals and University faculty.

Prerequisites: LAW 330, a minimum cgpa of 2.0, Senior status, and approval of department chair

Open only to legal studies or forensic studies majors or permission of the department chair

This course is graded Pass/Fail

MATHEMATICS

MAT 104: Fundamentals of Mathematics (3 credits)

This course is designed for University students who need a review in preparation for further study of University-level mathematics, and it does not fulfill the B.A./B.S. core requirement in mathematics.

Prerequisite: Appropriate placement test score

MAT 112: Applied University Mathematics (3 credits)

This course is designed for diverse students to acquire a solid foundation in non-calculus mathematics. It uses practical mathematics to develop problem-solving and analytical skills. Topics include linear equations, linear inequalities, matrix and its application, linear programming, and the simplex method.

Prerequisite: MAT 104 or appropriate placement test score

MAT 120: Statistics (3 credits)

This is an introduction to the basic descriptive and inferential statistics for students from all disciplines. It emphasizes the development of statistical literacy and the use of 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.

MAT 130: Pre-Calculus (3 credits)

This course is an overview of algebra, trigonometry and analytic geometry. It is designed to provide students with a comprehensive and mathematically sound treatment of topics needed for calculus. The topics include, functions and graphs; polynomial, rational, exponential, logarithmic, and trigonometric functions; matrices; vectors; and three-dimensional coordinate geometry.

Prerequisite: MAT 112 or appropriate placement test score

MAT 134: Notable Women in STEM (3 credits)

This is women-focused, empowering students to take ownership of their lives and learning by engaging them in transformative, purposeful leadership opportunities. The course will look at women role models in Science, Technology, Engineering, and Mathematics (STEM).

MAT 161: Numbers and Operations (3 credits)

This course is designed for students who plan to teach. It involves a study of numbers and operations with the depth required for successful mathematics instruction. Topics include, but are not limited to, mathematical processes including addition, subtraction, and multiplication; fractions; operations and properties of integers, whole numbers and rational numbers; computation algorithms; and basic number theory.

Prerequisite: MAT 104 or appropriate placement test score

MAT 162: Functions and Algebra (3 credits)

This course is designed for students who plan to teach. It involves a study of number and operations and functions and algebra with the depth required for successful mathematics instruction. Topics include, but are not limited to, proportional reasoning; number systems, signed numbers, and the real number line; variables, algebraic expressions and functions; solving equations; exploring graphs of equations, and connecting algebra and geometry.

Prerequisite: MAT 161

MAT 163: Geometry and Statistics (3 credits)

This course is designed for students who plan to teach. It involves a study of Geometry & Measurement and Statistics & Probability with the depth required for successful mathematics instruction. Topics include, but are not limited to, basic geometry concepts; measurement and unit conversions; using descriptive statistics and graphs to summarize data; measures of central tendency (mean, median, and mode) and dispersion (range, standard deviation, etc.); permutations, combinations, and their applications in computing probability; sample space, simple / compound events, independent/dependent events, and conditional probability.

Prerequisite: MAT 104 or appropriate placement test score

MAT 221: Calculus I (3 credits)

This course is part of a two-semester sequence (221-222), covering materials on limits, continuity, derivative of a function, techniques of differentiation, and applications of derivatives. It prepares students for further study of MAT 222, Calculus 2. This is an applied calculus course with less emphasis on theoretical rigor. Instead, the emphasis is on basic concepts, methods, and applications.

Prerequisite: MAT 130 or appropriate test score

MAT 222: Calculus II (3 credits)

This course is part of a two-semester sequence (221-222), covering materials on techniques of integration, differential equations, and their applications. This is an applied calculus course with less emphasis on theoretical rigor. Instead, the emphasis is on basic concepts, methods, and applications.

Prerequisite: MAT 221 or the equivalent

MAT 250: Calculus III (3 credits)

This course offers more techniques of calculus in two and three dimensions. Topics include partial differentiation, multiple integration, sequences and series, three-dimensional vector calculus, line and surface integrals, and their applications.

Prerequisites: MAT 221 and MAT 222 or the equivalent

MAT 270: Special Topics in Mathematics (3 credits)

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles.

Prerequisite: To be determined based on course offering

MAT 350: Linear Algebra (3 credits)

This course offers basic concepts of linear algebra. Topics include matrices, determinants and eigenvalues, linear systems, vector spaces, linear transformations, and their applications.

Prerequisite: MAT112 or appropriate placement test score

MAT 450: Methods of Applied Statistics (3 credits)

This is an applied statistics course for students to understand and use statistical methods in research and applications. Topics include estimation and hypothesis testing, analysis of variance, simple and multiple linear regression, correlation, model building, analysis of categorical data,

and nonparametric statistics. The course has a large data-analytic component using a statistical computing software package.

Prerequisite: MAT 120 or the equivalent

BUSINESS ADMINISTRATION

MBA 520: Organizational Behavior and Leadership (3 credits)

The “individual” and employee-management relations are examined so the student can develop an understanding of interpersonal interactions and behavior within entrepreneurial businesses. Both theory and practical perspectives are used. Topics include: motivating and inspiring employees, leadership development, group and team dynamics, human resources systems, decision-making, conflict management, negotiation strategy, intercultural relations, communication in the workplace, innovation and entrepreneurial thinking, and managing change. Learning is reinforced through case studies and experiential exercises.

LEADERSHIP AND NEGOTIATION

MLN 500: Introduction to the Theory and Practice of Negotiation (3 credits)

This is the introductory course to the theory and practice of negotiation and will serve as one of the foundational classes for the degree. Students will learn the history, development and evolution, core theories, and varying frameworks in the field. They will also have the opportunity to engage in experiential activities that will provide them with practice developing their skills.

MUSIC

MUS 101: Applied Instrumental Music (1 credit)

This course provides individual musical instruction for students on a musical instrument. Students will have weekly lessons and will be required to build technical and musical skills on their instruments.

MUS 102: Applied Vocal Music (1 credit)

This course provides individual vocal instruction. Students will have weekly lessons and will be required to develop vocal technique and musical skills.

MUS 207: Chorale (0-1 credit)

(This course is graded Pass/Fail when taken for credit and Satisfactory/Unsatisfactory when participation does not include earning credit.)

The Chorale performs in concert several times during the year on and off campus and each year sings joint concerts with the choral groups of other colleges and universities in the New England area. The repertoire of the Chorale includes secular and sacred music of the past and present.

