2016-2017 Traditional Undergraduate Academic Catalog

Main Campus
588 Longmeadow Street
Longmeadow, Massachusetts 01106

Central Massachusetts Campus
One Picker Road, Sturbridge, Massachusetts 01507

Eastern Massachusetts Locations
The Guild for Human Services
521 Virginia Road, Concord, MA 01742

123 Cambridge Street, Burlington, MA 01803

Middlesex Community College
591 Springs Road, Bedford, MA 01730

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 01105

Disclaimer: All material in this catalog is presented in a good faith effort to inform current and prospective students and to comply with all state and federal laws. In order to respond to changes necessitated by external organizations and sound educational practices, the University may change course offerings, programs and policies without prior notice.
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CATALOG IN BRIEF

Welcome to the 2016 – 2017 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 of key academic policies and resources.

Academic Integrity & Classroom Behavior (p. 59)
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.

Sexual Misconduct (p. 89)
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.

Anti-Harassment & Anti-Discrimination (p. 67)
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).

Satisfactory Academic Progress (p. 86)
Satisfactory Academic Progress is evaluated at the end of each semester. To be considered in good academic standing, students must maintain a cumulative grade point average (cGPA) of 2.0 or higher while achieving a passing grade in 75% of credits attempted. Cumulative credits accrued include repeated, withdrawn and incomplete courses.

Academic Warning
During any semester, if a student’s grade point average (GPA) falls below a 2.0 or she has not achieved a passing grade in 75% of credits attempted then she 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 an advisor and devise an academic improvement 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 she was 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

Add / Drop (p. 119)
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
- Satisfactory Academic Progress
- Undergraduate Tuition & Fees

Relevant Resources
- First-Year Advising - WEL100 sections are taught by full-time faculty who also serve as the first-year advisors for students in their sections.
- Add/Drop information and forms – Student tab of MyBayPath portal

Challenge of Final Course Grade (p. 119)
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.
University Withdrawal (p. 117)
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
• Reinstatement, Re-entry, & Re-admittance
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 20 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 2500 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 Burlington, 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.

Bay Path University offers career focused and liberal arts degree programs in Biology, Business, Criminal Justice, Cybersecurity, Forensic Science, Health Services Administration, Leadership & Organizational Studies, Legal Studies, Liberal Studies, Medical Science, Neuroscience, Nursing, and Psychology with over 50 undergraduate majors and minors. The University offers the following graduate degrees: Master of Business Administration in Entrepreneurial Thinking and Innovative Practices; Master of Fine Arts in Creative Nonfiction; Master of Occupational Therapy; Master of Science in Accounting; Master of Science in Applied Data Science; Master of Science in Applied Laboratory Science & Operations; Master of Science in Communication; 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 Education in Curriculum and Instruction; Master of Science in Genetic Counseling; Master of Science in Higher Education Administration; Master of Science in Information Management; Master of Science in Leadership and Negotiation; Master of Science in Nonprofit Management and Philanthropy; Master of Science in 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.

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<th>Thumbprint Attributes</th>
<th>Supportive Values</th>
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<td>Women Empowering</td>
<td>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.</td>
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<tr>
<td>Student Learning Committed</td>
<td>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.</td>
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<tr>
<td>Relevant to the Changing Workplace</td>
<td>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.</td>
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<tr>
<td>Student Focused and Transformative</td>
<td>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.</td>
</tr>
<tr>
<td>Experiential and Hands-On</td>
<td>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.</td>
</tr>
<tr>
<td>Technologically Current and Modality Varied</td>
<td>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.</td>
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<tr>
<td>Globally and Aesthetically Appreciative</td>
<td>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.</td>
</tr>
<tr>
<td>Rigorous and Integrated</td>
<td>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.</td>
</tr>
<tr>
<td>Interdisciplinary and Ethically Aware</td>
<td>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.</td>
</tr>
<tr>
<td>Worthwhile Investment</td>
<td>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 effort to ensure that this journey is a success and well worth the investment.</td>
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Instructional Locations

Main Campus
588 Longmeadow Street
Longmeadow, Massachusetts 01106

Bay Path University includes the main campus in Longmeadow, Massachusetts, instructional locations in Sturbridge, Burlington and East Longmeadow, Massachusetts and the administrative offices of the American Women’s College Online located in downtown Springfield, Massachusetts. The University also offers many of its programs online. 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.

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.

Eastern Massachusetts Campus (EMC-Burlington)
123 Cambridge Street
Burlington, Massachusetts 01803

In 2007, Bay Path University established the Eastern Massachusetts Campus (EMC) in Burlington through a partnership with Burlington High School. Students, staff, and faculty use dedicated offices within the high school, as well as shared classrooms, computer labs, and science classrooms within the facility. The EMC 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.

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 graduate programs in occupational therapy, physician assistant studies, education, and psychology.

The American Women’s College Online
Springfield Administrative & System Support Offices
1350 Main Street, Suite 700
Springfield, Massachusetts 01105

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**

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 new Ryan Center in East Longmeadow houses the graduate health sciences programs, including occupational therapy and physician assistant studies. 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. Designed and built to complement other buildings on campus, 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, 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 newly renovated Hatch Library offers an inviting atmosphere, not only for individual study, but also collaborative learning in our group study rooms. We have an up-to-date collection of over 400,000 items, which have been carefully selected to support your academic success. Bay Path students may also borrow recreational items such as popular fiction books or DVDs,

In addition, students may borrow items in person from the other academic libraries of the Cooperating Colleges of Greater Springfield, from the Storrs (Longmeadow Public) Library, or through free interlibrary loan from WorldCat: an international network of academic, public, and specialized libraries.

Our [website](#) offers 24/7 access to over 100 online databases, featuring full-text articles from thousands of scholarly journals and major newspapers. Whether on or off campus, students with Internet access can view over 350,000 ebooks and other electronic resources, including high-quality, course-related web sites and [online tools](#) for citation, research, and writing help.

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

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

Ready reference collections and space to use them are also provided and staffed by Hatch librarians at Bay Path’s campuses in East Longmeadow, Sturbridge, and Burlington, MA.

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

**International and Multicultural Center**
The International and Multicultural Center serves as a cultural resource for students, faculty, and staff. The Center provides guidance, support and services for current and prospective students. It offers space for students to connect with other students along with faculty and staff, and serves as one of the campus resources available to assist students during their journey at Bay Path. Through creative and innovative programs, the Center enhances cultural knowledge and produces a deeper appreciation for diversity and inclusion throughout the campus community. **Campus Location: North Hall, First Floor.**
Mills Theatre
Mills Theatre, a gift of Ada C. Mills, is home to the Bay Path University Performing Arts Department. This state-of-the-art facility features ample seating, an advanced sound system, updated electrical lighting bay, and air conditioning to support its classroom and performing arts functions. Handicap accessible, the floor plan also has specially-designed handicap seating. Mills serves as a theatre-style classroom with retractable tablet desks and presentation equipment.

Computer Facilities
Bay Path University is committed to providing the latest in campus computing, networking, and telecommunications facilities and services. Academic resources include more than 200 PCs available to students in several computer labs, the Catok Learning Commons, residence halls, Hatch Library, and public clusters. By using any networked computer, students have access to information technologies such as e-mail and the internet through the campus network portal (my.baypath.edu). A variety of online information resources from Hatch Library are also available via the My Bay Path portal. Students may reach the IT Help Desk Service by phone at (413) 565-1487 or x1487 on campus, or electronically via e-mail at its@baypath.edu to submit an automated electronic service ticket. This service provides students with a single point of access for assistance with computing questions. Computer labs are also available when classes are not in session.

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

Athletics Facilities

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

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

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 2016, 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 & Chief Educational Compliance Officer or Dean of the student’s School or Division, the Assistant Dean of Students, or the 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.
## ACADEMIC CALENDAR

### Summer 2016

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<td>June 23</td>
<td>Advising Day for New Traditional Undergraduate Students</td>
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<td>July 4</td>
<td>University Closed – Independence Day</td>
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<td>July 21</td>
<td>Advising Day for New Traditional Undergraduate Students</td>
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### Fall 2016

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<td>August 7-24</td>
<td>ALLI Program for New Traditional Undergraduate Students</td>
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<td>August 22</td>
<td>Student Athletes Arrive</td>
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<td>August 23</td>
<td>Dorms Open for Returning Residential Student Leaders</td>
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<td>August 24-28</td>
<td>Welcome Week Orientation and New Traditional Students Arrive</td>
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<td>Return Residential Students Move – In</td>
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<td>August 29</td>
<td>Classes begin and Campus Awakening</td>
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<td>September 5</td>
<td>University Closed – Labor Day</td>
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<td>September 6</td>
<td>Last day to Add/Drop Courses with no Record for Traditional Undergraduate</td>
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<tr>
<td>September 13</td>
<td>Convocation Ceremony, 10:30 a.m., Mills Theater</td>
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<td>Campus Day, 12-4 p.m.</td>
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<td>Traditional Undergraduate classes cancelled between 10 a.m. – 4 p.m.</td>
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<td>September 20</td>
<td>Thumbprint Lecture</td>
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<td></td>
<td>Traditional Undergraduate classes cancelled at 10:15 a.m.</td>
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<td>October 10</td>
<td>University Closed – Columbus Day</td>
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<td>October 14</td>
<td>Midterm Grades Due</td>
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<tr>
<td>November 7-18</td>
<td>Registration Opens for Spring 2017</td>
</tr>
<tr>
<td>November 11</td>
<td>Last day to Withdraw from a Course with a 'W'</td>
</tr>
<tr>
<td>November 23</td>
<td>All Classes End and University Closes at Noon for Thanksgiving Break</td>
</tr>
<tr>
<td>November 24-25</td>
<td>University Closed – Thanksgiving Break</td>
</tr>
<tr>
<td>November 28</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>December 9</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>December 12-16</td>
<td>Final Exam Week</td>
</tr>
<tr>
<td>December 14 &amp; 16</td>
<td>Make-up Period for Final Exam: 3:15-5:15 p.m.</td>
</tr>
<tr>
<td>December 19</td>
<td>Final Grades Due (online submission by Noon)</td>
</tr>
<tr>
<td>December 22-Jan 2</td>
<td>University Closed – Winter Recess</td>
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### Spring 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January 16</td>
<td>University Closed – Martin Luther King Day</td>
</tr>
<tr>
<td>January 22</td>
<td>Returning Traditional Undergraduate Students Arrive</td>
</tr>
<tr>
<td></td>
<td>Incoming Traditional Undergraduate Spring Orientation</td>
</tr>
<tr>
<td>January 23</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 31</td>
<td>Last day to Add/Drop Courses with no Record</td>
</tr>
<tr>
<td>February 20</td>
<td>No Classes – President's Day</td>
</tr>
<tr>
<td>March 2</td>
<td>Midterm Grades Due</td>
</tr>
<tr>
<td>March 13-17</td>
<td>No Classes – Spring Break</td>
</tr>
<tr>
<td>March 20</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>March 31</td>
<td>Women’s Leadership Conference (tentative)</td>
</tr>
<tr>
<td>April 3-14</td>
<td>Registration Opens for Fall 2017</td>
</tr>
<tr>
<td>April 12</td>
<td>Celebration of Academic Achievement Day</td>
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<tr>
<td></td>
<td>Academic Recognition Ceremony</td>
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<tr>
<td></td>
<td>Traditional Undergraduate classes cancelled between 8 a.m.-4 p.m.</td>
</tr>
<tr>
<td>April 14</td>
<td>Last day to Withdraw from a Course with a 'W'</td>
</tr>
<tr>
<td>April 17</td>
<td>Classes Will be Held – Patriot’s Day</td>
</tr>
<tr>
<td>May 5</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 8-12</td>
<td>Final Exam Week</td>
</tr>
<tr>
<td>May 10 &amp; 12</td>
<td>Make-up Period for Final Exams: 3:15-5:15 p.m.</td>
</tr>
<tr>
<td>May 15</td>
<td>Final Grades Due (online submission by Noon)</td>
</tr>
<tr>
<td>May 21</td>
<td>Commencement</td>
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ACCREDITATION

New England Association of Schools and Colleges, Inc. (NEASC) and Massachusetts Department of Education Contact Information

Bay Path University is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. In addition, Bay Path University programs are approved by the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514; 781-425-7700; e-mail: cihe@neasc.org. Massachusetts Department of Higher Education, One Ashburton Place, Room 1401, Boston, MA 02108; 617-994-6950; www.mass.edu.

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

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 baccalaureate and Master’s degree levels are approved by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.
Accreditation Council for Occupational Therapy Education (ACOTE)
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.

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

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

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

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

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
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 their 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 her 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
- extracurricular activities
- a letter of reference from a teacher or guidance counselor
- admissions interview

Optional materials:
- SAT/ACT scores
- 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 T and will not be calculated as part...
of the student’s grade point average. For more information see the Transfer Credit Policy on page 99.

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 workforce or change careers can continue their education in day and summer classes in the traditional program. Accelerated degree completion in selected programs is possible through a One-Day-A-Week College. Please refer to the American Women’s College Course Catalog for more information.
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 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, she 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 her 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 on page 30.

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 and writing 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 on page 82.

Internal Program Transfer Process
Students who wish to transfer enrollment between divisions at Bay Path University including Traditional Undergraduate and the American Women’s College and the One-Day-A-Week College must complete a Change of Major Form for approval signed by both their current program chair or director and the program chair or director of the division they wish to enter. 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:
Associate 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
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) exams, and International Baccalaureate (IB). Credits earned may be awarded toward general education requirements, degree requirements, or elective credit.

Students may receive a maximum of 90 credits toward a baccalaureate degree and 30 credits toward an associate’s degree. Credit will be awarded only once for the same subject, whether the credit is earned by dual enrollment, examination, transfer credit, or course credit. In other words, students may not receive credit twice for the same material. Credits will transfer with no grade and will not be calculated as part of the student’s grade point average.

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.

Please reference the Advanced Placement Credit Policy on page 93 for more information.

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.
**FINANCIAL INFORMATION**

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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, 2016 for the 2016-2017 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 2016-2017 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 2016-2017 academic year are:

- Full-time tuition (12-17 credits) $31,785.00
- Part-time tuition (less than 12 credits) $500.00/credit
- Room & Board (Unlimited Access) * $13,045.00
- Room & Board (150 Block Plan)* $12,734.00
- Room & Board (Flex 14 Plan) * $12,424.00
- Single Room Fee $3,500.00
- Student Accident and Sickness Insurance Program – Full year $2,311.00
- Dorm Damage Deposit $150.00
- Parking Fee $300.00
- Miscellaneous Fees Starting at $10.00 **
- Course Lab Fees Starting at $50.00 ***

*Includes laundry services
** Students may check with the Registrar’s Office or their advisor to find out the dollar amount of any lab fees that may be associated with a course.
*** A list of all Misc. Fees is available at the Business Office.

Undergraduate Tuition
Tuition for full-time undergraduate traditional students is $31,785 for the 2016-2017 academic year. Tuition includes a full-time course load of 12 to 17 credit hours per semester. Students electing to enroll in more than 17 credits during a semester will be charged the per credit rate of $500 for each credit over 17. Exceptions to this policy are rare and made only at the discretion of the Vice Provost for Academic Affairs and the Controller.

Course Load Requirements and Restrictions
Full-time status for undergraduate students is 12 to 17 credits per semester. A student wishing to carry more than 17 credits in a Fall or Spring semester may seek permission to do so from his/her academic advisor via the Credit Hour Overload form available on the Registrar’s Office portal page. Students are advised that there are financial implications of taking more than 17 credits (see above).

Full-time students choosing to take more than 17 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.

<table>
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<th>Meal Plan</th>
<th>Description</th>
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<tr>
<td>The Unlimited Access Pass</td>
<td>The Unlimited Access Pass includes unlimited access to the Blake Dining Hall. The Unlimited 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.</td>
</tr>
<tr>
<td>The 150 Block Plan</td>
<td>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.</td>
</tr>
<tr>
<td>The Flex 14 Plan</td>
<td>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.</td>
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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 to www.chpstudent.com and complete the On-Line Enrollment Form to enroll in the Bay Path University Student Accident and Sickness Insurance Program, or complete the On-Line Waiver Form and provide proof of comparable coverage to waive this plan. The deadline for completing the waiver form and waiving the insurance for the academic year is August 1, 2016.
**Dorm Damage Deposit**
This applies to resident students only. The $150.00 deposit is required one-time only, during the student’s first semester of living in the residence hall. This deposit will be returned after graduation or upon withdrawal from the University provided the student’s room has not been damaged beyond that sustained by normal usage and all financial obligations to the University are satisfied.

**Course Lab Fees**
Course lab fees may be assessed to designated courses as referred to in this Catalog.

**Miscellaneous Fees**
The most common miscellaneous fees applying to students are: a course drop fee of $10 for each course dropped after the designated add/drop period; a challenge exam sitting fee of $50 (for a three-credit course); and a challenge exam fee to purchase credits of $170 (for a three-credit course). 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 for 2016-2017 is available at the Business Office.

**Parking Fees**
To be considered for parking privileges, new students must complete by May 1 a request with the Admissions Office. An annual $300 parking fee is included on the billing statement of resident students who are awarded parking privileges. The parking fee is not prorated based on the number of days, weeks, or months the automobile is on campus.

Returning students should also pay the annual parking fee and submit a Parking Registration Form at their convenience since parking permits are issued on a first-come first-served basis. There is no parking fee for commuting students.

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**
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 close of the add/drop period. 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.

A registration fee of $50 will be assessed to any student who does not register for classes within the timeframe provided by the Registrar’s Office. All students must submit a deposit and must not have an outstanding balance with the Student Financial Services Office in order to register for classes.

**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 and American Express; forms are located on the back of the billing statements and can be completed and returned to the Student Financial Services Office. Tuition payments can also be made online through the MyBayPath Portal or by calling the Student Financial Services Office.

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. A $65 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 her employer may apply with the Student Financial Services Office to defer the reimbursed portion of her bill until the end of the semester. To apply for deferment, the student must complete a Bay Path University Tuition Deferment 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. Bay Path University has partnered 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 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. If a student would like to keep their credit on their tuition account to be applied to an upcoming semester, the student must complete the Credit Balance Authorization Form available on the My Bay Path University portal. Credit balances under $1.00 will not be refunded.

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

Institutional Refund Policy
To be considered withdrawn from the University, students must complete 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 17 credits for the semester.

Students withdrawing from a course, but not from the University, during the add/drop period 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.

Students enrolled in 12 to 17 credits for a semester who withdraw from a course after the add/drop period and drop below 12 credits will have their bill recalculated based on the $500 per credit rate. The institutional refund calculation will then be applied to the course that was dropped.

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, 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. Deposits will be posted to the student’s Campus Card within 24 hours of the deposit. 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.
General Information
The Board of Trustees reserves the right to change tuition and fees. The tuition and fee schedules for the 2017-2018 academic year will be announced to all current students and applicants in the spring of 2017.

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 to the Director 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 she continues 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, her 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 her 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 she 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 $17,000 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 $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 2.0 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 Villalobos/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 $12,000 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 $11,000 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 Allison Gare Memorial Scholarship Fund is a need-based/merit scholarship awarded to incoming or returning students.

Alumnae Scholarships

Alumnae/Reunion Fund

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

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

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

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

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

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

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

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

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

**The Carol A. Leary Endowed Scholarship Fund for First Generation College Students**
The Carol A. Leary Endowed Scholarship Fund for First-Generation College Students is awarded to high need undergraduate first-generation college students at Bay Path. 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 her own expenses.

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

**Continuing Education Scholarships**

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

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

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

**Dean's Scholarships**
Students with strong academic achievements and accomplishments in high school are eligible for Dean Scholarship awards up to $15,000 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 $10,000 toward tuition, room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

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

**Elizabeth Dorrance Memorial Fund**
The Elizabeth Dorrance Memorial Award is a need-based/merit scholarship awarded to graduates of Turners Falls High School in at least their second year of study at Bay Path University.
Eva Coty ’26 Scholarships
The Eva Coty ’26 Scholarship is a need-based scholarship giving preference to students in a business-related program. First-year or returning students are eligible to receive this scholarship.

Fontaine Family Scholarship
The Fontaine Family Scholarship is used to provide scholarship support to students with high financial need. Recipients must be in good academic standing and enrolled in the traditional, 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 she 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 she 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 $7,000 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 $14,000 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 $16,000 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 she proceeds through her academic years at Bay Path University up to graduation, provided the student remains in good standing.

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

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

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

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

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

**Seize the Day Scholarships**
Students with strong academic achievements and accomplishments in high school are eligible for Seize the Day Scholarship awards up to $10,000 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 $8,000 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
New York State TAP Matching Grant Program
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.
# ACADEMIC SERVICES

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Academic Advising
Bay Path University uses 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 her WEL100 course in her first-semester and serves as the primary advisor for the duration of her 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 her WELL advisor, first-year students are assigned a faculty advisor in her major. During her first year, the major advisor will be available to assist the student with course selection, registration, and academic planning. After her 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 in her major with whom she can consult about her program and course selections, career goals and academic progress.

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 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.

In their junior or senior 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 an intensive two-day workshop format. Students meet 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, as well as how to navigate the early stages of their new careers. In this course the student is guided in the development of résumés and cover letters to prospective employers. 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—your **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 you 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 you to cultivate your passion, purpose and potential.

**Strategies for Personal and Career Success**
Students register for WEL310 in the spring of sophomore year or the fall of junior year, focusing on career reflection, exploration, and planning. You will create a model career portfolio, including a personal statement, a polished cover letter and resume, a LinkedIn profile, a set of business cards, and professional references. Blended into the curriculum is attention to skill building and practice, including learning research, interviewing, negotiating and networking skills. 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, you are invited to attend a Career & Networking event in your 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 you discover creative ways to engage your passions, articulate your purpose and help you begin to develop your true potential. You are assigned a personal career coach when you join our community as a first year student. This career coach stays with you throughout your program, guiding you to help you have you next step firmly in place at graduation. We give you the resources to build a well-grounded perspective that empowers you to proactively create your 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 your employability and graduate school admission, as well as enhance your resume, provide career exploration, and build professional networks. Your career coach and your faculty advisor strategically help match you with an internship experience to give you what you 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.

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

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

Disabilities (See Services for Students with Disabilities)

Division of Research and Academic Resources
The Division of Research and Academic Resources includes the Office of Research, the Center for Teaching and Learning, Hatch Library, the T. Marc Futter Program for Ethics in Leadership and Integrity in Action, the Center for Online and Digital Learning and the Bashevkin Center for Academic Excellence.

Student Research
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.

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 made to the Dean of the University of Arts and Sciences. 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 Director of the Study Abroad Program. 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 “Entre- vation” course.

ESL–Intensive Program (English-as-a-Second-Language)
International students with a 500-550 TOEFL score will be considered for this intensive English-as-a-Second-Language Program, which provides practice in listening, speaking, reading, and writing and information about American culture. ESL courses generally meet three hours a day, five days per week, for which three graduation credits and six University credits are given. Students may enroll in one or sometimes two other appropriate courses for credit with the approval of the Registrar’s Office. Cultural enrichment trips are a special feature of the Program. Trips may be scheduled to museums, aquariums, theatre and symphony performances, as well as to other local and regional sites of historical and general interest.

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 Services
Bay Path University encourages students to attend to mind, body, and spirit. Students taking courses on campus have access to the Fitness Center and course work that helps students learn more about effective ways to maintain and cultivate health and wellness.
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 her 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 her 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 internships and short travel/study seminars as well as the more traditional full-semester program of study. 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 [normally with 3.0 or better cumulative grade point average (cgpa)] and must have no incompletes. Students wishing to study abroad should contact the Study Abroad Advisor for information and application packets. Completed applications must be submitted to the Study Abroad Advisor no later than the Friday before Spring Break of the year preceding the proposed study abroad.

Students who expect to receive credit for their academic work must obtain advanced approval of a plan of study from the academic advisor and the chair of the department under which the degree is granted.

A student studying abroad may have the grades from all courses from the host institution converted to Pass/Fail grades by Bay Path University and not included in her grade point average. A failing grade (below C-) will not transfer.

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. An intensive seven-week course, which meets before and immediately after the tour, is recommended. 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 her career path and better prepares her to succeed professionally. A successful association with an internship site 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 schedules her planning session at least 4 months in advance of when she plans to begin her 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 her internships, she:

1. Initiates a meeting with her 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. Registers for and attends a planning session to join the internship course, working with her career coach to secure an appropriate site and to obtain documentation required to complete her internship.
3. Completes the Learning Contract with her site supervisor, considering program learning goals for her major in conjunction with her 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 her internship experience, the student:

4. Meets regularly with her site supervisor, recording progress on learning goals and hours worked on her time log. The student uploads her time logs, signed by her and the site supervisor, at least monthly during the internship.
5. Is accountable for informing her 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 her internship, the student:

6. Uploads her site evaluation and her site supervisor’s evaluation to the internship course 
within one week of completing her required hours.
7. Prepares and uploads the Internship Summary (Reflection Paper removed) to the 
internship course within 30 days of her last day, or by the date that credit bearing course 
assignments are due, whichever occurs first.
8. Prepares her Internship Reflection presentation and registers to present at an Internship 
Reflection Session, inviting her site supervisor and faculty advisor to attend; presents and 
uploads her presentation to the internship course, along with her updated career 
portfolio. The student receives 5 hours toward her 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 her internship experience.

Internships Supervised by the University’s Departments of Education, Legal and Forensic 
Studies, and Occupational Therapy:

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 pre OT or health and 
human studies majors. 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 April.

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 her peers at the University’s annual Academic Achievement Day. The student will meet regularly with her mentor to discuss her progress. The student will receive 3 credits for her work (a minimum of 135 hours) in a designated research course, which will be reflected as a letter grade on her 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 portal site.

**ROTC**

Students may participate in the Army or Air Force Reserve Officer Training Corps 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 Director of Student Academic Support Services, located in the Bashevkin Center for Academic Excellence. Reasonable accommodations for coursework may include extended time on exams, distraction-free test locations, 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.

Students who wish to request accommodations must:

- Provide a written request for accommodations by completing the Accommodations Request Form available in the Bashevkin Center for Academic Excellence.
- Provide current documentation of the disability from a qualified evaluator (psychologist, physician, etc.) to the Director of Student Academic Support Services.
Meet with the Director of Student Academic Support Services to review the request and discuss reasonable accommodations.

After reviewing the request and documentation, the Director of Student Academic Support Services determines what accommodations are reasonable and discusses these with the student at the scheduled meeting. Once reasonable accommodations have been approved, the student and Director work together with the faculty and staff to ensure that the accommodations are implemented. Students must request services each semester, and any changes to disability status or to the nature of the disability must be reviewed with the Director. Accommodations may be requested at any time during the semester, but students are encouraged to make requests in a timely manner. The Director may suggest alternate accommodations based on the documentation. The student may appeal the Director’s decision by making a written request to the Dean of Research and Academic Resources, who will meet with the Director 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 science, 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 sciences. 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 from the United States and other countries.

- **Maintaining Good Standing:** To maintain 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 and other required projects such as attending the Journal Club and participating in the Visiting
Scientist initiatives.

- **Honors Program Student Council**: Each year, students in the Honors Program elect officers to a WiSH Honors Program Student Council. These positions include president, vice president and representatives of each class. The Council works 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 science and math education and other integral activities such as local ecosystem restoration, sustainable agriculture activities, and biological censoring for possible endangered species among others. In addition, the Honors Program Student Council coordinates various service activities.

**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 Honors Program will be based upon the following criteria:

- **First-year students (WiSH)** — 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 (WiSH)** — 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 science honors program at their previous college or university. In the latter case, the student would submit to the Bay Path Science WiSH 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 science honors program.
# ACADEMIC POLICIES AND PROCEDURES

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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 his/her 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 he/she 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 because of his/her availing him/herself 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, Vice President for Student Development, 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, she or he 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
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 his or her 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 herself or himself in an ethically compromising situation may self-report the situation to her or his 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 her or his designee), two faculty members, and two students, with no member having a vested interest in the matter. The faculty member making the allegations may request appointment of one member of the faculty on the Standing Committee to the 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 her or his 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 her or his 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 and Vice President for Academic Affairs within seven (7) days of the hearing. Students determined to be responsible for acts of academic dishonesty may be subject to academic and disciplinary sanctions including 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 and Vice President for Academic Affairs at the time dismissal occurs; and/or
• Permanent expulsion from the University with documentation on her or his permanent record.

Students who have been found responsible for violations of the Policy forfeit eligibility for academic or other University honors and may be removed from any appointed position or required to resign from any elected position in the University. If a student is found responsible for violations of the Policy, but is not enrolled in the course for which she provided or secured information for someone who was enrolled in the course, she or he is 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, she or he 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 she or he 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 her or his 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 My Bay Path Portal. Students are responsible for checking their Bay Path e-mail account regularly for important notices and other information, and for complying with stated University policies and guidelines. E-mail accounts are automatically established for all students within one week of initial enrollment.

- Bay Path University does not mail or provide printed copies of class schedules, grade reports, or degree audits. These are available in the MyBayPath Portal under the Students Portlet.
The MyBayPath Portal also provides access to financial information. Students are able to access their financial information at all times; however, when there is an outstanding balance, unapproved financial aid, missing immunization records, or other required documents, students will have access only to their billing statement but not to their schedule, degree audit, course selections, or other information. All other information is made available to students after all financial and other requirements have been met.

The MyBayPath Portal also includes an online bulletin board. Student-generated e-mail can only be addressed to specific named individuals and cannot exceed 30 recipients. Any information that needs to be shared with groups may be posted on My Bay Path Portal bulletin board(s).

Acceptable Use of Technology Policy

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

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

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

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

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

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

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

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

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

- FERPA: regulates the confidentiality of student records.
- GLBA: regulates the confidentiality of financial information.
- HIPAA: regulates the security and privacy of health information.
- PCI DSS: regulates the confidentiality of credit card information.
- DMCA 1998: regulates the protection of intellectual property.
- USC Title 18 §1030: Fraud and related activity in connection with computers.
- CAN-SPAM Act: Regulates the use of mass e-mailing.
- MGL c.93H: Mandates reporting of security breaches.
- MGL c.266, S. 33A: Fraud through the use of computer resources.
- MGL c.266, S. 37E: Prohibits identity theft.
- 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 her or him, and which undermines morale and /or interferes with the ability of the employee to work effectively. Sexual harassment includes unwelcome actions such as:

• sex-oriented verbal abuse
• sexual remarks or jokes
• physical contact including patting, pinching or repeated brushing against another person’s body
• demands or requests for sexual favors accompanied by implied or overt promises of preferential treatment or threats concerning an individual’s status as an employee
• actual or attempted rape or assault
It is, therefore, against the policies of the University for any employee, male or female, to harass another employee sexually, that is, by making unwelcome sexual advances, requests for sexual favors, or other uninvited verbal or physical conduct of a sexual nature when:

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

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

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether intended or not, that is unwelcome and has the effect of creating an educational environment or 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 his or her employment or academic responsibilities, or when the effect is to create an offensive, intimidating and/or hostile working or learning environment for that person.

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

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

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

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

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

Procedure for Dealing with Harassment
An initial course of action for anyone who feels that she or he has 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 she or he has been the victim of harassment decides that she or he wishes 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
As declared by its mission, “a Bay Path University education empowers undergraduate women and graduate women and men to become leaders in their careers and communities with an innovative approach to learning that prepares students to flourish in a constantly changing world.” As its mission reveals, Bay Path’s primary function is to propel student learning while preparing students to serve as agents of change and positive impact in their lives beyond the University. On a daily basis, Bay Path renews its commitment to its mission by embracing its responsibility to the Bay Path community of students, faculty, and staff to deliver an educational experience of the highest quality.

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

Students know that the successful completion of a course or a term does not signal the conclusion of learning. Similarly, the responsibility for assessment does not end with efforts to answer the question of how are students progressing in their learning. Rather, the larger purpose of assessment is to continuously enhance the Bay Path experience by amplifying the voices and experiences of students as key sources of institutional learning. By placing students at the center of the assessment experience, student consensus readily emerges regarding the aspects of the Bay Path experience that both exceed student expectations and require attention. Consensus perspectives are highly actionable, thereby enabling Bay Path to build upon program successes and pursue improvements.
Surveys – Placing Students at the Center of the Assessment Experience
Bay Path undertakes assessment from a holistic perspective, combining analyses of student performance by faculty with student self-report information obtained via a variety of surveys (e.g., nationally normed and locally developed). Placing students at the center of this holistic assessment experience is possible when the assessment process conveys value and opportunity for students to participate. Bay Path strongly encourages students to place themselves at the center of the assessment experience by providing input through the following sample of surveys administered at Bay Path:

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.

Alumnae Survey – Approximately 9 months following May commencement, Bay Path contacts traditional undergraduate alumnae 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.

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. The questionnaire collects information including 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, her 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 learning outcomes, assignments, exam information, and policies for attendance, make-up examinations, 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 her 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 professor to arrive. It is up to the discretion of the professor as to how to deal with absences based on false information about class cancellations.

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

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

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

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

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University
official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Another exception which permits disclosure without consent is to parents of a student termed “dependent” for income tax purposes.

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

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

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

5. “Educational records” include any records in the possession of the University which are shared with or accessible to another individual. The following student records are not included among educational records and therefore, are not subject to the Act, provided, however, these records may be protected from disclosure by other provisions of federal or state law.