MUS 208: Page Singers (1 credit each semester)

Members of the Chorale are eligible, through audition, for membership in a smaller informal group, the Page Singers. This selected group of 12 to 15 students performs frequently off campus, as well as for University activities. The extensive repertoire includes secular and sacred music and popular styles.

This course is graded Pass/Fail when taken for credit and Satisfactory/Unsatisfactory when participation does not include earning credit.

MUS 230: Geography of American Music (3 credits)

This course traces developments in music of the United States by region. From the music of the very first Americans to contemporary music, students will explore this rich history through readings, lectures, discussions, writing, and especially through developing music listening skills. From folk music to jazz to classical music and beyond, students will come to understand the significance of various cities such as New Orleans, Boston, New York, Nashville, and St. Louis, as well as broad regions of the USA in the context of musical developments.

MUS 300: American Music (3 credits)

This course gives a panoramic view of American music from the Colonial period and the Bay Psalm Book to present-day experiments in new ways of expression and America's leading role in music. The course will explore the relationship between "classical" and "popular" musical traditions. Genres to be studied include Anglo-American folk music, Afro-American folk music, music of Native Americans, church music, theatre music, jazz, and popular musical influences and recent works of the classical tradition.

Prerequisites: HUM 101

NEUROSCIENCE

NEU 100: Introduction to Neuroscience I (3 credits)

This course will provide a broad introduction to neuroscience, focusing on examples and approaches from cellular and molecular, cognitive, behavioral and systems neuroscience. Topics will include structure and function of the central and peripheral nervous systems, neuroanatomy, basic neurophysiology, neurochemistry, and sensory processing. The accompanying laboratory is designed to support concepts and material covered in the lecture component. Labs will consist of dissection of sheep brains, recording the activity of nerve cells, engaging in computer simulation and case studies.

NEU 100L: Introduction to Neuroscience I Lab (1 credit)**NEU 200: Introduction to Neuroscience II (3 credits)**

This course is a continuation of NEU 100 and will build on the foundations in neuroscience covered in the previous course. Topics such as motor systems, neural development, neuroendocrinology, learning, memory, cognition and neurological disorders will be covered. The accompanying laboratory is designed to supplement and support concepts covered in lecture. Labs include reaction time analysis, muscle activity, brain waves (electroencephalograms) and case studies.

Prerequisites: A grade of C or better in NEU 100

NEU 200L: Introduction to Neuroscience II Lab (1 credit)**NEU 250: Research Methods in Neuroscience (3 credits)**

This course will cover the basics associated with designing and implementing research experiments in neuroscience. Additionally, the course will introduce students to a variety of current techniques that neuroscientists use to study the nervous system. Topics include histology and microscopy, behavioral analysis, brain imaging and the use of transgenic organisms.

Prerequisites: A grade of C or better in NEU 100 and NEU 200

NEU 270: Special Topics in Neuroscience (3 credits)

Courses or seminars on topics beyond the scope of existing department offerings.

Prerequisite: To be determined based on course offerings or a grade of C or better in NEU 100 and NEU 200.

Students from other majors may be permitted to enter the course at the discretion of the instructor.

NEU 300: Neural Development (3 credits)

This course will cover the major concepts of developmental neurobiology. Recent advances in the understanding of the molecular and cellular events underlying neural induction, neural tube formation, cell differentiation, proliferation, migration, axon guidance, synapse formation, neurotropic factors, and neural death will be discussed. The course will also focus on activity-dependent plasticity and its role in generating and maintaining synaptic input within the nervous system. Pathologies arising from failures of these processes will also be examined.

Prerequisites: A grade of C or better in NEU 100 and NEU 200 or BIO 110 and BIO 112

NEU 310: Animal Behavior (3 credits)

This course will introduce students to the basic principles derived from evolution, ecology, ethology and development and use these principles to explain how and why animals behave as they do in particular situations. The course will also focus on many important survival activities such as foraging, communication, migration, predator-prey interactions, mating, and parental care.

Prerequisites: A grade of C or better in NEU 100 and 200 or BIO 110 and BIO 112

NEU 320: Neuropharmacology (3 credits)

This course will cover the basic principles underlying neurochemistry. Topics will include neurotransmitter function, synthesis and metabolism as well as signaling. In addition to normal neurochemistry, the course will introduce students to the chemical disturbances that underlie some mental illnesses such as schizophrenia and addiction.

Prerequisite: A grade of C or better in NEU 100 and NEU 200 or BIO 110 and BIO 112

NEU 330: Neuroendocrinology (3 credits)

This course will cover the basic principles of neuroendocrinology with a focus on how hormones influence behavioral outcome. Animal models will be examined to explore how the endocrine and nervous systems interact to control functions such as reproductive behaviors, aggression, stress, biological rhythms, metabolism and fluid intake. Human neuroendocrine research will be included if available and appropriate.

Prerequisites: A grade of C or better in NEU 100 and NEU 200 or BIO 110 and BIO 112

NEU 340: Cognitive Neuroscience (3 credits)

This course will introduce students to basic concepts in the history, neuroanatomy and methods of cognitive neuroscience. In addition topics related to sensation and perception, learning and memory, emotion, language, attention and impulsivity will be covered.

Prerequisites: A grade of C or better in NEU 100 and NEU 200 or BIO 110 and BIO 112

NEU 350: Neurobiology of Mental Disorders (3 credits)

With the dramatic advances in neuroscience and psychiatry, we are able to identify the anatomical, chemical and psychological anomalies underlying many mental and nervous system disorders. These advances may help us find better treatment options as well as potential preventative measures. Using several different reading sources, the present course will cover epidemiology, symptoms, known causes, neurobiology and treatment of nervous system disorders such as autism, depression, bipolar disorder, schizophrenia, anxiety disorders as well as age-related diseases such as Parkinson's and Alzheimer's diseases.

Prerequisites: NEU100 or PSY101 or BIO110

NEU 399: Junior Seminar (3 credits)

This course is a critical overview of major fields of specialization in neuroscience, with a focus on conducting research. The course will emphasize developing a viable research proposal grounded

in historical, philosophical, and empirical foundations related to a student conceived research question. Students will be expected to conduct literature searches, develop a rationale for their research question and write a proposal which should include an introduction, a hypothesis, methods and expected results.

Prerequisites: A grade of C or better in NEU 250

NEU 498: Neuroscience Research (3 credits)

As part of this course, students will complete a research internship that consists of either an 8-week full-time summer research experience or 300-hours of research over an entire academic year (at least two semesters). The research experience will involve an independent hypothesis-drive study implemented and completed by the student as her chosen research mentor's laboratory. Students may register for this course either during the research internship (if being conducted during the semester) or after the internship has been completed (if the research was conducted in the prior summer). A student cannot register for this course prior to the completion of the research experience. This course is graded Pass/Fail.