   • Private notes or records held by educational personnel (these documents become subject to student review only if they are made available to others within the University or to outside parties).
   • Student medical or psychiatric records created and maintained solely for treatment purposes (these documents are regulated by Massachusetts law
relating to patients’ rights. Under this law, students have the right to confidentiality of their medical records as well as the right to inspect and obtain a copy of these records).

- Records of the students which relate exclusively to the students in their capacity as regular employees and which the institution makes or maintains in the normal course of business.
- Records containing information obtained after the student is no longer enrolled, such as post-transfer or alumni records. In addition, certain educational records are not subject to review by the student. This includes financial records and statements of parents and certain confidential letters and statements of recommendation which were placed in the educational records of a student.

**Course Evaluation System**
The University uses a web-based course evaluation system 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.

**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 (for example, a Bachelor of Science in Criminal Justice and a Bachelor of Arts in Psychology) 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. 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.

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

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

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

• Students must be in good conduct and academic standing and meet satisfactory academic progress standards at the time of the request.
• The Enrollment Status Change Form must be completed in full, including the period of time for the leave of absence, the specific date of return, the reason for the leave and the student’s signature.
• The total duration of all leaves may not exceed a total of 180 days in a 12-month period. If the student does not return within the time agreed upon and has not contacted the University, s/he will be administratively withdrawn from the University within 24 hours of the end of the approved leave of absence.
• Students are required to submit appropriate documentation for the reason requesting the approved leave of absence with their Enrollment Status Change Form. Enrollment Status Change Form submitted without appropriate documentation will not be approved. All documentation will be kept confidential and private consistent with the terms of this policy and the business needs of the University.
Contemporaneously with the leave request, students must discuss their leave of absence with their academic advisor and the appropriate divisional representative (the Director of Advising and Retention for traditional and graduate students and the Deputy Chief Learning Officer for the American Women’s College). Exceptions must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the University.

Contemporaneously with the leave request, students receiving financial aid must discuss the proposed leave of absence with a representative from the Student Financial Services Office to determine the impact on student financial aid. Exceptions must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the University.

Students on an approved leave of absence will have a maximum of 48 hours to vacate the residence hall and campus. Exceptions must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the University.

Students on an approved leave of absence may not attend classes, participate as a member of a student organization (including athletics) or be on campus for any reason without prior written permission from the Director of Advising and Retention, in consultation with the Assistant Provost & Dean, Division of Student Engagement & Liberal Studies.

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

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

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

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

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

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

1. A student can take the grade he/she has 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 his/her grade processed in the normal manner at the end of the semester with appropriate credits and grade awarded. This option will be determined on a case-by-case basis.

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

3. A student can elect to withdraw from one or more courses with a grade of W (military leave) at any time during the semester by informing the Registrar’s Office. A student electing this option will have his or her tuition refunded or credited, whichever is deemed appropriate, without credits awarded. A resident student may at any time during the semester be released from her contractual obligations for room and board. Room and board charges will be refunded for the unused portion of the contract on a pro rata basis.

Return from a Leave of Absence
At least six weeks prior to the start of the semester, the student must contact by email the Registrar’s Office stating his/her 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 he or she determines. 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 (Traditional and Graduate) and the Chief Learning Officer (TAWC). The academic standing of students upon their departure from the University will be in effect upon their re-entry or re-admittance to the University. Traditional undergraduate students who return to the University must meet with the Director of Student Academic Support Services to establish an electronic learning plan. Students in the American Women’s College must develop an electronic learning plan with her advisor prior to reinstatement.

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 policy on page 49 of this Catalog.

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

Satisfactory Academic Progress and Financial Aid
Undergraduate students are expected to make both quantitative and qualitative progress toward a degree. Bay Path University defines Satisfactory Academic Progress (SAP) as successfully completing coursework in a timely manner and maintaining continued good academic performance. For students to be considered in good academic standing they must maintain a cumulative grade point average (cgpa) of 2.0 or higher while achieving a passing grade in 75% of credits attempted. Cumulative credits accrued include repeated, withdrawn and incomplete courses.

All matriculated students will be reviewed every semester to ensure they are in good academic standing, whether or not they are receiving financial aid. A matriculated student is defined as a student has been officially accepted through the admissions process and is a degree seeking candidate. The University’s satisfactory academic progress standards are the same as the Federal requirements for financial aid recipients. To be eligible for student financial aid, students must meet the federal requirements. Federal regulations require that institutions establish, publish and apply standards to monitor the student’s progress towards completion of a certificate or degree program in a pace that they can succeed.

Students who fail to meet Bay Path University’s standards, will be placed on financial aid warning, probation or dismissed from the University. The Satisfactory Academic Progress Policy applies to both full-time and part-time matriculated undergraduate students at Bay Path University.

Maximum Time Frame for Financial Aid Funding
Students will not be 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 hours for graduation will be eligible for financial
aid during the first attempted 180 hours as an undergraduate. All attempted hours are counted, including transfer hours, whether or not financial aid was received or the course work was successfully completed.

Academic Standing Status Definitions

**Academic Standing** - An undergraduate student enrolled at Bay Path University must have a cumulative grade point average (CGPA) of at least **2.0** to be eligible to graduate. The academic standing status will be assessed at the end of each fall and spring semesters according to the CGPA criteria listed above. Please note that certain programs require cumulative grade point averages higher than the minimum 2.0 standard. It is the student’s responsibility to be aware of the required CGPA for her program.

**Good Academic Standing** - If a student’s CGPA is at or above the minimum standards of 2.0 and the student has achieved a passing grade in 75% of credits attempted then the student is classified as an undergraduate student in good academic standing at Bay Path University. If a student has received an academic warning in the prior term, they are still considered to be in good academic standing.

**Academic Warning** - During any semester of review, if a student’s grade point average (GPA) falls below a 2.0 or she has not achieved a passing grade in 75% of credits attempted then she will be placed on Academic Warning. Students placed on academic warning they will receive a letter from the Registrar’s Office and are required to schedule an appointment to meet with an advisor and devise an academic improvement plan no later than the date indicated on the letter.

Based on the student’s electronic learning plan, students may have to add/drop/withdraw from courses and/or to select different courses when they pre-register for the following semester. All forms are available from the Registrar’s Office.

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 the warning is removed.

**Academic Dismissal**

An undergraduate student who does not meet the progress standards for the semester following the one for which she was placed on warning will be dismissed. An academic dismissal means that a student will not be enrolled at Bay Path University for at least one semester. The Registrar’s Office will send students a notification letter of dismissal. The student may appeal the institutional academic dismissal. The student is required to submit the request in writing to the Registrar’s Office at registrar@baypath.edu (see Appeals Process). If a student’s appeal from dismissal is granted, she will be placed on Academic Probation and Financial Aid Probation for one semester. The institutional academic dismissal will be recorded on the student’s academic transcript. If a student is taken off academic dismissal, it will also be noted on their transcript.

**Academic Probation**

If an undergraduate student’s appeal from dismissal is granted, they will be placed on Academic Probation and Financial Aid Probation for one semester. Students who are placed on Academic Probation will receive a letter explaining the placement and next steps. Once the student is placed on Academic Probation she is required to contact Jemi Kuberski, Director of Student Academic Support Services, to setup an electronic learning
plan, which may require adjustments to registration for upcoming courses. Students may continue to receive financial assistance during the probationary period as long as they are following the academic improvement plan. Academic Probation will not exceed one semester unless specified in the probationary letter.

At the end of the probationary period, students will be removed from probationary status because both the completion rate and cumulative grade point average (CGPA) standards are met; or students could be suspended from receiving assistance from federal, state, and institutional sources and will receive a letter of Financial Aid Suspension. Failure to meet the standards after an academic reinstatement will result in academic dismissal. Conditions for return to Bay Path are outlined in the Reinstatement, Re-Admission, Re-Entry Policy.

Financial Aid Suspension
Undergraduate students who do not meet the standards for completion rate and cumulative grade point average (CGPA) are no longer eligible for financial aid until such standards are met. If a student is dismissed from the program they may not return to Bay Path University until one year or two semesters have passed. **All Financial Aid will be suspended unless the student has appealed the academic dismissal.**

Appeal Process
Students who are academically dismissed and whose financial assistance has been suspended due to extenuating circumstances, have the opportunity to appeal the action in writing. 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 appeal should address and document the extenuated circumstances and describe how the circumstances have changed so that the student will now be academically successful. Appeals must include supporting documentation. Incomplete appeals or those missing adequate documentation are typically denied.

A student who is dismissed from the University and wants to appeal must appeal in writing within 14 calendar days of the dismissal notification. Students must submit to the Registrar’s Office at registrar@baypath.edu a signed and dated letter of appeal explaining the extenuating circumstances and why they shouldn’t be dismissed. Included in the letter the student must answer the following question: “What has changed in their situation that will allow them to achieve the satisfactory academic progress standards by the next evaluation period?” If students are mailing the letter it must be certified and postmarked within the 14 calendar days of dismissal. The Registrar’s Office will verify receipt of the appeal by email. A committee will review the appeal, render a decision and notify the student within 14 days of the student’s appeal. The Committee may request additional documentation verifying the situation. If the decision of the committee is not favorable, the student may appeal in writing to the Provost for further review. This represents the final appeal. The specific instructions, deadlines and appeal forms are available on the Bay Path University portal (see Appeals form.)

How to Regain Financial Aid Eligibility For Pace Standards
If the undergraduate student’s appeal is approved, she will be placed on Financial Aid Probation for one semester. If the student meets minimum Satisfactory Academic Progress standards at the end of the semester, s/he will be taken off Financial Aid Probation. If it is not possible for the student to achieve minimum Satisfactory Academic Progress standards within one semester, s/he will be maintained on an Academic Success Plan. While the student is on
Financial Aid Probation and an Academic Success Plan exists, certain conditions for academic performance will be set and monitored by the student’s advisor. If the student’s appeal has been approved, they will be notified through Bay Path University e-mail/mail by the Academic Standards Committee.

The conditions for the approved appeal will continue for one semester until the student meets the minimum standard(s) or fail to meet the conditions of the approved appeal. If the student fails to meet the appeal conditions, the student’s account will likely revert to a Hold indicating that they are ineligible for aid. Students may not return to the University at a future date without formal application and approval of the Provost.

Students will be reconsidered for financial aid only when sufficient credits have been earned to meet published standards and a cumulative G.P.A. G.P.A. of 2.0 or higher and 75% of credits attempted have been achieved as long as the student has not received financial assistance for more than 150% of the credit attempted to earn the degree.

Sexual Misconduct Policy

I. Purpose and Scope of Policy

1. Statement of Institutional Values
Sexual misconduct of any form is a violation of a person's rights, dignity and integrity. An act of sexual misconduct represents a fundamental failure by a community member to recognize and respect the intrinsic worth and dignity of another. Acts of sexual misconduct are harmful and illegal and will not be tolerated at Bay Path University. Such acts corrupt the integrity of the educational process, are contrary to the mission and values of the Bay Path community and are against University policy.

All members of the Bay Path community should be free from sexual misconduct in the classroom; the social, recreational and residential environment; and the workplace. The University seeks to foster a climate free from sexual misconduct through a coordinated education and prevention program, the promulgation of clear and effective policies, as well as investigative and grievance procedures that are prompt, equitable, and accessible to all. In response to any reported sexual misconduct, the University will take all appropriate steps to eliminate the misconduct, prevent its recurrence and address its effects.

In order to foster a climate of respect for oneself and for one another and provide for the safety and security of our community, the University expects all community members to take action to prevent acts of sexual misconduct. Creating a safe campus environment is the responsibility of all members of the University community, both individually and collectively.

In order to foster a climate that encourages reporting of sexual misconduct, the University will actively educate the community, respond to all allegations promptly, will provide interim measures to address safety and emotional well-being, and will act in a manner that recognizes the inherent dignity of the individuals involved.

In order to achieve equitable results, the University will carefully review and/or investigate all reports with an earnest intent to understand the perspective and experiences of each individual involved, and provide for fair and impartial evaluation and resolution.

2. Purpose of Policy
The purpose of this policy is to provide the Bay Path community with a clearly articulated set of behavioral standards, common understandings of definitions and key concepts, and descriptions
of prohibited conduct. The policy applies to all community members, including students, faculty, and staff, visitors and independent contractors. It is intended to protect and guide students, faculty and staff who have been affected by sexual misconduct, whether as a Reporting Party, a Responding Party, or a third party.

When used in this policy, a **Reporting Party** refers to the individual who believes himself, herself, their self to have been the subject of sexual misconduct. A **Responding Party** refers to the individual who has been accused of sexual misconduct. A **third party** refers to any other participant in the process, including a witness to the incident or an individual who makes a report on behalf of someone else. A **report** refers to any incident or concern regarding sexual misconduct that is reported to the University. A **complaint** is an allegation of sexual misconduct filed against a faculty member, staff member or student that initiates the appropriate disciplinary process.

In addition to defining sexual harassment and the forms of sexual misconduct that violate the standards of our community, this policy will also:

- Identify resources and support for all members of the University community;
- Identify the Title IX Coordinator;
- Provide information about where a University community member can obtain support or access resources in a confidential manner;
- Provide information about how a University community member can make a report on-campus or off-campus; and,
- Provide information about how a report will be investigated, evaluated and resolved.

3. Scope

As stated above, this policy applies to all members of the Bay Path community, including students, employees, visitors, and independent contractors. When used in this policy, employee generally refers to both full- and part-time staff and faculty members, although there are separate complaint processes delineated for non-faculty employees and for faculty members. Vendors, independent contractors, visitors, and others who conduct business with the University or on University property are also expected to comply with this policy.

All University community members are responsible for their actions and behavior, whether the conduct in question occurs on campus or in another location. Members of the Bay Path University community have a responsibility to adhere to University policies and local, state and federal law.

As a result, this policy applies both to on-campus and off-campus conduct. In particular, off-campus behaviors that have an actual or potential adverse impact on any member of the University community or the University fall under this policy.

Any individual may make a report alleging a violation of this policy. The University will provide resource options and respond promptly and equitably to all allegations of sexual misconduct. The University will engage in a Title IX review throughout which it is committed to maintaining fairness for all parties and to balancing the needs and interests of the individuals involved with the safety of the community as a whole.

4. Coordination with Non-Discrimination Policy

The University recognizes that harassment related to an individual’s sex, sexual orientation, gender identity or gender expression can occur in conjunction with misconduct related to an individual’s race, color, ethnicity, national origin, religion, age, or disability. Targeting individuals on the basis of these characteristics is also a violation of the community standards.
Under these circumstances, the University will coordinate the investigation and resolution efforts (see Section IX, Resolution Process for Complaints) to address harassment related to the targeted individual’s sex, sexual orientation, gender identity or gender expression together with the conduct related to the targeted individual’s race, color, ethnicity, national origin, religion, age, or disability.

II. Notice of Non-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.

The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment. Sexual misconduct, including sexual harassment as defined in this policy, is a form of sex discrimination that unjustly deprives a person of equal treatment. It is prohibited by Title IX of the Education Amendments of 1972, a federal law that provides that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Sexual harassment is also prohibited under Title VII of the Civil Rights Act of 1964, Massachusetts General Laws Chapter 151B, and other applicable statutes.

This policy prohibits sexual misconduct against all Bay Path community members of any gender or sexual orientation. This policy also prohibits gender-based harassment that does not involve conduct of a sexual nature.

III. University Statement on Privacy
The University is committed to maintaining the privacy of all individuals involved in a report of sexual misconduct. In any Title IX review of an allegation of sexual misconduct, every effort will be made to protect the privacy and interests of the individuals involved in a manner consistent with the need for a thorough review of the allegation. Such a review is essential to protecting the safety of the Reporting Party, the Responding Party, and the broader campus community and to maintaining an environment free from sexual discrimination.

At all times, the privacy of the parties will be respected and safeguarded. Information related to a report of misconduct will be shared only with those University employees who “need to know” in order to assist in the investigation and/or resolution of the complaint. All University employees who are involved in the Title IX review process, including conduct board hearing members, have received specific training regarding the safeguarding of private information. Students or employees wishing to obtain confidential assistance through on-campus or off-campus resources without making a report to the University may do so by speaking with professionals who are obligated by law to maintain confidentiality. These professionals are identified in the Resources section of this policy. As a reminder, students may seek confidential assistance on campus through Health Services and the Counseling Center. Employees may seek confidential assistance through the Employee Assistance Plan.

When the University has received a report of sexual misconduct, but the Reporting Party requests that his/her identity remain confidential or that the University not pursue an investigation, the University will balance this request with its responsibility to provide a safe and non-
discriminatory environment for all University community members. The University will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation, (see Request for Confidentiality in section VIII.4.) At all times, the University will seek to respect the request of the Reporting Party, and where it cannot do so, the University will consult with the Reporting Party and keep him/her/them informed about the chosen course of action.

If a report of misconduct discloses an immediate threat to the University campus community, the University may issue a timely notice of the conduct to the community to protect the health or safety of the broader campus community. This notice will not contain any biographical or other identifying information. Immediately threatening circumstances include, but are not limited to, recently reported incidents of sexual misconduct that include the use of force, a weapon, or other circumstances that represent a serious and ongoing threat to University students, faculty, administrators, staff, or visitors. All resolution proceedings are conducted in compliance with the requirements of FERPA, the Clery Act, Title IX, and other University policy. No information shall be released from such proceedings except as required or permitted by law or University policy.

IV. Prohibited Conduct and Definitions
The University prohibits sexual misconduct. Sexual misconduct is a broad term that includes but is not limited to sexual harassment, sexual violence, sexual exploitation, stalking, cyber-stalking, bullying and cyber-bullying, aiding or facilitating the commission of a violation, and retaliation. Consistent with the values of an educational and employment environment free from harassment based on sex, 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.

1. Definition of Sexual Harassment
Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other unwelcome verbal or physical conduct of a sexual nature when:

(1) Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment, evaluation of academic work or participation in social or extracurricular activities;

(2) Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance by creating an intimidating, hostile, humiliating, demeaning, or sexually offensive working, academic or social environment. The effect will be evaluated based on the perspective of a reasonable person in the position of a Reporting Party.

A single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to provide a hostile environment, particularly if the harassment is physical.

2. Forms of Prohibited Sexual Harassment
Sexual harassment is prohibited. In some cases, sexual harassment is obvious and may involve an overt action, a threat or reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.
Sexual harassment can take many forms:

- It can occur between equals (e.g., student to student, staff to staff, faculty member to faculty member, visitor/contracted employee to staff) or between persons of unequal power status (e.g. supervisor to subordinate, faculty member to student, coach to student-athlete, student leader to first-year student). Although sexual harassment often occurs in the context of an exploitation of power by the individual with the greater power, a person who appears to have less power in a relationship can also commit sexual harassment (e.g., student harassing faculty member).
- It can be committed by an individual or may be a result of the collective actions of an organization or group.
- It can be committed against an individual, an organization or a group.
- It can be committed by an acquaintance, a stranger, or someone with whom the Reporting Party has a personal, intimate or sexual relationship.
- It can occur by or against an individual of any sex, gender identity, gender expression or sexual orientation.
- It does NOT have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Examples of behavior that might be considered misconduct include, but are not limited to:

- Unwanted or inappropriate sexual innuendo, propositions, sexual attention or suggestive comments and gestures; humor and jokes about sex or gender-specific traits; sexual slurs or derogatory language directed at another person’s sexuality or gender; insults and threats based on sex or gender; and other oral, written or electronic communications of a sexual nature that an individual communicates is unwanted and unwelcome;
- Written graffiti or the display or distribution of sexually explicit drawings, pictures, or written materials; sexually charged name-calling; sexual rumors or ratings of sexual activity/performance; the circulation, display, or creation of e-mails or Web sites of a sexual nature.
- Non-academic display or circulation of written materials or pictures degrading to an individual(s) or gender group (It is expected that instructors will offer appropriate warning regarding the introduction of explicit and triggering materials used in the classroom.);
- Inappropriate or unwelcome physical contact or suggestive body language, such as touching, patting, pinching, hugging, kissing, or brushing against an individual’s body;
- Undue and unwanted attention, such as repeated inappropriate flirting, inappropriate or repetitive compliments about clothing or physical attributes, staring, or making sexually oriented gestures;
- Physical coercion or pressure of an individual to engage in sexual activity or punishment for a refusal to respond or comply with sexual advances;
- Change of academic or employment responsibilities (increase in difficulty or decrease of responsibility) based on sex, gender identity/expression, or sexual orientation;
- Use of a position of power or authority to: (1) threaten or punish, either directly or by implication, for refusing to tolerate harassment, for refusing to submit to sexual activity, or for reporting harassment; or (2) promise rewards in return for sexual favors;
- Sexual assault;
- Abusive, disruptive or harassing behavior, verbal or physical, which endangers another's mental or physical health, including but not limited to threats, acts of violence, or assault based on gender and/or in the context of intimate partner violence;
• Demeaning verbal or other expressive behavior of a sexual or gendered nature in instructional settings; and
• Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping. Harassment for exhibiting what is perceived as a stereotypical characteristic for one’s sex, or for failing to conform to stereotypical notions of masculinity and femininity, regardless of actual or perceived sexual orientation or gender identity of the harasser or target.

3. Additional Forms of Prohibited Sexual Misconduct
Sexual misconduct may vary in its severity and consists of a range of behaviors. The following descriptions represent sexual behaviors that violate Bay Path University’s community standards and a person’s rights, dignity and integrity.

• Sexual Violence: Physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. This includes rape, sexual assault, battery and sexual coercion. Sexual violence may involve individuals who are known to one another or have an intimate and/or sexual relationship, or may involve individuals not known to one another. Examples include, but are not limited to:
  • Having or attempting to have sexual intercourse with another individual without consent. Sexual intercourse includes vaginal or anal penetration, however slight, with a body part or object, or oral copulation by mouth-to-genital contact.
  • Having or attempting to have sexual contact with another individual without consent. Sexual contact includes kissing, touching the intimate parts of another, causing the other to touch one’s intimate parts, or disrobing of another without permission. Intimate parts may include the breasts, genitals, buttocks, mouth or any other part of the body that is touched in a sexual manner.

• Sexual Exploitation: An act or acts committed through non-consensual abuse or exploitation of another person’s sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage or any other non-legitimate purpose. The act or acts of sexual exploitation are prohibited even though the behavior does not constitute one of the other sexual misconduct offenses. Sexual exploitation may involve individuals who are known to one another, have an intimate or sexual relationship, and/or may involve individuals not known to one another. Examples include, but are not limited to:
  • Observing another individual’s nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved;
  • Non-consensual streaming of images, photography, video or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties involved;
  • Prostituting another individual;
  • Knowingly exposing another individual to a sexually transmitted disease or virus without his or her knowledge; and
  • Inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.

• Stalking: A course of conduct involving more than one instance of unwanted attention, harassment, physical or verbal contact, or any other course of conduct directed at an individual that could be reasonably regarded as likely to alarm or place that individual in fear of harm or injury, including physical, emotional, or psychological harm. This
includes cyber-stalking, a particular form of stalking in which electronic media such as the internet, social networks, blogs, cell phones, texts or other similar devices or forms of contact are used to pursue, harass or make unwelcome contact with another person. Stalking and cyber-stalking may involve individuals who are known to one another or have an intimate or sexual relationship, or may involve individuals not known to one another.

- **Aiding or Facilitating:** Aids, facilitates, promotes or encourages the commission of a violation under this policy. Aiding or facilitating may also include failing to take action to prevent an imminent act when it is reasonably prudent and safe to do so. Taking action may include direct intervention, calling Bay Path Campus Public Safety or local law enforcement, or seeking assistance from a person in authority.

- **Retaliation:** Acts or attempts to retaliate or seek retribution against the Reporting Party, Responding Party, or any individual or group of individuals involved in the investigation and/or resolution of an allegation of sexual misconduct. Retaliation can be committed by any individual or group of individuals, not just a Responding Party or Reporting Party. Retaliation may include continued abuse or violence, other forms of harassment, and slander and libel.

4. **Statement on Consent, Coercion, Incapacitation, and Alcohol**

**Consent to engage in sexual activity must be knowing and voluntary.** Consent to engage in sexual activity must exist from the beginning to end of each instance of sexual activity, and for each form of sexual contact. Consent to one form of sexual contact does not constitute consent to all forms of sexual contact. For example, an individual may agree to kiss but choose not to engage in touching of the intimate parts or sexual intercourse. An individual should obtain consent before moving from one act to another.

**Consent consists of an outward demonstration indicating that an individual has freely chosen to engage in sexual activity.** Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage freely in sexual activity. Relying on non-verbal communication can lead to misunderstandings. Consent may not be inferred from silence, passivity, lack of resistance or lack of active response alone. A person who does not physically resist or verbally refuse sexual activity is not necessarily giving consent. In the absence of an outward demonstration, consent does not exist. If at any time it is reasonably apparent that either party is hesitant, confused or uncertain, both parties should stop and obtain mutual verbal consent before continuing sexual activity.

**A current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent.** Even in the context of a relationship, there must be mutually understandable communication that clearly indicates willingness to engage in sexual activity each time such activity occurs.

**Consent may be withdrawn by either party at any time.** Withdrawal of consent must also be outwardly demonstrated by words or actions that clearly indicate a desire to end sexual activity. Once withdrawal of consent has been expressed, sexual activity must cease.

**In the Commonwealth of Massachusetts, consent can never be given by minors under the age of 16.**

Consent is not effective if it results from the use or threat of physical force, intimidation, or coercion, or any other factor that would eliminate an individual’s ability to exercise his or her
own free will to choose whether or not to have sexual contact. Coercion includes the use of pressure and/or oppressive behavior, including express or implied threats of harm, severe and/or pervasive emotional intimidation, which places an individual in fear of immediate or future harm or physical injury or causes a person to engage in unwelcome sexual activity. A person’s words or conduct amount to coercion if they wrongfully impair the other’s freedom of will and ability to choose whether or not to engage in sexual activity.

An individual who is incapacitated is not able to make rational, reasonable judgments and therefore is incapable of giving consent. Incapacitation is the inability, temporarily or permanently, to give consent, because the individual is mentally and/or physically helpless due to drug or alcohol consumption, either voluntarily or involuntarily, or the individual is unconscious, asleep or otherwise unaware that the sexual activity is occurring. In addition, an individual is incapacitated if he/she/they demonstrate that they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. Some indicators of incapacitation may include, but are not limited to, lack of control over physical movements, lack of awareness of circumstances or surroundings, or the inability to communicate for any reason. An individual may experience a blackout state in which he/she/they appear to be giving consent, but do not actually have conscious awareness or the ability to consent. It is especially important, therefore, that anyone engaging in sexual activity be aware of the other person’s level of intoxication. The relevant standard that will be applied is whether the Responding Party knew, or a sober reasonable person in the same position should have known, that the other party was incapacitated and therefore could not consent to the sexual activity.

The University considers sexual contact while under the influence of alcohol to be risky behavior. Alcohol impairs a person’s decision-making capacity, awareness of the consequences, and ability to make informed judgments. Being intoxicated or impaired by drugs or alcohol is never an excuse for sexual misconduct and does not excuse one from the responsibility to obtain consent.

IV. Resources

1. Overview
The University is committed to treating all individuals with dignity, care and respect. Any individual affected by sexual misconduct, whether as a Reporting Party, a Responding Party, or a third party, will have equal access to support and counseling services through the University. The University recognizes that any individual involved in an incident of sexual misconduct may have questions and we encourage Bay Path community members to seek the support of campus and community resources. The University can provide guidance in making decisions, obtaining information about available resources, and assisting either party in the event that a report and/or resolution is pursued. Individuals are encouraged to use all available resources, regardless of whether the incident occurred recently or in the past.

Reporting Parties, Responding Parties and third parties can expect:

- The opportunity to meet with the Title IX Coordinator to answer questions regarding the University’s complaint processes for students and employees.
- Notice of confidential resources, including health care and mental health counseling services, on campus and in the local community.
- Notice of the option to pursue law enforcement action and to be assisted by Bay Path University Campus Public Safety or other University officials in accessing and communicating with such authorities. This notice will include a discussion of the importance of the preservation of evidence.
• The opportunity to request that the University take steps to prevent unnecessary or unwelcome contact or communication with another member of the Bay Path community.
• The right to be free from retaliation. Any concerns of retaliatory behavior should be immediately reported to Bay Path Campus Public Safety or the Title IX Coordinator.

2. Confidential Resources and Support
The University encourages all Bay Path community members to report an incident of sexual misconduct. The University recognizes, however, that there are many barriers to reporting, both individual and societal, and not every individual will choose to make a formal report with the University or with local law enforcement. For those individuals who are not prepared to make a report, there are several confidential resources available for students, staff and faculty. Individuals seeking to talk to someone about an incident of sexual misconduct in a confidential manner without making a report to the University or triggering any investigation or action by the University may utilize the following confidential medical and mental health resources. These resources hold a statutorily protected confidentiality that prohibits the release of an individual’s information without that individual’s express consent (except under limited circumstances that pose an imminent danger to the individual or to others.)

The following resources are confidential:

**Dr. Kathleen Martin**  
Title IX Coordinator  
413-565-6806  
kamartin@baypath.edu

**Kathy Robbins**  
Deputy Title IX Coordinator  
413-565-1252  
krobbins@baypath.edu

**Peter Testori**  
Deputy Title IX Coordinator  
413-565-1058  
ptestori@baypath.edu

**Bay Path University Counseling Center**  
413-565-1276  
counseling@baypath.edu

3. Additional Resources

**Campus Public Safety**  
413-565-1225

4. Community Resources
Students, faculty and staff may also access resources located in the local community. These organizations can provide crisis intervention services, counseling, medical attention and assistance in interfacing with the criminal justice system. All individuals are encouraged to utilize the resources that are the best suited to their needs, whether on or off campus. In general, off-campus resources can provide assistance to individuals wishing to make a report to the University, but will not notify the University without the consent of the Reporting Party.
VI. Reporting

All University employees, including faculty, staff, and administrators, student employees who have a responsibility for student welfare, and student volunteers who have a responsibility for student welfare, are required to share with the Title IX Coordinator any report of sexual misconduct they receive or of which they become aware.

Examples of students who have a duty to share the information with the Title IX Coordinator include, but are not limited to, Resident Assistants, Orientation Leaders and Peer Mentors.

All Bay Path community members, even those who are not obligated by this policy, are strongly encouraged to report information regarding any incident of sexual misconduct to the Title IX Coordinator.

The Title IX Coordinator will ensure that the University responds to all reports in a timely, effective and consistent manner. The Title IX Coordinator is charged with the review, investigation and resolution of all reports to ensure consistent responsiveness and the integrated provision of interim measures to support the individuals involved and to protect the campus community. It is only through this consistent and informed response that we create a culture of accountability and break the culture of silence. The Title IX Coordinator is positioned to provide seamless support, assess campus safety and effectively respond to allegations of sexual misconduct.

The University will promptly and thoroughly investigate and respond to all reports of sexual misconduct. The University will respond to all reports in an integrated, consistent manner that treats each individual with dignity and respect. The University will approach each report with an earnest intent to understand the perspective and experiences of each individual involved in order to ensure fair and impartial evaluation and resolution.

The University is committed to providing a variety of welcoming and accessible means so that that all instances of sexual misconduct will be reported. The University also recognizes that the decision whether or not to report sexual misconduct is personal, and that there are many barriers to reporting, both individual and societal. Not every individual will be prepared to make a report to the University or to law enforcement, and individuals are not expected or required to pursue a specific course of action.

An incident does not have to occur on campus to be reported to the University. Off-campus conduct that adversely affects the University or the Bay Path community also falls under this policy.

An individual does not have to decide whether or not to request disciplinary action at the time the report is made. The University recognizes that choosing to make a report, and deciding how to proceed after making the report, can be a process that unfolds over time. The University will respect an individual’s autonomy in making these important decisions and provide support that will assist each individual in making that determination.

As outlined in the Statement on Privacy, the University respects the privacy interests of student, faculty, and staff. All information reported will be shared only with those University employees who will assist in the investigation and/or resolution of the complaint.

1. Emergency/Immediate Reporting Options

The University encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident of sexual misconduct. This is the best option to
ensure preservation of evidence and to begin a timely investigative and remedial response. The University will assist any Bay Path community member to get to a safe place and will provide transportation to the hospital, coordination with law enforcement, and information about the University’s resources and complaint processes.

Assistance is available from the University 24 hours a day year-round by calling the University Campus Public Safety number (413-565-1225). Any individual can request that a member of the Bay Path CPS respond and take a report or request to speak with the Title IX Coordinator or a member of the Counseling Center staff. There is no requirement that an individual file an incident report with Bay Path Campus Public Safety to speak with the Title IX Coordinator or a member of the Counseling Center staff. A medical provider can provide emergency and/or follow-up medical services, and the ability to discuss any health care concerns related to the incident in a confidential medical setting may bring peace of mind. The medical exam has two goals: first, to diagnose and treat the full extent of any injury or physical effect (sexually transmitted infection or pregnancy) and second, to properly collect and preserve evidence. There is a limited window of time (typically 72 to 96 hours) following an incident of sexual assault to preserve physical and other forms of evidence. Taking the step to gather evidence immediately does not commit an individual to any course of action. The decision to seek medical attention and gather any evidence will remain confidential and preserve the full range of options to seek resolution through the University’s complaint processes or through the pursuit of criminal action.

2. Campus Reporting Options
The University recognizes that a student or employee may choose to report sexual misconduct to any trusted employee of the University. For example, a student may choose to confide in a Resident Assistant, a faculty member, or a coach, all of whom are considered “responsible employees” who must report the incident under this policy. An employee may choose to confide in a supervisor, also considered a “responsible employee.” Under this policy, any employee who receives a report of sexual misconduct must share the report with the Title IX Coordinator. The Title IX Coordinator is specifically charged with investigating and responding to allegations of sexual misconduct.
To enable the University to respond to all reports in a prompt and equitable manner, the University encourages all individuals to directly report any incident of sexual misconduct to the Title IX Coordinator.