Prerequisite: A grade of C or better in NEU 399

NEU 499: Senior Thesis (3 credits)

The course is designed to provide the senior student with instruction and practice in the oral, poster, and written presentation of research data. Topics will include preparation of figures, slides, posters, and organization of the presentation. Students are required to provide their own data from independently conducted research. Students must have completed an internship prior to registering for this course.

Prerequisites: A grade of C or better in NEU 399

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

OTP 502: Integrated Anatomy (3 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.

Prerequisites: OTP500, OTP503, OTP505, OTP520, and permission of the department

OTP 502L: Integrated Anatomy Lab (1 credit)

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.

Prerequisites: OTP500, OTP503, OTP505, OTP520, and permission of the department

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-requisite: OTP 500, OTP 505, and OTP 520

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

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

OTP 510: Professional Development I: Evidence, Advocacy and Health Care Policy (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 problems, 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

OTP 511: Professional Development II: Research Methods (3 credits)

This Professional Development course focuses on the research process, with an emphasis 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

OTP 520: Occupation, Purpose, and Meaningfulness (2 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

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 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

OTP 530L: Psychological/Social/Cognitive Components of Living I Lab (1 credit)**OTP 531: Psychological/Social/Cognitive Components of Living II (3 credits)**

Group and individual treatments in mental health and cognitive settings are covered in detail. Using the Occupational Therapy Practice Framework as the foundation, students learn several treatment modalities, including assertiveness training, social skills, projective arts, relaxation, sensory integrative techniques, and cognitive approaches. Interventions techniques, treatment planning, and documentation are considered in a variety of inpatient, outpatient and community-based settings.

Prerequisites: OTP 530 and permission of the department

OTP 531L: Psychological/Social/Cognitive Components of Living II Lab (1 credit)

OTP 540: Sensorimotor Components of Living I (3 credits)

The first course in the sensorimotor series focuses on occupational therapy evaluation and treatment of adults with orthopedic, systemic, and traumatic disorders. The etiology, signs, symptoms, and 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

OTP 540L: Sensorimotor Components of Living I (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, and medical management of common neurological disorders will be reviewed and their impact on occupational performance will be explored. Assessment and treatment approaches will focus on neurophysiological frames of reference. Compensatory methods (covered in OTP 540) will be applied to individuals and populations with neurological disorders. Students will build on clinical reasoning skills introduced in OTP 540 through additional assessment and treatment planning assignments.

Prerequisites: OTP 502, OTP 504, OTP 540, and permission of the department

OTP 541L: Sensorimotor Components of Living II Lab (1 credit)**OTP 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

OTP 550L: Developmental Components of Living I (1 credit)

PUBLIC HEALTH

PHE 500: Foundations in Public Health Practice (3 credits)

Students are introduced to public health concepts and practice. This course provides a broad overview of the field of public health and a focused look at the core areas of epidemiology and biostatistics, health promotion, environmental health, and health care administration in the public health arena. It is designed to lay the groundwork for all future coursework and introduce students to specialty areas within public health.

PHE 502: Biostatistics and Epidemiology (3 credits)

Students explore epidemiological investigation of diseases with special emphasis on the distribution and dynamic behavior of disease in a population. Topics to be covered include epidemics and the spread of infectious disease, epidemiological aspects of non-infectious disease; rates of morbidity and mortality, sensitivity, specificity, and predictive values' strategies used in epidemiological studies to include measures of disease effect, validity, reliability; sampling methods and computer-based bio statistical analysis.

PHE 510: Cultural Competency in Healthcare (3 credits)

This course will examine both analytical and practical approaches to cultural competency in public health. Concepts, models, frameworks, and communication that occur in cross-cultural health situations will be discussed, but also the application of these concepts in real interventions and programs.

PHE 525: Utilization of Research in Evidence Based Practice (3 credits)

This course provides an examination of the research process, statistical analysis, and evidence-based practice with applicability to public health practice. Attention is given to critical research methods, analysis, and ethical aspects of scholarly inquiry. Emphasis on how research contributes to the development of public health knowledge, improves population health, and enhances the education and professional accountability of public health professionals is presented.

PHYSICS

PHS 101: University Physics I (3 credits)

This is a non-calculus based introduction to the principles of physics and their applications. The topics covered include kinematics, Newton's laws of motion, work energy, momentum, and rotational motion.

Prerequisite: MAT 112

PHS 201: College Physics I for Science Majors (3 credits)

This course is a calculus-based introduction to the principles of physics and their applications. The topics covered will include kinematics, Newton's laws of motion, work, energy, momentum, and rotational motion.

Prerequisite: MAT 130

Recommended Prerequisite: MAT 221

PHS 201L: College Physics I for Science Majors Lab (1 credit)

This course is a calculus-based introduction to the principles of physics and their applications. The topics covered will include kinematics, Newton's laws of motion, work, energy, momentum, and rotational motion.

Corequisite: PHS 201

PHS 202: College Physics II (3 credits)

This course is a calculus based introduction to rotational motion, oscillations, wave motion, thermal physics, kinetic theory, and electricity and magnetism.

Prerequisite: PHS 201

PHS 202L: College Physics II Lab (1 credit)

This course is a calculus based introduction to rotational motion, oscillations, wave motion, thermal physics, kinetic theory, and electricity and magnetism.

Corequisite: PHS 202

PHYSICAL FITNESS

PHY 101: Fitness (1 credit)

This course is designed to facilitate cardiovascular fitness as well as increase muscular strength, endurance, and flexibility. With the combination of high and low impact moves, muscular strengthening and stretching exercises, students will be able to burn calories; increase their muscular strength, endurance, and flexibility; and relieve stress. Students are encouraged to work at their own pace by utilizing high or low impact moves when appropriate. This course is based on instructor-led group movements, combined with music. Students will learn brief explanations of basic aerobic principles, definitions and guidelines for proper work out techniques.

PHY 102: Yoga I (1 credit)

This course is intended for students who wish to enhance their overall level of physical fitness by designing a customized personal training program of activity. Students will become acclimated with the proper usage of the machines in the Breck Fitness Center. Students will also be able to build their self-esteem and relieve stress. There is no experience necessary when enrolling in this course. This course will be run by the Physical Fitness Trainer.