3. Anonymous Reporting
Any individual may make an anonymous report concerning an act of sexual misconduct. An individual may report the incident without disclosing his/her name, identifying the Responding Party or requesting any action. Depending on the level of information available about the incident or the individuals involved, however, the University’s ability to respond to an anonymous report may be limited.

4. Reporting Patterns of Sexual Harassment
In the event that an individual believes that he/she/they may be experiencing behavior that points to a pattern of sexual harassment, he/she/they should document that behavior and report it to the Title IX Coordinator.

5. Time Frame for Reporting
Individuals are encouraged to report sexual misconduct immediately to maximize the University’s ability to respond promptly and equitably. The University does not, however, limit the timeframe for reporting. The University will not be able to pursue disciplinary action against
an individual who is no longer affiliated with the University. Under those circumstances, the University will still conduct a Title IX review.

6. Coordination with Law Enforcement
The University encourages Reporting Parties to pursue criminal action for incidents of sexual misconduct that may also be crimes under Massachusetts law. In every case of sexual violence, the University, through the Head of Campus Public Safety, will notify the Longmeadow Police Department of the allegations. The University will also assist a Reporting Party in making a criminal report and will cooperate with law enforcement agencies if a Reporting Party decides to pursue the criminal process to the extent permitted by law. However, a Reporting Party may also choose not to pursue criminal action, and under most circumstances, the Longmeadow Police Department will not force a Reporting Party to pursue charges if he/she/they are not willing to do so.

The University’s policy, definitions and burden of proof may differ from Commonwealth of Massachusetts criminal law. A Reporting Party may seek resolution through the University’s complaint process, may pursue criminal action, may choose one but not the other, or may choose both. Neither law enforcement’s determination whether or not to prosecute a Responding Party, nor the outcome of any criminal prosecution, are determinative of whether sexual misconduct under this policy has occurred. Proceedings under the University’s Sexual Misconduct Policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus.

7. Amnesty for Students Who Report Sexual Misconduct
The University encourages reporting and seeks to remove any barriers to reporting by making the procedures for reporting transparent and straightforward. The University recognizes that an individual who has been drinking or using drugs at the time of the incident may be hesitant to make a report because of potential consequences for his/her/their own conduct. An individual who reports sexual misconduct, either as a Reporting Party or a third party witness, will not be subject to disciplinary action by the University for his/her/their own personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violations did not and do not place the health or safety of any other person at risk. The University may, however, initiate an educational discussion or pursue other educational remedies regarding alcohol or other drugs. The amnesty policy applies to the University student conduct process.

8. Bystander Intervention
The University expects all community members to take reasonable and prudent actions to prevent or stop an act of sexual misconduct. Taking action may include direct intervention, calling law enforcement, or seeking assistance from a person in authority. Community members who choose to exercise this positive moral obligation will be supported by the University and protected from retaliation.

9. Statement Against Retaliation
It is a violation of University policy to retaliate in any way against an individual or a group because the individual or group of individuals reported an allegation of sexual misconduct.

The University recognizes that retaliation can take many forms, may be committed by an individual or a group against an individual or a group, and that a Responding Party can also be the subject of retaliation by the Reporting Party or a third party. The University will take immediate and responsive action to any report of retaliation and may pursue disciplinary action as appropriate. An individual reporting sexual misconduct is entitled to protection from any
form of retaliation following a report that is made in good faith, even if the report is later not proven.

VII. Interim Measures
Upon receipt of a report, the University will provide interim support and reasonable protective measures to prevent further acts of misconduct, and to provide a safe educational and work environment. The University will determine the necessity and scope of any interim measures. Even when a Reporting Party or Responding Party does not specifically request that protective action be taken, the University may choose to impose interim measures at its discretion to ensure the safety of any individual, the broader University community or the integrity of the review process.

Students seeking such assistance should speak with the Title IX Coordinator, who will coordinate such requests on the behalf of the student. The University will maintain contact with the parties to ensure that all safety and emotional and physical well-being concerns are being addressed.

All individuals are encouraged to report concerns about failure of another individual to abide by any restrictions imposed by an interim measure. The University will take immediate and responsive action to enforce measures previously ordered or implemented by the University.

The University may impose any remedy that can be tailored to the involved parties to achieve the goals of this policy, even if not specifically listed here. The range of interim measures may include:

No Contact Order: A Reporting Party or Responding Party may request, or the University may impose, communication and contact restrictions to prevent further potentially harmful interaction. These communication and contact restrictions generally preclude in person, telephone, electronic or third party communications. In some cases, an individual may also wish to consider an Abuse Prevention Order or a Harassment Prevention Order from the local courts. This is a civil proceeding independent of the University. If a court order is issued the University will, to the extent possible, assist the protected person in benefiting from the restrictions imposed by the court and will also facilitate on campus compliance with the order. The University may also limit an individual or organization’s access to certain University facilities or activities as part of the no contact order.

Academic, Employment or Residence Modifications: A Reporting Party or Responding Party may request an academic or employment accommodation or a change in residence after a report of sexual misconduct. An individual who requests assistance in changing their academic or living situation after an incident of sexual misconduct will receive appropriate and reasonably available accommodations. These may include:

- Academic accommodations, including a change in class schedule, taking an incomplete, dropping a course without penalty, attending a class via Skype or other alternative means, providing an academic tutor, or extending deadlines for assignments;
- Change of dormitory assignment;
- Change in work assignment or schedule;
- Providing an escort to ensure safe movement between classes and activities.

Emotional Support: The University will provide counseling services through the Counseling Center or will assist in providing a referral to off campus agencies as detailed in the Campus and Community Resources section of this policy. Counseling and emotional support is available to any member of the campus community.
Interim Separation: Where the report of sexual misconduct poses an ongoing risk of harm to the safety or well-being of an individual or members of the campus community, the University may place an individual or organization on interim suspension or impose leave for an employee. Pending resolution of the complaint, the individual or organization may be denied access to campus. When interim suspension or leave is imposed, the University will make reasonable efforts to complete the investigation and resolution within an expedited time frame.

VIII. Title IX Review

1. Role of the Title IX Coordinator
The President of the University has appointed Dr. Kathleen Martin to serve as the Title IX Coordinator. In his role as Title IX Coordinator, Dr. Martin oversees the University's centralized review, investigation and resolution process for reports of sexual misconduct. She also coordinates the University’s compliance with Title IX. Dr. Martin oversees the investigation and resolution of all reports of sexual misconduct. Included in that process are the steps listed below:

- Meet with any individual, whether a Reporting Party, a Responding Party, or a third party, to discuss interim measures, resources, and procedural options on and off campus;
- Ensure prompt and equitable resolutions that comply with all requirements and timeframes specified in the complaint procedures;
- Conduct on-going and annual climate checks, tracking, and monitoring of sexual misconduct allegations on campus; and,
- Coordinate all training, education and prevention efforts.

2. Initial Assessment
The University will address all reports of sexual misconduct. The Title IX coordinator, will oversee the University’s Title IX review process. In every report of sexual misconduct, the University, through the Title IX Coordinator, will make an initial assessment of any risk of harm to individuals or to the campus community and will take steps necessary to address those risks. These steps will include interim measures to provide for the safety of the individual and the campus community.

The University’s responsibility to review and respond to all allegations of misconduct exists regardless of whether that review culminates in additional investigation or goes before a Hearing Board, and exists independently of the criminal justice process.

3. Investigation
The Title IX Coordinator may determine if an investigation of the report of sexual misconduct should be conducted. This determination is based on a variety of factors, such as the Reporting Party’s wish to pursue disciplinary action, the risk posed to any individual or the campus community by not proceeding, and the nature of the allegation. The Title IX Coordinator may designate an investigator of her choosing. Any investigator used by the University, whether internal or external, must have specific training and experience investigating allegations of sexual misconduct.

The investigator will coordinate the gathering of information from the Reporting Party, the Responding Party, and any other individuals who may have information relevant to the determination. The investigator will also gather any available physical or medical evidence, including documents, communications between the parties, and other electronic records as appropriate. The investigator may also consider prior allegations of, or findings of responsibility
for, sexual misconduct by the Responding Party. In gathering such information, the investigator will comply with applicable laws and Bay Path University policies. The investigation will be thorough, impartial and fair, and all individuals will be treated with appropriate sensitivity and respect.

Information gathered during the investigation will be used to evaluate the responsibility of the Responding Party, provide for the safety of the individual and the University campus community, and impose remedies as necessary to address the effects of the alleged conduct. Any investigative report will serve as the foundation for all related resolution processes.

4. Request for Confidentiality
Where the University has received a report of sexual misconduct, but the Reporting Party requests that his/her identity remain confidential or that the University not pursue an investigation, the University must balance this request in the context of its responsibility to provide a safe and non-discriminatory environment for all University community members. The University will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation, but its ability to investigate may be limited by the request for confidentiality. Under these circumstances, the University will weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment, any potential threats to community safety, the respective ages and positions of the Reporting Party and the Responding Party, whether there have been other harassment complaints against the Responding Party, and the Responding Party’s right to receive information under applicable law.

At all times, the University will seek to respect the request of the Reporting Party, and where it cannot do so, the University will consult with the Reporting Party and keep him/her/them informed about the chosen course of action.

5. Time Frame for Resolution
The investigation and resolution (including appeal) of all reports will generally be completed within 60 to 90 days. Extenuating circumstances including the complexity and severity of a complaint may arise that require the complaint process to extend beyond 60 to 90 days. In general, a Reporting Party and Responding Party can expect to receive periodic updates as to the status of the review or investigation.

In the event that the investigation and resolution exceed this time frame, the University will notify all parties of the need for additional time and best efforts will be made to complete the process in a timely manner.

6. Withdrawal or Resignation While Charges Pending
Bay Path University does not permit a student to withdraw if that student has an allegation pending for violation of the policy on sexual misconduct. Should a student decide to leave and/or not participate in the investigation, the process will nonetheless proceed in the student’s absence to a reasonable resolution and that student will not be permitted to return to the University unless all sanctions have been satisfied. The student will not have access to an academic transcript until the allegations have been resolved.

7. Appeals
All requests for appeal consideration must be submitted in writing to the Title IX Coordinator within three (3) days of the delivery of the written finding of the Title IX Coordinator. Any party may appeal the findings and/or sanctions only under the grounds described, below.
Any party may appeal, but appeals are limited to the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures, etc.).
- To consider new evidence, unknown or unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanctions imposed fall outside the range of sanctions the University has designated for this offense and the cumulative record of the responding party.

Appeals will be reviewed by the Provost. The original finding and sanction/responsive actions will stand if the appeal is not timely or is not based on the grounds listed above, and such a decision is final. The party requesting appeal must show that the grounds for an appeal request have been met, and the other party or parties may show the grounds have not been met or that additional grounds are met. The original finding and sanction are presumed to have been decided reasonably and appropriately. When any party requests an appeal, the Title IX Coordinator will share the appeal request with the other party(ies), who may file a response within three (3) days and/or bring their own appeal on separate grounds. If new grounds are raised, the original appealing party will be permitted to submit a written response to these new grounds within three (3) days. These response or appeal requests will be shared with each party.

If the Provost finds that at least one of the grounds is met by at least one party, additional principles governing the hearing of appeals will include the following:

- Decisions on appeal are to be deferential to the original decision, making changes to the finding only where there is clear error and to the sanction/responsive action only if there is a compelling justification to do so.
- Appeals are not intended to be full re-hearings (de novo) of the allegation. In most cases, appeals are confined to a review of the written documentation or record of the investigation, and pertinent documentation regarding the grounds for appeal. An appeal is not an opportunity for appeals panelists to substitute their judgment for that of the original investigator(s) merely because they disagree with its finding and/or sanctions.
- Appeals granted based on new evidence should normally be remanded to the Investigator(s) for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator.
- Sanctions imposed are implemented immediately unless the Title IX Coordinator or designee stays their implementation in extraordinary circumstances, pending the outcome of the appeal.
  - For students: Graduation, study abroad, internships/externships, etc. do NOT in and of themselves constitute exigent circumstances and students may not be able to participate in those activities during their appeal.
- The Title IX Coordinator will confer with the Provost, incorporate the results of any remanded grounds, and render a written decision on the appeal to all parties within three (3) days of the resolution of the appeal or remand.
- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand.
- All parties will be informed in writing within three (3) days of the outcome of the appeal, without significant time delay between notifications and in accordance with the standards for notice of outcome as defined above.
• In rare cases where a procedural or substantive error cannot be cured by the original investigator(s), the Provost may recommend a new investigation, including a new Investigator. The results of a remand cannot be appealed. The results of a new investigation can be appealed, once, on any of the three applicable grounds for appeals.

• In cases where the appeal results in reinstatement to Bay Path University or resumption of privileges, all reasonable attempts will be made to restore the Responding Party to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

8. Long-Term Remedies/Actions
Following the conclusion of the investigation and in addition to any sanctions implemented, the Title IX Coordinator may utilize long-term remedies or actions to stop the harassment or discrimination, remedy its effects and prevent their reoccurrence. These remedies/actions may include, but are not limited to:

• Referral to counseling and health services
• Education to the community
• Permanently altering the housing situation of an the Responding Party (resident student) or the Reporting Party (resident student), if desired
• Providing campus escorts
• Climate surveys
• Policy modification
• Providing transportation accommodations
• Implementing long-term contact limitations between the parties
• Offering adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, long-term remedies may also be provided even when the Responding Party is found not responsible.

The institution will maintain as confidential any long-term remedies/actions or protective measures, provided confidentiality does not impair the institution’s ability to provide the actions or protective measures.

All responding parties are expected to comply with conduct sanctions, responsive actions and corrective actions within the timeframe specified by the Title IX Coordinator. Failure to abide by these conduct sanctions, responsive actions and corrective actions by the date specified, whether by refusal, neglect or any other reason, may result in additional sanctions/responsive/corrective actions and/or suspension, expulsion and/or termination from Bay Path University and may be noted on a student’s official transcript. A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

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 on page 54). 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 his or her 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.

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 or her password or allow others to use his or her account.

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

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

Bay Path University complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, which protects the privacy of student information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personally identifiable information in the student's education records.
Student 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
Students who transfer to Bay Path from a regionally-accredited institution or who earn credit through Advanced Placement or College Level Entrance Examinations may receive up to 90 credits toward a baccalaureate degree and 30 credits toward an associate’s degree. Bay Path students who wish to register for a course at another institution after matriculation at Bay Path must receive written approval from the Registrar’s Office before registering for the course at the outside institution. Grades of C- or above will transfer into Bay Path as a T and will not be calculated as part of the student’s grade point average. If the course taken at the other institution repeats a course taken and failed at Bay Path, and the student earns a grade of C- or above, the course will be brought in as a T and the earlier F will be removed from the calculated grade point average. Courses accepted for transfer before matriculation receive transfer credit only.

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 residency requirement must be fulfilled regardless of any additional credits transferred in. Consistent with NEASC standards, students must complete one fourth of their undergraduate credits, including substantial advanced work in their major, at Bay Path University.

Transfer credit will be given for University-level courses taken at accredited institutions, provided the student has earned a grade of C- or better. An exception is made for D grades earned in those courses taken through CCGS cross registration as long as a minimum grade is not required as a University-wide or major requirement. A student who has received an associate degree in the same program of study as that to which she is transferring at Bay Path and has earned a minimum cGPA of 2.0 on a 4.0 scale will be admitted to junior status. For students changing their program of study, the courses will be evaluated individually to determine how they fall within the scope of the Bay Path curriculum. Candidates for Education and Occupational Therapy 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.

Transfer Credit Appeals
Students wishing to appeal a transfer credit decision must complete a Petition form for review by the student's advisor, 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 Bay Path University AP credit policy below defines the minimum required score, amount of credit awarded, and equivalent course(s) for each AP examination. To receive credit, you must submit your official AP score report, from The College Board, to the Office of Admissions at Bay Path University.
<table>
<thead>
<tr>
<th>AP Course/Exam</th>
<th>Score</th>
<th>Credit Awarded</th>
<th>Bay Path’s Equivalent Course(s)</th>
<th>Core Distribution Fulfilled</th>
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<tbody>
<tr>
<td>Art History</td>
<td>3</td>
<td>3</td>
<td>ART 100 Art History ART 100 Art History &amp; Elective</td>
<td>Cultivating Perception &amp; Self Expression: Arts &amp; Aesthetics</td>
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<tr>
<td>Biology</td>
<td>3</td>
<td>4</td>
<td>BIO 110 Biology I BIO 110 &amp; BIO 112 Biology II</td>
<td>Fostering Inquiry: Natural Science and Quantitative Analysis</td>
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<tr>
<td>Calculus AB</td>
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<td>MAT 221 Calculus I</td>
<td>Fostering Inquiry: Natural Science and Quantitative Analysis</td>
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<tr>
<td>Calculus BC</td>
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<td>6</td>
<td>MAT 221 &amp; MAT 222 Calculus I and II</td>
<td>Fostering Inquiry: Natural Science and Quantitative Analysis</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>4</td>
<td>CHE 120 Chemistry I (w/lab) CHE 120 &amp; CHE 121 Chemistry I &amp; II (w/lab)</td>
<td>Fostering Inquiry: Natural Science and Quantitative Analysis</td>
</tr>
<tr>
<td>Chinese Language &amp; Culture</td>
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<td>CHI 100 CHI 100 &amp; CHI 101</td>
<td>Global, Cultural, Community Engagement</td>
</tr>
<tr>
<td>Comparative Government &amp; Politics</td>
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<td>Elective</td>
<td>Global, Cultural, Community Engagement</td>
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<tr>
<td>Computer Science A</td>
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<td>3</td>
<td>Elective</td>
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<tr>
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<td>ENG 114 Critical Reading &amp; Response ENG 114 Critical Reading &amp; Response and ENG 124 Research &amp; Writing in the Disciplines</td>
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</tr>
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<td>ENG 114 Critical Reading &amp; Response ENG 114 Critical Reading &amp; Response and ENG 134 Literary Genres</td>
<td>Communication and Information Literacy</td>
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<tr>
<td>Environmental Science</td>
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<td>4</td>
<td>Science Elective / BIO 240 Plants Rock (w/lab)</td>
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<tr>
<td>European History</td>
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<td>HIS 202 Global History to 1500</td>
<td>Global, Cultural, Community Engagement</td>
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<tr>
<td>Course</td>
<td>Units</td>
<td>Credits</td>
<td>Description</td>
<td>Engagement</td>
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<tr>
<td>HIS 202 &amp; 203 Global History to 1500 and Since 1500</td>
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<td>FRN 113 French Language &amp; Culture I &amp; II</td>
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<td>German Language &amp; Culture</td>
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<td>Human Geography</td>
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<td>GEO 102 Introduction to Geography</td>
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<tr>
<td>Italian Language &amp; Culture</td>
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<td>Microeconomics</td>
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<td>Music Theory</td>
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<td>Physics B</td>
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<td>Physics C: Electricity &amp; Magnetism</td>
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<td>PHS 102 College Physics II (w/lab)</td>
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<tr>
<td>Physics C: Mechanics</td>
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<td>4</td>
<td>PHS 101 College Physics I (w/lab)</td>
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<td>Physics 1 *Redesign of Physics B 2014</td>
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<td>4</td>
<td>PHS 101 Physics I (w/lab)</td>
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<tr>
<td>Physics 2</td>
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<td>*Redesign of Physics B 2014</td>
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<td>Spanish Language &amp; Culture</td>
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</tbody>
</table>

**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 Bay Path University CLEP credit policy below defines the minimum required score, amount of credit awarded, and equivalent course(s) for each CLEP examination. To receive credit, you must submit your official CLEP score report, from The College Board, to the Office of Admissions at Bay Path University.

Once enrolled, students may transfer up to 12 credits based on CLEP examinations. Students must complete a CLEP Pre-Approval form and submit it to the Registrar’s Office before taking CLEP tests. Credit earned through CLEP will not count toward the Bay Path residency requirement.
<table>
<thead>
<tr>
<th>CLEP Exam Title</th>
<th>Score</th>
<th>Credit</th>
<th>Bay Path’s Equivalent Course(s)</th>
<th>Core Distribution Fulfilled</th>
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<td>American Literature</td>
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<td>College Composition</td>
<td>50</td>
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<td>ENG 114 Critical Reading &amp; Response and ENG 124 Research &amp; Writing in the Disciplines</td>
<td>Communication and Information Literacy</td>
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<tr>
<td>College Composition Modular</td>
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<td>FRN 113, FRN 114 &amp; 2 Electives</td>
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<td>Level 1 German</td>
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<td>Electives</td>
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<td><strong>History &amp; Social Sciences</strong></td>
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<tr>
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<td>History of the US I: Early Colonization</td>
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<td>HIS 114 The United States to 1877</td>
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<td>to 1877</td>
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<td></td>
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</tr>
<tr>
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<td>3</td>
<td>General Psychology</td>
<td>Citizenship: Contributing to</td>
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<td>Introduction to Psychology</td>
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<td>3</td>
<td>PSY 101 Introduction to</td>
<td>Citizenship: Contributing to</td>
</tr>
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<tr>
<td>Introduction to Sociology</td>
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<td>3</td>
<td>SOC 100 Principles of</td>
<td>Global, Cultural, Community</td>
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<tr>
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<td>Engagement</td>
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<tr>
<td>Principles of Macroeconomics</td>
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<td>3</td>
<td>ECO 211 Macroeconomics</td>
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<tr>
<td>Principles of Microeconomics</td>
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<td>ECO 212 Microeconomics</td>
<td>Citizenship: Contributing to</td>
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<td>50</td>
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<td>General Social Science or</td>
<td>Citizenship: Contributing to</td>
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<td>History Electives</td>
<td>Contemporary Society</td>
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<tr>
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<td>3</td>
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<td>1648</td>
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<td>3</td>
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<td></td>
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<td>since 1500</td>
<td>Engagement</td>
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<tr>
<td><strong>Science and Mathematics</strong></td>
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</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>8</td>
<td>BIO 110 Biology I (w/lab)</td>
<td>Fostering Inquiry: Natural</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>&amp; BIO 112 Biology II (w/lab)</td>
<td>Science and Quantitative Analysis</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>*Traditional Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BIO 109 Biology I (w/lab)</td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td>&amp; Elective *TAWC Program</td>
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<tr>
<td>Calculus</td>
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<td>3</td>
<td>MAT 221 Calculus I</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>Science and Quantitative Analysis</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>6</td>
<td>CHE 120 Chemistry I (no</td>
<td>Fostering Inquiry: Natural</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lab) &amp; CHE 121 Chemistry</td>
<td>Science and Quantitative Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>II (no lab)</td>
<td></td>
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<td>College Algebra</td>
<td>50</td>
<td>3</td>
<td>MAT 112 Applied College</td>
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<tr>
<td></td>
<td></td>
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<tr>
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<td>3</td>
<td>MAT 104 Fundamentals of</td>
<td>Fostering Inquiry: Natural</td>
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<tr>
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<td>Mathematics</td>
<td>Science and Quantitative Analysis</td>
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</table>
Natural Sciences  50  4  BIO III Biology I for Non-Science Majors (w/lab)  *Traditional Program
50  4  BIO 109 Biology I (w/lab)  *TAWC Program

Fostering Inquiry: Natural Science and Quantitative Analysis

Pre-calculus  50  3  MAT 130 Pre-Calculus

Fostering Inquiry: Natural Science and Quantitative Analysis

<table>
<thead>
<tr>
<th>Business</th>
<th>Credit Awarded</th>
<th>Bay Path’s Equivalent Course(s)</th>
<th>Core Distribution Fulfilled</th>
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</thead>
<tbody>
<tr>
<td>Financial Accounting</td>
<td>50  3</td>
<td>ACC 100 Intro to Financial Accounting</td>
<td>TBD</td>
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<tr>
<td>Information Systems and Computer Applications</td>
<td>50  3</td>
<td>COM 130 Computer Applications</td>
<td>TBD</td>
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<tr>
<td>Introductory Business Law</td>
<td>50  3</td>
<td>LAW 220 Business Law</td>
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<tr>
<td>Principles of Management</td>
<td>50  3</td>
<td>BUS 235 Dynamics of Management</td>
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<tr>
<td>Principles of Marketing</td>
<td>50  3</td>
<td>BUS 226 Principles of Marketing</td>
<td>TBD</td>
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</tbody>
</table>

**International Baccalaureate (IB) Credit Policy**

Students who participate in the International Baccalaureate (IB) Diploma Programme may be awarded credit towards a degree or based upon the grades in the individual subject examinations. The Bay Path University IB credit policy below defines the minimum required score, amount of credit awarded, and equivalent course(s) for each IB examination. Credit for other IB examinations will be reviewed upon request to the Director of Academic Advising and Student Academic Services. To receive credit, you must submit your official International Baccalaureate transcript to the Office of Admissions at Bay Path University.

<table>
<thead>
<tr>
<th>IB DP Subject</th>
<th>HL Score</th>
<th>Credit Awarded</th>
<th>Bay Path’s Equivalent Course(s)</th>
<th>Core Distribution Fulfilled</th>
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</thead>
<tbody>
<tr>
<td>Language A: Literature</td>
<td>5</td>
<td>3</td>
<td>ENG 134 Literary Genres</td>
<td>Communication and Information Literacy</td>
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<tr>
<td>Economics</td>
<td>5</td>
<td>6</td>
<td>ECO 211 Macroeconomics &amp; ECO 212 Microeconomics</td>
<td>Citizenship: Contributing to Contemporary Society</td>
</tr>
<tr>
<td>History/Europe History/Americas</td>
<td>5</td>
<td>3</td>
<td>General History Elective</td>
<td>Global, Cultural, Community Engagement</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
<td>3</td>
<td>PSY 101 Introduction to Psychology</td>
<td>Communication and Information Literacy</td>
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<tr>
<td>Biology</td>
<td>5, 6, 7</td>
<td>4, 8</td>
<td>BIO 110 Biology I (w/lab)</td>
<td>Fostering Inquiry: Natural Science and Quantitative Analysis</td>
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<td></td>
<td></td>
<td>BIO 110 &amp; BIO 112 Biology I &amp; II (w/lab)</td>
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<tr>
<td>Chemistry</td>
<td>5, 6, 7</td>
<td>3, 6</td>
<td>CHE 120 Chemistry I (no lab)</td>
<td>Fostering Inquiry: Natural Science and Quantitative Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CHE 120 &amp; CHE 121 Chemistry I &amp; II (no labs)</td>
<td></td>
</tr>
</tbody>
</table>
Physics  |  5 | 4 | PHS 101 Physics I (w/lab) | Fostering Inquiry: Natural Science and Quantitative Analysis

Mathematics  |  5 | 3 | MAT 104 Fundamentals of Mathematics | Fostering Inquiry: Natural Science and Quantitative Analysis

**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 – 17 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;
- Receive the approval of her academic advisor and the appropriate graduate program chair; and
- Complete the registration process with the Registrar’s Office after all other approvals are completed.

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 her status as an undergraduate student. Thus, financial aid and other undergraduate payment arrangements will remain in place until the student completes her 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 SEHHS, 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 during their senior year that will apply 3 – 6 credits towards their graduate degree. 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

Biology / Forensic Science
- BS/MSF – MS in Forensic Science
- 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/MSLHMC – MS in Mental Health Counseling
- BA/MS – MS in Applied Behavioral Analysis*
- BA/MS – MS in Special 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
- BA/MSED – MS in Education – Curriculum and Instruction

Early Childhood / Elementary Education / Liberal Studies
- BA/MS – MS in Special 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 Special 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 Special 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/MSEd – MS in Education - Curriculum and Instruction
• 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
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 University Withdrawal form. The University fiscal year begins on July 1. On that date a student will be considered enrolled. After that date, refunds for absence, withdrawal, or dismissal from the University will be made in accordance with the University refund policy. A student must complete an official withdrawal form to be entitled to any refund. Further details about the University refund policy are found in the financial section.
# REGISTRATION & COURSE INFORMATION

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<td>ACADEMIC PROGRESS AND FINAL GRADE REPORTS</td>
<td>119</td>
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<tr>
<td>ADDING OR DROPPING A COURSE</td>
<td>119</td>
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<tr>
<td>CHALLENGE OF FINAL COURSE GRADE</td>
<td>119</td>
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<td>COURSE AVAILABILITY</td>
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<td>COURSE NUMBERING SYSTEM</td>
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<td>COURSE WITHDRAWAL</td>
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<tr>
<td>DEAN’S LIST &amp; MAROON KEY</td>
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<td>122</td>
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<tr>
<td>TRANSCRIPTS</td>
<td>122</td>
</tr>
</tbody>
</table>
Overview

Registration occurs in late fall and late spring of each academic year for the following semester. Students register themselves on-line through the Student tab of the MyBayPath portal. Students are given access to their degree audit and registration information and are required to meet with their faculty advisors to discuss various options for fulfilling their academic requirements and meeting their professional goals.

For fall semester registration, a deposit is required before registration. Students who are on a financial hold cannot register until their financial obligation to the University has been met. Final class schedules are made available on the opening day of each semester through the MyBayPath portal. During the first full week of each semester students may adjust their schedules during the Add/Drop period.

Academic Progress and Final Grade Reports

The student’s achievement in all courses is evaluated regularly. Academic warning letters are issued to students at midterm for any courses in which achievement is below “C-.”

With the online reporting system, students will access their final grade reports electronically. Final grade reports to parents or guardians of dependent students will only be sent upon the written request of the student to the Registrar’s Office.

Adding or Dropping a Course

An undergraduate student may add or drop courses during the first week of each semester in the Registrar’s Office. Courses dropped during the Add/Drop period do not appear on the student’s permanent record. Only under special circumstances and with the permission of the appropriate Dean may a student add a course during the second week.

After the Add/Drop period, a student who wishes to drop a course must follow the course withdrawal procedures. Any course that is dropped after the first week will be recorded on the transcript with a ‘W’ grade.

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. 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 to course modality or cancel any course if there is insufficient student demand for the course and to schedule courses both during the day and in the evening to optimize enrollment and to ensure quality instruction. The University also reserves the right to change the delivery format of a course (e.g. from on-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 her decision-making and program planning, but it is the student’s responsibility to meet all core and program requirements.

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

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

Course Withdrawal
An undergraduate student may withdraw from a course through the 10th week of the semester. Withdrawing may affect full-time status, financial aid, eligibility for honors, health insurance, etc. A student wishing to withdraw should seek advice from her academic advisor to explore her alternatives. To withdraw from a course, a student must obtain a withdrawal form from the Registrar’s Office, have it signed by the faculty member and her academic advisor, and return the form to the Registrar’s Office before the withdrawal is official. If a student withdraws from a course before the official withdrawal date, a “W” is recorded. After that date, she must receive approval of the Registrar to withdraw from a course or courses. Approval will be granted only for documented medical or other extraordinary circumstances. In all other cases, she will receive the grade that she earns in the course. All courses with a “W” are permanently recorded on the transcript.

Dean’s List & Maroon Key

Dean’s List
To achieve Dean’s List recognition, a student must carry a minimum of 12 credit hours and earn a minimum grade point average of 3.50 with no incomplete grade or grade lower than “C.” (Students found guilty of academic dishonesty will not be included on the Dean’s List for the semester in which the dishonesty 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 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.
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 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 she wishes to take during the make-up session. Some exams, such as science or art history may need to be taken at the time scheduled.

Grading

Grade Point Computation
Quality points are computed by multiplying the credits assigned to the course by the grade points assigned to each letter grade. The grade point average is computed by dividing the total quality points earned by the number of credits attempted. The grade point average is used as the standard for determining academic standing.

Undergraduate Grading Matrix

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
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<tr>
<td>C</td>
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<td>73-76</td>
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<td>1.67</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
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<td>60-66</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>below 60</td>
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</tbody>
</table>

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

Incomplete
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 she has been doing passing work. It is the student’s responsibility to make sure that the Application for an Incomplete Form is completed and approved by the professor and is filed with the Registrar’s Office. 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.
Pass/Fail
Certain one-credit courses and internships are graded pass/fail. This means that a student who earns a grade of “Pass” in the course receives credit in the course, but there is no effect on the grade point average. A student who fails such a course receives no credit, and the “Fail” has the same effect on academic standing as a regular grade of “F.”

Option to Have a Course Graded Pass/Fail
The University encourages every student after her first year (30 credits) to try one or more courses outside her major, her minor, or the Core Curriculum without fear of affecting her grade point average. A student transferring to Bay Path University may take advantage of this option after she has been in residency one semester, or has 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 course must be outside the Bay Path Core or curriculum.
- The course must be outside her major.
- The course may not count towards a minor.
- Only one course per semester may be taken on a P/F basis.

The student must have a minimum cgpa of 3.00. 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 taking the course for a grade.

“Pass” is defined as 70% to 100% (C- to A) and “Fail” is defined as below 70% (F). A student who passes the course will show a P (pass) on her transcript. A student who fails will show an F (Fail) on her transcript. A student who fails to complete all course requirements will receive an “F” in the course regardless of other grades she has earned in the course.

Satisfactory/Unsatisfactory
A limited number of courses may be taken for credit or non-credit. These include participation in Theatre Workshop, Page Singers, Dance, and Chorale. If a student wishes to participate without earning credit, she is permitted to do so, but will receive a grade of Satisfactory or Unsatisfactory based on her attendance and performance in the respective groups.