PHY 103: Ab-Core Fusion (1 credit)

Focusing on the core muscle group will help tone and lengthen the abdomen while strengthening the lower back muscles. A strong ab-core will also alleviate the discomfort in the shoulders, back, and sacrum through proper alignment and posture. The entire body benefits from ab-core yoga as tensions and toxins are released from the center of the body.

PHY 104: Hatha Yoga I (1 credit)

Embrace your core strength and flexibility! Enhance energy levels while relieving tensions as you move through core strengthening sequences. The entire body benefits from hatha yoga as stress and toxins are released from the center of the body.

PHY 120: Meditation (1 credit)

This course helps students develop coping skills.

PHY 130: Boxing (1 credit)

Learn the basic punches, correct footwork, and basic patterns of movement while getting a great workout. This class will improve your cardiovascular conditioning, core strength, and functional strength. Boxing gloves are required and can be purchased for ten dollars.

PHY 210: Nutrition: Keys to Healthy Living (1 credit)

University is a key time where nutrition habits and attitudes can contribute to the establishment of healthy or unhealthy daily behaviors that remain for life. In this course students will learn to establish healthy eating habits and attitudes about food.

PSYCHOLOGY

PSY 101: Introduction to Psychology I (3 credits)

Using an active learning approach, students will explore psychological perspectives and methods as explanations for human behavior and mental processes. Other topics include: neurophysiology, learning, personality theories, and psychological disorders.

PSY 102: Introduction to Psychology II (3 credits)

This course is a continuation of PSY 101 and is required for all general psychology majors. It continues the exploration of the broad variety of areas studied in psychology, including motivation, memory, cognition, consciousness, and stress and health.

Prerequisite: A grade of C or higher in PSY 101

PSY 150: Survey of Forensic Psychology (3 credits)

This course introduces students to the field of forensic psychology and explores the relationship between psychology and the legal system. Current events, case studies, and research are used to demonstrate the applications of forensic psychology to critical issues and special topics in the field. Students will gain a broad understanding of the different career opportunities from a multidisciplinary perspective.

Prerequisite: PSY 101

PSY 205: Child Development (3 credits)

This course is a study of developmental changes from birth through 12 years old. Prenatal and neonatal issues are also discussed. Physical, emotional, social, and cognitive growth is explored at each age. The dominant theories of development are examined, as well as contemporary issues relating to childhood and parenting.

Prerequisite: PSY 101

PSY 206: Adolescent and Adult Development (3 credits)

This course surveys how people develop and change from the onset of adolescence through late adulthood. Different theoretical perspectives and contemporary information relating to the physical, social, emotional, and cognitive realms are examined.

Prerequisite: PSY 101

PSY 210: Sport Based Youth Development (3 credits)

This service learning course examines historical and social factors impacting youth development in urban settings. Students will explore the effect of socioeconomic and sociopolitical factors on children's development, specifically relating to health, nutrition, psychosocial growth, and educational opportunities. Students will examine how sport and physical activity programming can be leveraged to address problems faced by youth in urban communities. In addition, students will be required to participate in after-school sport based youth programming in the community. Students will be encouraged to build upon their understanding gained in the course to develop projects that will promote positive youth development.

PSY 216: Psychology of Cultural Diversity (3 credits)

This course is designed to assist, encourage, and challenge students to develop more fully their awareness and knowledge of self and others in a culturally pluralistic society. Basic concepts and ideas that are relevant to multicultural human service and development will be introduced. Culture and environment will be discussed as interactive experiences and basic dimensions of diverse groups will be explored.

Prerequisite: PSY 101

PSY 221: Death, Dying, and Bereavement (3 credits)

This course introduces the principles explored in thanatology, including hospice care, the grief process, cultural variations in the mourning process, and the various religious views of the afterlife.

Prerequisite: PSY 101

PSY 224: Effective Youth Development and Mentoring (3 credits)

This course serves as an introduction to best practices of working with youth through the development and mentoring process. Issues include goals of youth development/mentoring, protective factors affecting healthy youth, at-risk youth, resilience, ethics of mentoring, and the involvement of family, school, and community. Competencies of youth workers will also be addressed. The course involves an integrated service learning project in which students are paired with at-risk youth for weekly mentoring at a local agency/school.

PSY 240: Abnormal Psychology (3 credits)

This course explores a wide range of personality, behavioral, and cognitive disorders. The symptoms, etiology, and dynamics of various disorders are studied, and a variety of therapeutic theories and techniques are discussed.

Prerequisite: PSY 101

PSY 260: Cooperative Education (3 credits)

Students work a total of 100 hours in a professional setting off campus. In addition, they take a weekly seminar course to process their experience and make theory-practice connections.

Prerequisite: A grade of C or higher in PSY 101, Psychology major, successful application process, and approval by the Faculty Advisor for the Co-Op Program

Offered in spring semester

PSY 270: Special Topics in Psychology (3 credits)

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisite: To be determined based on course offering

PSY 280: Positive Psychology (3 credits)

This course offers opportunities to deepen the understanding of the essential elements of positive psychology including the history and its place in the field of psychology as an empirical based practice. Strategies for integrating positive psychology to develop healthy living practices will also be addressed.

Prerequisite: PSY 101

PSY 299: Psychology Internship (3 credits)

(This course is graded Pass/Fail)

Students are given an opportunity to receive supervised training from practicing professionals. 120 hours required.

Prerequisite: minimum of cgpa of 2.0, Psychology major, and Sophomore status

PSY 300: Childhood Psychopathology (3 credits)

This course presents the etiology of childhood disorders (emotional, social, and cognitive), as well as intervention techniques.

Prerequisite: PSY 205

PSY 310: Human Sexuality (3 credits)

The biological, social, and psychological aspects of human sexual behavior are studied in the context of contemporary American society. Emphasis is placed on research methods and findings relative to human sexual behavior. Topics discussed will typically include: the development of sexuality, the formation of attachments, the varieties of sexual expression, sexual problems and their treatment, and legal aspects of human sexual behavior.

Prerequisites: PSY 101 and Junior status

PSY 321: Theories of Personality (3 credits)

This course investigates the major personality theorists from Freud to more recent and contemporary theorists like May and Rogers. Emphasis is placed on the critical evaluation and practical application of each theory reviewed.

Prerequisite: PSY 101 and Junior status

PSY 330: Psychology of Women (3 credits)

This course surveys the issues pertinent to women's diverse roles in contemporary society along with the historical significance of the women's movement. Gender differences in social, personality, and cognitive development are addressed.

Prerequisites: PSY 101 and Junior status

Offered in alternate years

PSY 335: Psychology of Criminal Behavior (3 credits)

Criminal behavior is studied in the context of societal and genetic influences on personality formation. Juvenile delinquency and the early expression of anti-social behaviors are discussed. The psychological aspects of violence, addiction, and how mental illness contributes to criminal behavior are addressed. Gender issues related to crime are presented. An external community experience is incorporated to provide an opportunity to apply course content and learning to real world issues.

Prerequisites: PSY 240 and Junior status

PSY 336: Psychology of the Female Offender (3 credits)

This course focuses on the psychological aspects of female offenders with an emphasis on gender and criminological theorizing, female juvenile delinquency, females as offenders, mental illness in corrections, and females in prisons. Issues such as sexism, racism, social class inequality, cultural factors, addiction, relationships, and victimization are explored in the context of understanding what psychological issues contribute to female involvement in crime, society's perception of women offenders, and special considerations related to females within the criminal justice system. A service learning component will take place off campus.

Prerequisites: PSY 150, PSY 240, and Junior status

PSY 340: Physiological Psychology (3 credits)

This course provides the student with knowledge of the biological components of behavior. Basic neuroanatomy and neurochemistry are discussed with respect to a variety of topics such as emotions, sensation, aggression, sleep, memory, reproductive behaviors, eating disorders, and certain forms of psychopathology.

Prerequisites: PSY 101 and Junior status

PSY 341: Drugs and Behavior (3 credits)

This class examines drug and alcohol abuse and dependency. Analysis of current trends in drug use, types of illicit drugs, behavioral and biological effects, the common pathway for the addictive process, and the etiology of addiction as a brain disorder including the relative roles of genetic and environmental influences are explored. Psychological impact of addiction, as well as various forms of treatment, including cognitive behavioral therapy, 12-step recovery, and medication assisted treatment, are also addressed. Students will understand the consequences of use, for both the individual and for society, and some of the failed responses of government and the legal system to this disease.

Prerequisites: PSY 101

PSY 342: Crisis Intervention for Community and Mental Health Settings (3 credits)

This course will provide students with a basic understanding of mental health crisis intervention and de-escalation strategies, milieu management, and how to work and communicate effectively with individuals who may be presenting with impaired judgement or impulsive tendencies.

Elements of self-awareness and self-care are embedded throughout this course, as well as components related to ethical considerations and trauma informed care. Students will also gain an understanding of larger systems issues and how to determine appropriate dispositions.

Prerequisites: PSY101 and PSY240

PSY 346: Health Psychology (3 credits)

This course explores the behavioral, cognitive, emotional, and social factors that affect physical health. Prevention, intervention, and treatment techniques will be discussed with an emphasis on approaches to changing unhealthy practices and maintaining health.

Prerequisite: PSY 101

PSY 347: Early Intervention with Infants and Toddlers (3 credits)

This course, especially offered to those interested in careers in Child Psychology, surveys current and classic research in infant and toddler development. Typical and atypical development issues of children from birth to three years are studied with a focus on early intervention theories, programs, services, and techniques currently in use.

Prerequisites: PSY 205

PSY 370: Social Psychology (3 credits)

Social behavior is studied from a psychological perspective. Topics addressed typically include: small group behavior, personal perception, attitude acquisition and change, leadership, conformity, and prejudice.

Prerequisites: PSY 101 and Junior status

PSY 380: Interviewing & Counseling (3 credits)

This course introduces fundamental skills used in the helping profession including interviewing, developing rapport, and elements of the counseling process. Ethical and legal considerations, issues of diversity, non-verbal behavior, and self-care will also be addressed. In addition, students learn about career options as a helping professional.

Prerequisites: PSY 101 and Junior status

PSY 415: Suicide: Assessment and Treatment (3 credits)

This course will provide the student with an understanding of the many factors involved with both suicide and parasuicide (self-harming behavior). A broad spectrum of approaches will be covered, including psychological, sociological, physiological, and existential. Students will also be presented with information about the assessment, treatment, and prevention of this leading cause of death.

Prerequisites: PSY 240 and Junior status

PSY 425: Parenting (3 credits)

This course will focus on the role of the parent as it relates to the child's healthy development at each stage. The importance of providing a proper role model, communication, discipline, attachment, and sibling relationships are discussed with consideration of varying cultural and family configurations. Issues such as the role of the father, as well as situations involving abuse, neglect, and stress will be included.

Prerequisites: PSY 205 and Junior status

PSY 430: Clinical Psychology (3 credits)

This course explores some of the key areas within the field of clinical psychology, with particular emphasis on assessment (cognitive, personality, and diagnostic) and treatment (crisis intervention and psychotherapy). Various forms of psychotherapy, including psychodynamic, cognitive, and humanistic/experiential therapy will also be examined.

Prerequisites: PSY 101, PSY 240, and Junior status

PSY 432: Cognitive Psychology (3 credits)

The Cognitive Psychology course introduces the basic principles and models that fall under the wide umbrella of Cognition. The course includes: models of cognitive psychology, and examination of the basic principles and theories pertinent to the study of thought processes, problem solving, perception, attention, memory, linguistics, neuropsychology, thinking and intelligence, information processing and Cognitive Behavioral Therapy (CBTP). The course is designed to permit a large degree of student discussion, with examples to apply the information to the real world.

Prerequisite: PSY 101

PSY 438: Community Youth Development (3 credits)

This course explores contemporary issues facing community-based youth organizations in the United States. Students will explore respective social, cultural, political, and/or organizational underpinnings of issues as focused in two major domains: (1) contemporary issues facing community-based youth serving organizations themselves (e.g., evolving missions, funding, paid and volunteer staff, collaborations, etc.); and (2) contemporary issues facing the youth audiences served by the organizations (e.g., substance abuse, truancy and drop-out, workforce development, sexual activity, etc.)

Prerequisite: PSY 101

PSY 441: Seminar in Advanced Forensic Psychology (3 credits)

This capstone seminar course is designed to provide an opportunity for the student to synthesize, reflect upon, and analyze the complexities of the intersection of criminal law and psychology. An external community experience is incorporated to provide an opportunity to apply course content and learning to real world issues. This course will highlight the major historical and current issues and controversies related to juvenile, adult, and international forensics, and students will conduct case analyses from a multidisciplinary perspective.

Prerequisites: PSY 150 and two upper-level (300+) courses in psychology, and Junior status.