Repeating a Course
Generally, courses with grades below a “C-” may be repeated, although students should check the requirements of 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 CGPA. Students are only allowed one repetition of a previously attempted course and cannot repeat a previously passed course. Repeat courses must be approved by the Registrar’s Office.

Transcripts
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 may 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.
GRADUATION POLICIES & PROCEDURES

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CONFERRAL OF DEGREES 125
GRADUATION HONORS & PARTICIPATION IN COMMENCEMENT 125
LATIN HONORS 125
AWARDS & NATIONAL HONOR SOCIETIES 126
Degree Requirements

It is the responsibility of the student to know and meet the University’s academic graduation requirements in a specific degree program. To qualify for any degree, the candidate must:

1. Achieve the minimum cumulative grade point average for her program.
2. Complete all designated courses as outlined in her program (students must complete all of the Bay Path Core Requirements).
3. Successfully earn 30 credits at Bay Path, for all degrees, as mandated by the Bay Path University residency requirement.
4. Complete the Graduation Application sent to prospective graduating students during their final academic year.

Conferral of Degrees
Bay Path University confers degrees twice annually. Students who complete their degree requirements in the spring semester will have their degree conferred with the date of that year’s Commencement ceremony and students who complete their degree requirements in either the summer of the fall semester will have their degree conferred December 31 of the calendar year.

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

Traditionally, colleges and universities functioned only on fall and spring semesters, making the completion of degree requirements fairly easy if students stayed on course over a four-year period, followed shortly thereafter with the Commencement ceremony; however, in recent years, like many colleges in the country, Bay Path University has met the needs of students who could not easily study in the traditional two-semester format. The American Women’s College and graduate programs have expanded the traditional academic calendar and enabled many people to complete their degrees more easily and quickly while Commencement ceremonies remain only in the spring. Bay Path allows students with up to six credits remaining the option to participate in Commencement; before all degree requirements have been met.

Students who choose to participate early cannot have any Latin honors recognized at Commencement because they have not met all of their degree requirements at that time.

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

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

**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 a re 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 3.5 in all classes and a minimum cumulative grade point average of 3.7 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.
ACADEMIC PROGRAMS

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LEGAL STUDIES 166
LIBERAL STUDIES 174
OCCUPATIONAL THERAPY 179
PSYCHOLOGY 186
SCIENCE 197
Overview
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 she resides.

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

1. Inquiry and Analysis: Students will demonstrate a systematic process of exploring issues. Students will break down complex issues to create recommendations/solutions.
2. Critical Thinking: Students will apply the critical thinking process to reach a solution.
3. Written Communication: Students will demonstrate the ability to clearly express and support their ideas in written format appropriate to the issue of problem under consideration. Students will be able to mix data, text, images to support their intent, when appropriate.
4. Oral Communication: Students will demonstrate their ability to organize, prepare and present a purposeful presentation to increase knowledge or foster understanding or promote change.
5. Quantitative Literacy: Students will demonstrate the ability to solve quantitative problems from an array of context and everyday life situations.
6. Reading: Students will demonstrate the ability to extract and construct meaning through interaction and involvement with written language.
7. Collaboration/Teamwork: Students will demonstrate the ability to contribute quantitatively to the objective(s) of the team task.
8. Problem Solving: Students will demonstrate the ability to design, evaluate and implement a strategy to answer an open-ended question or achieve a desired goal.
9. Information Literacy: Students will identify, locate, evaluate and effectively and responsibly use and share information to address the problem at hand.
10. Civic Knowledge and Engagement – Local and Global: Students will apply the knowledge and skills necessary to participate in activities that are life enriching and beneficial to the community.
11. Intercultural and Aesthetic Knowledge and Competence: Students will demonstrate skills and recognize the importance of aesthetics to interact effectively in a variety of cultural contexts and understand its implications on everyday life.
12. Ethical Reasoning and Action: Students will practice ethical decision-making skills. Students can describe and analyze positions in ethical issues in a variety of contexts.
13. Foundations and Skills for Lifelong Learning: Graduates will continue to engage in purposeful learning activities, undertaken on an ongoing basis to improve knowledge, skills, and competencies.
14. Integrative Learning: Students will make connections with knowledge learned from across the curriculum. Students will apply that knowledge to new situations within and beyond the campus.

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:
- CBY 101 Introduction to Cybersecurity
- CIT 210 Intercultural Communication
- EDU 110 Intro to Early Childhood Education
- EDU 130 Education, Schools, and Culture
- 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 110 Introduction to Philosophy
- HUM 117 Introduction to World Religions
- HUM 210 Ethics
- LAW 281 Understanding Law Through Literature
- PSY 216 Psychology of Cultural Diversity
- SCI 200 History and the Philosophy of Science
- 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)
- Laboratory science (4 credits)
- Math course as determined by department (3 credits)

Note: MAT104 does not satisfy graduation requirements, but is required of those students who may benefit from additional math 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
- 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

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 Human Resource Management
Human Resources Management is undergoing tremendous change in New America. Whether the organization is public or private, large or small, or for-profit or non-profit, human resources is a job function that helps those organizations transform their business goals and key objectives into successful outcomes.

The major in Human Resource Management will prepare students with a foundation of knowledge and skills for a career in the field of Human Resource Management. Various relevant topics will be covered such as talent acquisition, compensation and benefits, HR policy and employment law and best practices in Human Resource Management.

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 Operations Management**
Students who are interested in the organization of the workforce will study the nature and challenges of management, from mechanics to social responsibility. The in-depth fundamentals of planning, decision-making, organizing, staffing, communicating, motivating, leading, and controlling are the key functions the management student will study. Discussions of how profit (Entrepreneurial, Small Business or Corporate Organizations) and non-profit, domestic and international organizations and institutions utilize these functions will be the focus. Students will define and describe leadership, motivational theories, and concepts through case studies and research of governments’ and industries’ past and current leaders.

Through multiple means, students will discuss situations and politics between and among subordinates, peers, and superiors in an organization. Students will explore the employer/employee dynamics of hiring, training, and developing a favorable work force and environment. Historical and 21st Century issues and trends relating to labor relations, compensation, reengineering, mergers and acquisitions, and security will be covered. Management students will identify old and new work place paradigms, organizational culture, changing gender roles, and the need for organizational change and renewal. Internship placement in a small business or a large multinational corporation will allow the management student to work with domestic or international managers to observe and to study the real world challenges and opportunities of the global marketplace.

**Major in Residential and Commercial Interior Design**
Residential and Commercial Interior Design 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.
Possible Career Options for Business Students:

**Accounting/Finance**
- Accountant
- Accounts Receivable Specialist
- Billing Representative
- Research Analyst
- Credit Representative
- Internal Auditor
- Financial Analyst
- Loan Processor
- Graduate Study

**Marketing/Management**
- Marketing Executive
- Marketing Sales Representative
- Retailer
- Sales Distributor
- Sales Manager
- Graduate Study

**Residential and Commercial Interior Design**
- Interior Design
- Architect
- Art Director
- Artist
- Fashion Designer
- Floral Designer
- Industrial Designer
- Landscape Architect
Bachelor of Science in Business
Major in Accounting

BAY PATH UNIVERSITY CORE — 43 CREDITS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<td>BUS 308</td>
<td>Communicating in Business</td>
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<tr>
<td>ENG 114</td>
<td>Critical Reading and Response</td>
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<td>ENG 124</td>
<td>Research and Writing in the Disciplines</td>
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<td>Literary Genres</td>
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<td>WEL 100</td>
<td>Women Empowered Learners Leaders</td>
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<td>WEL 310</td>
<td>Strategies for Career and Personal Growth</td>
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<td>WELL in Practice</td>
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BUSINESS COMMON CORE REQUIREMENTS — 36 CREDITS

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GENERAL ELECTIVES — 13 CREDITS
Bachelor of Science in Business
Major in Business Administration

BAY PATH UNIVERSITY CORE — 43 CREDITS

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Citizenship Electives
Global/Cultural/Community Engagement Electives
Lab Science
Physical Fitness
Financial Literacy

BUSINESS COMMON CORE REQUIREMENTS — 36 CREDITS

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GENERAL ELECTIVES — 20 CREDITS
Bachelor of Science in Business
Major in Human Resource Management

**BAY PATH UNIVERSITY CORE — 43 CREDITS**

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**BUSINESS COMMON CORE REQUIREMENTS — 36 CREDITS**

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**HUMAN RESOURCE MANAGEMENT — 24 CREDITS**

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**GENERAL ELECTIVES — 17 CREDITS**
Bachelor of Science in Business  
Major in Marketing

BAY PATH UNIVERSITY CORE — 43 CREDITS

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Arts & Aesthetics Elective  
Citizenship Electives  
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Lab Science  
Physical Fitness  
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BUSINESS COMMON CORE REQUIREMENTS — 36 CREDITS

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GENERAL ELECTIVES — 17 CREDITS
Bachelor of Science in Business  
Major in Operations Management

**BAY PATH UNIVERSITY CORE—43 CREDITS**

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**BUSINESS COMMON CORE REQUIREMENTS—36 CREDITS**

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**OPERATIONS MANAGEMENT CORE—21 CREDITS**

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**GENERAL ELECTIVES—20 CREDITS**
Bachelor of Science in Business  
Major in Residential and Commercial Interior Design

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**Arts & Aesthetics Elective**

**Citizenship Electives**

**Global/Cultural/Community Engagement Electives**

**Lab Science**

**Physical Fitness**

**Financial Literacy**

**BUSINESS COMMON CORE REQUIREMENTS – 36 CREDITS**

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<td>Business in Society</td>
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<td>BUS 226</td>
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<tr>
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<td>ECO 212</td>
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**INTERIOR DESIGN CORE – 27 CREDITS**

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<td>BUS 499</td>
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<td>HUM 125</td>
<td>History and Appreciation of Interior Design</td>
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<td>IND 101</td>
<td>Introduction to Interior Design</td>
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<td>IND 221</td>
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<td>IND 250</td>
<td>Technical Design and Building Systems</td>
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<td>Interior Design Studio: Commercial</td>
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**GENERAL ELECTIVES – 14 CREDITS**
Bachelor of Science in Business  
Major in Small Business Development

BAY PATH UNIVERSITY CORE—43 CREDITS

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<td>WEL 310</td>
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BAY PATH UNIVERSITY CORE—43 CREDITS

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BUSINESS COMMON CORE REQUIREMENTS—36 CREDITS

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ACCOUNTING CORE—24 CREDITS

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<td>Social Media &amp; Electronic Business</td>
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GENERAL ELECTIVES—17 CREDITS
Criminal Justice
Degree: Bachelor of Science in Criminal Justice

Student Learning Outcomes

- Recognize and apply the historical, political, cultural and social context of the role of women in the criminal justice system in the United States and the World to real world criminal justice problems.
- Employ a variety of communications strategies to effectively deliver and share information to diverse audiences and to coordinate the activity of different agencies.
- Demonstrate the ability to apply ethical standards and best practices to all criminal justice activities.
- Identify and evaluate the impact of cultural, moral and human rights factors in managing risk to individuals, organizations and communities from all criminal justice activity.
- Demonstrate the ability to work effectively in a wide variety of partnerships and diverse communities.
- Effectively use specialized knowledge and skills to respond to the challenges in criminal justice.
- Apply criminal justice research methods including the analysis of data to identify and effectively respond to all forms of criminality.

Criminal Justice Offerings

Criminal Justice Major
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.
### Possible Career Options for Criminal Justice Students:

<table>
<thead>
<tr>
<th>Air Marshal</th>
<th>Animal Cruelty Investigator</th>
<th>Arson &amp; Fire Investigator</th>
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</thead>
<tbody>
<tr>
<td>ATF Agent</td>
<td>Bailiff</td>
<td>Border Patrol Office</td>
</tr>
<tr>
<td>Bounty Hunter</td>
<td>Campus Security Officer</td>
<td>Child Abuse Investigator</td>
</tr>
<tr>
<td>CIA Agent</td>
<td>Community Corrections Officer</td>
<td>Corporate Security</td>
</tr>
<tr>
<td>Computer Forensic Investigator</td>
<td>Correctional Officer</td>
<td>Counter Terrorism Careers</td>
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<tr>
<td>Court Officer</td>
<td>Criminalist</td>
<td>Criminal Investigator</td>
</tr>
<tr>
<td>Crime Analyst</td>
<td>Crime Prevention Specialist</td>
<td>Crime Scene Investigator</td>
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<tr>
<td>Criminologist</td>
<td>Customs Agent</td>
<td>Cyber Crime Specialist</td>
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<tr>
<td>Military Police Officer</td>
<td>Organized Crime Specialist</td>
<td>Arson &amp; Fire Investigator</td>
</tr>
<tr>
<td>Gang and Narcotics Investigator</td>
<td>Homeland Security Agent</td>
<td>Hospital Security</td>
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<td>Human Rights Violation Investigator</td>
<td>Human Trafficking Investigator</td>
<td>ICE Agent</td>
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<td>Immigration Enforcement Agent</td>
<td>Emergency Management Specialist</td>
<td>FBI Agent</td>
</tr>
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<td>Federal Correctional Officer</td>
<td>Federal Parole Officer</td>
<td>Fish and Game Warden</td>
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<td>Gang and Narcotics Investigator</td>
<td>Homeland Security Agent</td>
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<td>Fraud Investigator</td>
<td>Forest Ranger</td>
<td>Information Security</td>
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<td>International Criminal Court Investigator</td>
<td>IRS Investigator</td>
<td>Juvenile Probation Officer</td>
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<td>Juvenile Correctional Officer</td>
<td>Loss Prevention Specialist</td>
<td>Park Ranger</td>
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<td>Penologist</td>
<td>Police Officer</td>
<td>Private Investigator</td>
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<td>Private Security Officer</td>
<td>Probation Officer</td>
<td>Secret Service Agent</td>
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<td>Sheriff</td>
<td>Social Service Investigator</td>
<td>Special Victims Investigator</td>
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<td>State Department Victim Witness Advocate</td>
<td>State Parole Officer</td>
<td>State Police Officer</td>
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<td>Surveillance Officer</td>
<td>Transportation Security Administrator</td>
<td>U.S. Marshal Service</td>
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<td>United States Park Police</td>
<td>Victim Witness Advocate</td>
<td>DEA Agent</td>
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<tr>
<td>Detective</td>
<td>Domestic Violence Investigator</td>
<td>Elderly Abuse Investigator</td>
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Bachelor of Science in Criminal Justice  
Major in Criminal Justice

BAY PATH UNIVERSITY CORE — 43 CREDITS

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<tr>
<th>Course No.</th>
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<tr>
<td>CRJ 310</td>
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CRIMINAL JUSTICE REQUIREMENTS — 42 CREDITS

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</tr>
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<td>CRJ 202</td>
<td>Victimology and Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 204</td>
<td>Principles of Policing</td>
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<td>CRJ 222</td>
<td>Criminal Investigations &amp; Elements of Criminal Law</td>
<td>3</td>
</tr>
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<td>CRJ 275</td>
<td>Criminal Procedure for Criminal Justice Professional</td>
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</tr>
<tr>
<td>CRJ 300</td>
<td>Corrections</td>
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<td>CRJ 312</td>
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<td>CRJ 320</td>
<td>Probation and Parole</td>
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<td>CRJ 325</td>
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<td>CRJ 348</td>
<td>Terrorism and Homeland Security</td>
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<td>CRJ 402</td>
<td>Ethics and the Criminal Justice Professional</td>
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<td>CRJ 498</td>
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<tr>
<td>INT 250</td>
<td>Research Methods in the Social Sciences</td>
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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. Graduates of the Digital Forensics program will be qualified to test for professional certification as a digital forensic examiner.

Student learning outcomes for the major in Digital Forensics are:
- Demonstrate an understanding of current approaches to detect and 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

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<thead>
<tr>
<th>BAY PATH UNIVERSITY CORE — 43 CREDITS</th>
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| GENERAL ELECTIVES — 41 CREDITS |
### Bachelor of Science in Cybersecurity
#### Major in Information Assurance

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**CYBERSECURITY CORE — 12 CREDITS**

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<td>CBY 205</td>
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**INFORMATION ASSURANCE MAJOR — 24 CREDITS**

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<td>CBY 420</td>
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<td>CBY 425</td>
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<td>CBY 498/499</td>
<td>Internship</td>
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**GENERAL ELECTIVES — 41 CREDITS**
Education

Degree: Bachelor of Arts in Liberal Studies
Certificate: Autism Spectrum Disorders
Certificate: Early Intervention Specialist

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.*

**Licence 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 she 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).
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 3.7 cum 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.