PSY 498: Psychology Internship (3 credits)

Students receive supervised training from practicing professionals, typically during the final semester of the fourth year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that relate to their individual and educational career objectives. Sites may include public educational facilities, human services agencies, mental health clinics, and law enforcement and criminal justice agencies.

Prerequisites: A minimum CGPA of 2.0 and Senior status

This course is graded pass/fail

PSY 499: Psychology Internship (6 credits)

Students receive supervised training from practicing professionals, typically during the final semester of the fourth year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that relate to their individual and educational career objectives. Sites may include public educational facilities, human services agencies, mental health clinics, and law enforcement and criminal justice agencies.

Prerequisites: A minimum CGPA of 2.0 and Senior status

This course is graded pass/fail

PSY 515: Childhood and Adolescent Development (3 credits)

This course will focus on issues that affect continued growth and development during early, middle and late adolescence. Theoretical perspectives on adolescence help students to appreciate various conditions that influence both the mind and the body. For example, concepts such as identity, sexuality, puberty, autonomy, friendship, and family will be addressed along with implications for counseling the child and adolescent.

PSY 535: Ethics and Professional Conduct in Counseling (3 credits)

This course is designed to provide students with a practical awareness of ethical standards and codes of conduct in the field of psychology. Students will review and critically analyze case studies which incorporate such topics as ethical decision making, informed consent, confidentiality, boundary and relationship issues, professional competence, supervision, and multicultural and diversity issues. Students will demonstrate knowledge and understanding of the standards set by the code of ethics of the American Counseling Association and the American Mental Health Counselors Association, and of licensure and regulatory practices.

PSY 540: Individual and Family Treatment of Substance Abuse Disorders (3 credits)

This course will focus on the principles of substance use counseling. Substance use counseling theories, orientations and treatment models will be evaluated for effectiveness. Students will learn, discuss and practice different facilitation styles and approaches to individual, family and special population's substance use counseling. Role playing will be utilized to demonstrate appropriate skill development as it relates to substance use counseling. This class, including role playing, will provide opportunities for students to apply theoretical knowledge to clinical situations.

PSY 552: Bullying and Coercive Behavior (3 credits)

This course will examine the overwhelming evidence of how this anti-social behavior impacts the youth of today at home, in school, and in the community. Students will investigate the causes and kinds of bullying as well as how parenting styles either contribute to or empower the child against bullying. Strategies for the educator, psychology professional, and parents will be studied.

SCIENCE

SCI 200: History and Philosophy of Science (3 credits)

This course engages students in an exploration of scientific thought throughout the ages. Students will examine the contributions of historical scientists, the interaction of scientific reasoning on culture and society, the relationship between science and religion, and the adaptation of scientific thinking to an ever changing world.

SCI 204: Introduction to Human Disease (3 credits)

This course is an introduction to human anatomy with a general study of disease mechanisms and the effects on normal human physiology. Topics include electrolyte imbalances, tissue alterations, hypersensitivities, genetic disorders, cancer, and system pathology.

SCIENCE HONORS

SHN 101: Scientific Frontiers: A Look at how STEM Fields will Meet the Pressing Needs Facing Society Today (1 credit)

This one-credit science honors course introduces science honors students to the STEM fields and the paradigm shift within this field brought about by a crucial need for greater integration within

and between the various STEM fields. This new synthetic approach has developed as a response to a pressing need to find solutions to a number of crucial and current societal needs: environment/ecosystem restoration, energy production, sustainable food and water production, and improvement in human health. Students will explore these societal needs and will begin a research project into the environmental challenge, which will include input from scientists from other countries.

SHN 102: Sustainable Good and Biofuels (1 credit)

The WISH Program offers a four-year curriculum to a select group of science honors students consisting of Integrated and advanced study and research for dedicated future women scientists. Heavy focus is placed on original scientific research activities and project-based learning within a milieu of investigations into primary literature and acquiring skills necessary to engage in high-level scientific work. Mentoring from upper-class mentors and faculty and scientists from diverse fields and diverse countries is stressed.

SHN 201: Why Studying Sex can Strengthen Science (1 credit)

This course examines the biological basis for gender-related differences in health, the influence of gender in biomedical research and on disease expression and treatment. The new field of Darwinian Medicine will be explored as possible explanation for why we get sick in the context of evolved defense systems brought about by natural selection (e.g., morning sickness). In addition sex differences in the brain, sex differences in drug development, and considerations regarding how women experience differently than men will be explored as well as unique health challenges faced by women throughout their lives.

SHN 202: Leaping from Electrons to DNA Fingerprinting (1 credit)

This course investigates the intricate connection between science and technology and how they influence each other and propel each other forward. The iterative phenomenon of how scientific knowledge allows us to build new technologies, which allow us to make new observations, which, in turn, allow us to accrue even more scientific knowledge that then inspires another technology will be explored. Students will learn how a single simple scientific idea can serve as a catalyst and then trace its applications and impact through several different fields of science and technology culminating in sophisticated modern techniques and discoveries that profoundly impact the human condition. Students will examine connections made by single technology to many different scientific and technological advances as well as how many different areas of scientific knowledge converge in a single technology. In addition, considerations regarding the unique challenges faced by women and technological fields will be explored.

SHN 401: WiSH Honors Thesis (3 credits)

This course is designed for students in the WiSH Honors Program undertaking a thesis during their final two years. The student will work under the guidance of a faculty thesis director and should complete a thesis prospectus formally outlining the thesis by the beginning of the second semester of her junior year, and have the prospectus approved by the faculty thesis director and chair of her department (may be the same individual). The student will then work with the faculty advisor (may be more than one) in reviewing relevant literature and carrying out research related to the thesis. During the final semester of the Senior year, the student should register for the three credit WiSH Honors Thesis Course and complete the thesis. Upon completion, the student should arrange for a presentation to the campus community. A written thesis should be at least 30 pages in length. The thesis will be evaluated by the faculty advisor and should include original research and work. It is expected that the thesis will represent the highest standards of academic excellence.

Prerequisite: SHN 101, SHN 102, SHN 201, and SHN 202

SOCIOLOGY

SOC 100: Principles of Sociology (3 credits)

This course introduces students to the major concepts and methods of sociology. Emphasis will be on the components of culture, the structure and institutions of society, the elements of social organization and differentiation, and sociological approaches to the analysis of groups.

SOC 200: Social Problems (3 credits)

This course involves the study of social problems and possible solutions to these problems in contemporary American society. A variety of topics are explored including inequality and oppression, poverty, family conflict, food insecurity, and education.

Prerequisite: PSY 101 or SOC 100

SOC 210: Marital and Family Systems (3 credits)

This course investigates the structure and function of the family as a social system. Emphasis is placed on the interrelationship between the family and other social institutions utilizing cross-cultural and historical perspectives. Discussions of marriage, family structure, family functioning, and family disorganization are included.

Prerequisite: PSY 101 or SOC 100

SOC 305: Domestic Violence (3 credits)

This course explores various forms of domestic violence and abuse including neglect and physical, sexual, and emotional abuse among intimate partners and children. Issues pertaining to culture, sexual orientation, family dynamics, abuse of elders and the disabled, and the cycle of abuse are reviewed. Key issues related to treatment and community resources are addressed. Students will also investigate the etiology of abuse.

Prerequisites: PSY 101 or SOC 100, Junior status

SOC 310: Race, Class and Gender (3 credits)

Race, class, and gender are axes of stratification, identity, and experience. This course will address the multiple and intersecting ways these concepts shape society, individual life-chances, and daily social interactions. Students will explore the “socially-constructed” nature of race, class, and gender, and the meanings and values attached to them. Using comparative and historical perspectives on group formation, students will examine how these issues present in work, families, media, education, and social policies. In addition, solutions to social inequality and strategies for social change will be evaluated.

Prerequisites: PSY 101 or SOC 100

SOC 315: Youth in Society (3 credits)

This course examines the state of youth in the United States through sociological, media and political perspectives. Students will learn how to critically analyze public opinion and perceptions about youth, including youth culture, narcissism, pathology, and political engagement. In-depth ethnographies will be used to examine the socially fragmented experiences of youth and the transition to adulthood, providing useful information to guide how society and policy makers can successfully support youth today.

Prerequisite: PSY 101 or SOC 100

SOC 425: The Sociology of Digital Technology & Social Media (3 credits)

Social media, and other forms of cyber-communication, have profound effects on our attitudes, behavior, and relationships and can contribute enormously to the socialization process. This course will explore the connections among media, technology and society. Students will use blogs, Facebook, wikis, etc., to explore the impact of social media in areas such as self-

identity, family, work, and leisure. Students will also observe and analyze their own technology habits and those of others. This course is offered online.

Prerequisites: PSY 101 or SOC 100

SPANISH

SPA 113: Spanish Language and Culture I (3 credits)

The first course in the four-course Spanish language sequence, SPA 113 is designed to develop basic skills in oral expression, aural comprehensions, reading writing, and grammar. Course learning activities also introduce students to beginning levels of conversation, composition, and cultural understanding in the target language.

SPA 114: Spanish Language and Culture II (3 credits)

The second course in the four-course Spanish language and culture sequence continues the study of basic skills in oral expression, aural comprehension, reading, writing, and grammar. Intermediate level skills in conversation, composition, and cultural understanding are also introduced.

Prerequisite: SPA 113 or appropriate placement test score

SPA 213: Spanish Language and Culture III (3 credits)

This third course in the four-course Spanish language and culture sequence moves students to an intermediate level of oral expression, aural comprehension, reading, writing, and grammar skills. Cultural awareness is integrated into the course through the use of Spanish films and videos, appropriate books, articles, and other authentic materials that provide meaningful contexts for conversation activities, intermediate level reading and writing, and the study of diversity in Spanish-speaking cultures.

Prerequisite: SPA 114 or appropriate placement test score

SPA 214: Spanish Language and Culture IV (3 credits)

The final course in the four-course Spanish language and culture sequence, SPA 214 completes the development of oral expression, aural comprehension, reading, writing, and grammar skills. Cultural awareness is emphasized in the course through student exposure to Spanish films and videos, appropriate books, articles, and other authentic materials that provide meaningful contexts for conversation activities, intermediate level reading and writing, and the study of diversity in Spanish-speaking cultures. SPA 214 students are encouraged to go on to obtain a Minor in Spanish Language, Literature, and Film by taking additional coursework in the study of Spanish literature and/or film (one additional course beyond SPA 214 needed for the minor).

Prerequisite: SPA 213 or appropriate placement test score

SPA 270: Special Topics in Spanish (3 credits)

Spanish courses in literature and film are offered at an intermediate to advanced level, allowing students to deepen their understanding of Spanish language and culture and to earn a Minor in Spanish Language, Literature, and Film (15 credits in Spanish needed for the Minor). Different courses are offered from semester to semester, including introductions to Spanish film, as well as special topics courses, such as "Repression and Resistance: The Struggle for the Human Rights in Latin America Through Film."

Prerequisite: To be determined based on course offering

SPECIAL EDUCATION

SPE 205/505: Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum (3 credits)

This course examines best practices for teaching children preschool through secondary with disabilities in inclusive settings. The focus is on identifying and adapting for students' instructional 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; 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.

Prerequisite: Acceptance into the Severe Special Needs program or an approved Minor in Special Education.

SPE 211/511: 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 economics, systematic desensitization, and stimulus control and modeling.

Prerequisite: Acceptance into the Severe Special Needs program or an approved Minor in Special Education.

SPE 215/515: Foundations for Understanding Inclusive Schools (3 credits)

Students focus on the historical, philosophical, legal, and ethical perspectives of educational services for learners with disabilities and services offered by outside agencies, including vocational, work study, and transitioning options. The focus is on designing or modifying curriculum; identifying and adapting for students' instructional 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; techniques for developing skills to facilitate placement in the least restrictive environment; and current models and best practices in public school settings.

Prerequisite: Acceptance into the Severe Special Needs program or an approved Minor in Special Education.

SPE 331/531: 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 theories of first and second language acquisition and development preparing,

implementing, and evaluating IEP's 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; research issues that influence the quality of life of this most challenging population in the areas of curriculum and assessment, including vocational or alternative school programs, work study and community based opportunities, alternative high school programs and how to refer students to them, transitioning options, diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.

Prerequisite: Acceptance into the Severe Special Needs program or an approved Minor in Special Education.

SPE 520: Learners with Special Needs (3 credits)

This course provides an overview of types of disabilities in learners' preschool through secondary according to federal and state laws in special education. Emphasis is on identification of disabling conditions and techniques used to promote successful inclusion of learners with and without special needs in educational settings. Topics covered include the teaching of Math; the teaching of English language arts; preparing, implementing, and evaluating IEP's; equipment adaptations, theories of language development; design or modification of curriculum intervention and instructional strategies for diverse learners using the Massachusetts Curriculum Frameworks; theories of child development, instruction on the appropriate use of augmentative and alternative communication and other assistive technologies; ways to prepare and maintain students in general education; educational terminology utilized with students with special needs; source and operation of orthotic devices, medical technologies and prosthetic devices; understanding collaborative partnerships with families; and working with community and outside agency resources. At least 10 hours of instruction covering the teaching of mathematics and at least 10 hours of instruction covering the teaching of English Language Arts are delivered in this course.

SPE 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 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 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.

THEATRE

THR 200: Theatre Workshop (1 credit each semester)

(This course is graded Pass/Fail when taken for credit and Satisfactory/Unsatisfactory when participation does not include earning credit.)

Theatre Workshop is open to all students interested in actively participating in theatre projects. All phases of play production design, construction, management, and performance are covered in workshop sessions. Students are required to participate in some phase of the University’s annual theatrical productions.

THR 211: Acting I (3 credits)

This is a performance course designed to familiarize the student with the basic techniques of the craft of acting. Students are provided an opportunity to develop acting skills through pantomime, improvisation, and traditional methods based on a technique approach. For the student not interested in following an acting career, this course enables her to develop evaluation standards for performances and an appreciation and understanding of the theatre experience.

THR 212: Acting II (3 credits)

A continuation of the basic acting course, Acting II gives students a variety of roles to interpret and the opportunity to interact with others through exercises and scenes from one-act and full-length plays. The course provides familiarity with a range of dramatic styles and acting techniques.

Prerequisite: THR 211 or permission of the instructor

THR 301: Theatre History (3 credits)

This course traces the origins and development of theatre from the myths and rituals of ancient culture, through classical Greece, Rome, the Middle Ages, Renaissance, Romanticism, Realism, and the 20th Century. Emphasis is placed on the historical changes in production-performance. Representative readings, film and, when possible, live presentations are used to enhance the survey perspective.

WOMEN AS EMPOWERED LEARNERS AND LEADERS

WEL 100: Women as Empowered Learners and Leaders (3 credits)

An interdisciplinary course, designed to give all students entering Bay Path University a common experience and foundation for their education. This course is an introduction to the University, to academic study, and to various approaches to thinking about personal potential, to understand the process of becoming a learner, a leader, and composing a life, to appreciate beauty, and work actively toward establishing community and justice in the context of being a woman at the beginning of the 21st century.

WEL 200: Present Yourself / Public Speaking (3 credits)

Persuasive speaking is about achieving a specific outcome. It is aimed at getting an audience to take certain action. But to succeed, you must first either change their attitudes and beliefs or reinforce attitudes and beliefs they already hold. You begin by planning and preparing and by focusing clearly on the outcome you want to achieve and the means to achieve it. This course is designed to help students build the skills necessary to achieve these results. Students will be asked to present weekly, under different circumstances and to different audiences.

WEL200 is an elective course for most programs.

WEL 310: Strategies for Career and Personal Growth (1 credit)

Strategies for Career and Personal Growth builds on the foundation created in WEL100 to deepen students' knowledge, skills, and attitudes related to career development. Through a focus on well-being and lifelong learning, students strategically delve into opportunities to build passion, purpose and potential through reflection on strengths and experiences, researching and learning about career paths related to one's major field of study and leveraging the career portfolio. This one-credit course is the mid-level requirement of our Women Empowered as Learners and Leaders Curriculum.

This course is typically completed during the spring semester of the sophomore year or fall semester of the junior year.

WEL 400: Women as Empowered Learners and Leaders: In Practice (3 credits)

This course focuses on the planning, design, and implementation of a project in partnership with a community organization. While each section of WEL400 will partner with a different organization, all sections combine academic work with hands-on learning. Students will engage in research pertaining to the focus of the course, and practice critical thinking and problem-solving skills while learning about a central topic. Trips to local sites and interaction with those in the community are integral components of WEL400. This blended-learning course combines face-to-face and online learning, serves as the capstone for the WELL program, and requires students to complete the Bay Path e-Portfolio.

This course is typically completed during the fall semester of the senior year with an exception for Pre-Occupational Therapy Studies majors needing this course in their junior year.

DIRECTORY

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The Board of Trustees

Date following each name indicates year of initial election to the Board.

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East Hartford, Connecticut

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Co-Director, The Rays of Hope
Center for Breast Cancer Research
Chair, Baystate Health Breast Network
Baystate Regional Cancer Program
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Retired
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Portland, Oregon

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Springfield, Massachusetts

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Springfield, Massachusetts

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Former Senior Vice President for Domestic Equities
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Director, Special Events
United States Holocaust Memorial Museum
Washington, D.C.

Barbara Sadowsky (2007)

Boca Raton, Florida

Gloria Smith (2007)

Suffield, Connecticut

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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

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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 AND DEAN, LIBERAL STUDIES

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. Dobmeyer (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-Sotiropoulos (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

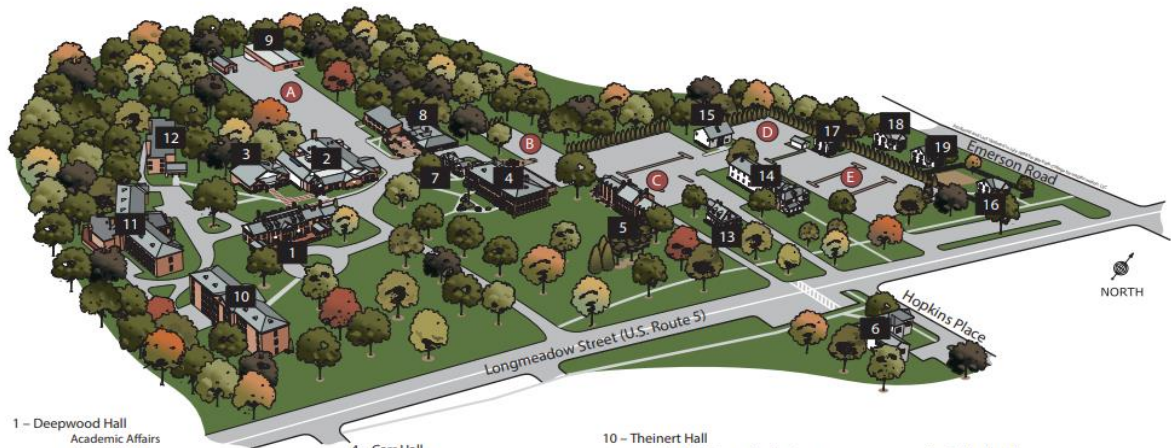
Jeanne Zobel-Lachiusa (2014)

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
AccessAbility 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
- 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.