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 she 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. She 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, she can use her teaching credential to apply for licensure in other states, as determined through NASDTEC, the National Association of State Directors of Teacher Education and Certification. NASDTEC facilitates the movement of professional educators from state to state. In order to qualify for a teaching license in the state of choice, the candidate will have to pass all exams 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 2014-2015 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:

- Number of Program Completers= 62
- Pass Rate on the MTEL= 100%

**Possible Career Options for Education Majors:**

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<th>Early Childhood Education</th>
<th>Elementary Education</th>
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<td>Kindergarten through Second Grade Teacher</td>
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<td>Lead Teacher at Child Care Center</td>
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<tr>
<td>Graduate Study</td>
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# Bachelor of Arts in Liberal Studies
## Major in Early Childhood Education Licensure

### BAY PATH UNIVERSITY CORE — 40 CREDITS

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<td>PSY 101</td>
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### LIBERAL STUDIES CORE REQUIREMENTS — 34 CREDITS

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### EARLY CHILDHOOD EDUCATION LICENSURE REQUIREMENTS — 42 CREDITS

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### GENERAL ELECTIVES — 4 CREDITS
Bachelor of Arts in Liberal Studies
Major in Early Childhood Education Non-Licensure

BAY PATH UNIVERSITY CORE — 40 CREDITS

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LIBERAL STUDIES CORE REQUIREMENTS — 34 CREDITS

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EARLY CHILDHOOD EDUCATION NON-LIC REQUIREMENTS — 27 CREDITS

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<td>EDU 348</td>
<td>Reading and Language for English Language Learners</td>
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<tr>
<td>EDU 350</td>
<td>Curriculum Development</td>
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</table>

LIBERAL ARTS ELECTIVES - 3 CREDITS

GENERAL ELECTIVES - 16 CREDITS
Bachelor of Arts in Liberal Studies  
Major in Elementary Education Licensure

**BAY PATH UNIVERSITY CORE — 40 CREDITS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENG 114</td>
<td>Critical Reading and Response</td>
<td>3</td>
</tr>
<tr>
<td>ENG 124</td>
<td>Research and Writing in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>ENG 134</td>
<td>Literary Genres</td>
<td>3</td>
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<tr>
<td>HIS 114</td>
<td>United States to 1870</td>
<td>3</td>
</tr>
<tr>
<td>HIS 115</td>
<td>United States since 1870</td>
<td>3</td>
</tr>
<tr>
<td>HIS 202</td>
<td>Global History to 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIS 203</td>
<td>Global History since 1500</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>WEL 100</td>
<td>Women Empowered Learners Leaders</td>
<td>3</td>
</tr>
<tr>
<td>WEL 310</td>
<td>Strategies for Career and Personal Growth</td>
<td>1</td>
</tr>
<tr>
<td>WEL 400</td>
<td>WELL in Practice</td>
<td>3</td>
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<tr>
<td></td>
<td>Arts &amp; Aesthetics Elective</td>
<td>3</td>
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<tr>
<td></td>
<td>Lab Science</td>
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**LIBERAL STUDIES CORE REQUIREMENTS — 34 CREDITS**

<table>
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<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECO 211</td>
<td>Macroeconomics</td>
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<tr>
<td>ENG 210</td>
<td>Children’s Literature</td>
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<tr>
<td>ENG 221</td>
<td>American Literature</td>
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<tr>
<td>ENG 311</td>
<td>World Literature</td>
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<tr>
<td>GEO 102</td>
<td>Introduction to Geography</td>
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<tr>
<td>GOV 100</td>
<td>American Government</td>
<td>3</td>
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<tr>
<td>MAT 161</td>
<td>Numbers &amp; Operations</td>
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<tr>
<td>MAT 162</td>
<td>Functions &amp; Algebra</td>
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<tr>
<td>MAT 163</td>
<td>Geometry &amp; Statistics</td>
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<tr>
<td>PHS 100</td>
<td>Physical Science with Lab</td>
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<tr>
<td>PSY 205</td>
<td>Child Development</td>
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**ELEMENTARY EDUCATION LICENSURE CORE REQUIREMENTS — 36 CREDITS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 130</td>
<td>Education, Schools &amp; Cultures</td>
<td>3</td>
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<tr>
<td>EDU 250</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 300</td>
<td>Reading and Early Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 323</td>
<td>Reading and Language Arts/Elem School</td>
<td>3</td>
</tr>
<tr>
<td>EDU 330</td>
<td>Fundamentals of Instruction &amp; Classroom Mgmt</td>
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<tr>
<td>EDU 348</td>
<td>Reading and Language for English Language Learners</td>
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<td>EDU 350</td>
<td>Curriculum Development</td>
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<tr>
<td>EDU 441P</td>
<td>Early Childhood Pre-Practicum</td>
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<tr>
<td>EDU 490</td>
<td>Pre-Practicum Seminar</td>
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<td>EDU 491</td>
<td>Practicum Seminar</td>
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**GENERAL ELECTIVES — 10 CREDITS**
Bachelor of Arts in Liberal Studies  
Major in Elementary Education Non-Licensure

**BAY PATH UNIVERSITY CORE – 40 CREDITS**

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<tr>
<th>Course No.</th>
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**LIBERAL STUDIES CORE REQUIREMENTS – 34 CREDITS**

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<tr>
<td>PSY 205</td>
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**ELEMENTARY EDUCATION NON-LICENSURE REQUIREMENTS – 21 CREDITS**

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<thead>
<tr>
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<tbody>
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<tr>
<td>EDU 350</td>
<td>Curriculum Development</td>
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**LIBERAL ARTS ELECTIVES – 3 CREDITS**

**GENERAL ELECTIVES – 22 CREDITS**
Bachelor of Arts in Liberal Studies
Major in Education Studies, Non-Licensure

BAY PATH UNIVERSITY CORE — 46 CREDITS

<table>
<thead>
<tr>
<th>Course No.</th>
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<td>WEL 400</td>
<td>WELL in Practice</td>
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<td>Citizenship Electives</td>
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<td>Global/Cultural/Community Engagement Electives</td>
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<tr>
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<td>Financial Literacy</td>
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Arts & Aesthetics Elective

Citizenship Electives

Global/Cultural/Community Engagement Electives

Lab Science

Physical Fitness

Financial Literacy

LIBERAL STUDIES CORE REQUIREMENTS — 6 CREDITS

<table>
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<tr>
<th>Course No.</th>
<th>Title</th>
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<tr>
<td>ENG 210</td>
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<tr>
<td>PSY 205</td>
<td>Child Development</td>
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EDUCATION STUDIES NON-LICENSEURE CORE REQUIREMENTS — 6 CREDITS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 130</td>
<td>Education, Schools &amp; Cultures</td>
<td>3</td>
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<tr>
<td>EDU 350</td>
<td>Curriculum Development</td>
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EDUCATION ELECTIVES - 15 CREDITS

HUMANITIES ELECTIVES - 6 CREDITS

MATH ELECTIVES - 3 CREDITS

SCIENCE ELECTIVES - 3 CREDITS

LIBERAL ARTS ELECTIVES - 12 CREDITS

GENERAL ELECTIVES - 23 CREDITS
## Certificate in Autism Spectrum Disorders

**AUTISM SPECTRUM DISORDERS REQUIREMENTS - 12 CREDITS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>SPE 501</td>
<td>Science of ABA: Concepts &amp; Principles OR</td>
<td>3</td>
</tr>
<tr>
<td>SPE 511</td>
<td>Applied Behavior Analysis</td>
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<tr>
<td>SPE 546</td>
<td>Teaching Children with ASD</td>
<td>3</td>
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<tr>
<td>SPE 552</td>
<td>Problem Solving and Program Analysis in Autism</td>
<td>3</td>
</tr>
<tr>
<td>SPE 560</td>
<td>Advanced Techniques &amp; Process for Behavior Change</td>
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</table>
Certificate in Early Intervention Specialist

EARLY INTERVENTION SPECIALIST REQUIREMENTS - 18 CREDITS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>CEI 579</td>
<td>Orientation to Practice in Early Intervention</td>
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<tr>
<td>CEI 580</td>
<td>Infant/Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>CEI 581</td>
<td>Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>CEI 582</td>
<td>Assessment/Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CEI 583</td>
<td>Planning/Evaluating Early Intervention Services</td>
<td>3</td>
</tr>
<tr>
<td>CEI 584</td>
<td>Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>CEI 585</td>
<td>Practicum II</td>
<td>3</td>
</tr>
</tbody>
</table>
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 states 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.

<table>
<thead>
<tr>
<th>Courses</th>
<th>EEC Regulation by Topic</th>
</tr>
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<tbody>
<tr>
<td>PSY 205 Child Development</td>
<td>Child Growth and Development</td>
</tr>
<tr>
<td>EDU 110 Intro to Early Childhood Ed</td>
<td>Curriculum and Program Planning</td>
</tr>
<tr>
<td>EDU 211 Methods &amp; Approaches in Teaching Children-I</td>
<td>Curriculum and Program Planning</td>
</tr>
<tr>
<td>EDU 212 Methods &amp; Approaches in Teaching Children - II</td>
<td>Curriculum and Program Planning</td>
</tr>
<tr>
<td>EDU 250 Intro to Special Education</td>
<td>Including Children with Disabilities</td>
</tr>
</tbody>
</table>

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 she 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 the Education Leadership Program at Bay Path University 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.
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

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 Programs
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 either degree, students earn a Certificate of Advanced Paralegal Studies.

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. She 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.

**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.

**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 University. Generally Bay Path
University 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 University. A student wishing to transfer credits into one of the University'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 University-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
- Paralegal in Financial Institution
- Non-Profit Legal Worker
- Paralegal in corporate Law Department
- Graduate Study
- Court Officer
- Paralegal in Insurance Company
- Legislative Aide
- Paralegal in State or Federal Government

*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 Legal Studies

**BAY PATH UNIVERSITY CORE** — **43 CREDITS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 114</td>
<td>Critical Reading and Response</td>
<td>3</td>
</tr>
<tr>
<td>ENG 134</td>
<td>Literary Genres</td>
<td>3</td>
</tr>
<tr>
<td>LAW 240</td>
<td>Legal Research &amp; Writing</td>
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</tr>
<tr>
<td>LAW 415</td>
<td>Advanced Legal Research &amp; Writing</td>
<td>3</td>
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<tr>
<td>MAT 120</td>
<td>Statistics</td>
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</tr>
<tr>
<td>WEL 100</td>
<td>Women Empowered Learners Leaders</td>
<td>3</td>
</tr>
<tr>
<td>WEL 310</td>
<td>Strategies for Career and Personal Growth</td>
<td>1</td>
</tr>
<tr>
<td>WEL 400</td>
<td>WELL in Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Arts & Aesthetics Elective** — **3 CREDITS**

**Citizenship Electives** — **6 CREDITS**

**Global/Cultural/Community Engagement Electives** — **6 CREDITS**

**Lab Science** — **4 CREDITS**

**Physical Fitness** — **1 CREDITS**

**Financial Literacy** — **1 CREDITS**

**LEGAL STUDIES REQUIREMENTS** — **39 CREDITS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOV 100</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>LAW 103</td>
<td>Intro to American Legal System</td>
<td>3</td>
</tr>
<tr>
<td>LAW 220</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 232</td>
<td>Principles of Litigation</td>
<td>3</td>
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<tr>
<td>LAW 246</td>
<td>Tort Law</td>
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<td>LAW 248</td>
<td>Principles of Criminal Procedure</td>
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<td>LAW 330</td>
<td>Advanced Litigation</td>
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<tr>
<td>LAW 371</td>
<td>Evidence</td>
<td>3</td>
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<td>LAW 405</td>
<td>Constitutional Law</td>
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<td>LAW 490</td>
<td>Legal Ethics</td>
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<td>LAW ___</td>
<td>Legal Specialty Elective*</td>
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<tr>
<td>LAW 499</td>
<td>Legal Studies Internship</td>
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**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

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>Strategies for Career and Personal Growth</td>
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<td>WEL 400</td>
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Arts & Aesthetics Elective 3
Citizenship Electives 6
Global/Cultural/Community Engagement Electives 6
Lab Science 4
Physical Fitness 1
Financial Literacy 1

LEGAL STUDIES REQUIREMENTS — 42 CREDITS

<table>
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<tr>
<th>Course No.</th>
<th>Title</th>
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<tr>
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<td>LAW 103</td>
<td>Intro American Legal System</td>
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<td>Business Law</td>
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<td>LAW 241</td>
<td>Computer Assisted Legal Research</td>
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<td>Tort Law</td>
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<td>LAW 248</td>
<td>Principles of Criminal Procedure</td>
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<tr>
<td>LAW 330</td>
<td>Advanced Litigation</td>
<td>3</td>
</tr>
<tr>
<td>LAW 371</td>
<td>Evidence</td>
<td>3</td>
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<tr>
<td>LAW 405</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 490</td>
<td>Legal Ethics</td>
<td>3</td>
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<td>LAW ____</td>
<td>Legal Specialty Elective*</td>
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<td>LAW 499</td>
<td>Legal Studies Internship</td>
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GENERAL ELECTIVES — 35 CREDITS

*Students must discuss the legal specialty elective with the department chair
# Bachelor of Arts in Legal Studies
## Major in Forensic Studies

### BAY PATH UNIVERSITY CORE – 43 CREDITS

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<td>BIO 110</td>
<td>Biology for Science Majors</td>
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<tr>
<td>ENG 114</td>
<td>Critical Reading and Response</td>
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</tr>
<tr>
<td>ENG 134</td>
<td>Literary Genres</td>
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<td>LAW 240</td>
<td>Legal Research &amp; Writing</td>
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<td>LAW 435</td>
<td>Forensics and Law</td>
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<td>WEL 310</td>
<td>Strategies for Career and Personal Growth</td>
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<td>WEL 400</td>
<td>WELL in Practice</td>
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<td>Arts &amp; Aesthetics Elective</td>
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<td>Citizenship Electives</td>
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<td>Global/Cultural/Community Engagement Electives</td>
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<tr>
<td></td>
<td>Lab Science</td>
<td>4</td>
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<tr>
<td></td>
<td>Physical Fitness</td>
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<tr>
<td></td>
<td>Financial Literacy</td>
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<tr>
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<td>Arts &amp; Aesthetics Elective</td>
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<td></td>
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<td>Financial Literacy</td>
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<tr>
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<td></td>
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<tr>
<td></td>
<td>Global/Cultural/Community Engagement Electives</td>
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<td></td>
<td>Lab Science</td>
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<td>Physical Fitness</td>
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<td>Financial Literacy</td>
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### FORENSIC STUDIES REQUIREMENTS – 34 CREDITS

<table>
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<tbody>
<tr>
<td>CMS 205</td>
<td>Principles of Photography: Digital</td>
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<tr>
<td>FNS 499</td>
<td>Forensic Studies Internship</td>
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</tr>
<tr>
<td>FSC 105</td>
<td>Criminalistics with Lab</td>
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</tr>
<tr>
<td>GOV 100</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>LAW 103</td>
<td>Intro to American Legal System</td>
<td>3</td>
</tr>
<tr>
<td>LAW 248</td>
<td>Principles of Criminal Procedure</td>
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<td>LAW 249</td>
<td>Principles of Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 371</td>
<td>Evidence</td>
<td>3</td>
</tr>
<tr>
<td>LAW ___</td>
<td>Legal Specialty Elective*</td>
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### LIBERAL ARTS ELECTIVES – 9 CREDITS

### LAW ELECTIVE – 3 CREDITS

### GENERAL ELECTIVES – 27 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**

<table>
<thead>
<tr>
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<tbody>
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<td>MAT 120</td>
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<td>WEL 100</td>
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</tr>
<tr>
<td></td>
<td>Arts &amp; Aesthetics Elective</td>
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<td></td>
<td>Citizenship Electives</td>
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</tr>
<tr>
<td></td>
<td>Physical Fitness</td>
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<td></td>
<td>Financial Literacy</td>
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</table>

**Arts & Aesthetics Elective**

**LEGAL STUDIES REQUIREMENTS — 27 CREDITS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GOV 100</td>
<td>American Government</td>
<td>3</td>
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<tr>
<td>LAW 103</td>
<td>Intro to the American Legal System</td>
<td>3</td>
</tr>
<tr>
<td>LAW 220</td>
<td>Business Law</td>
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</tr>
<tr>
<td>LAW 232</td>
<td>Principles of Litigation</td>
<td>3</td>
</tr>
<tr>
<td>LAW 246</td>
<td>Tort Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 248</td>
<td>Principles of Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>LAW 260</td>
<td>Real Estate Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW ____</td>
<td>Legal Specialty Elective*</td>
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<tr>
<td>PSY 101</td>
<td>Intro to Psychology I</td>
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**GENERAL ELECTIVES — 4 CREDITS**
Certificate of Advanced Paralegal Studies

ADVANCED PARALEGAL STUDIES REQUIREMENTS – 21 CREDITS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
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<tbody>
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<td>LAW103</td>
<td>Introduction to the American Legal System</td>
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<td>Principles of Litigation</td>
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<tr>
<td>LAW240</td>
<td>Legal Research and Writing</td>
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<td>Computer Assisted Legal Research</td>
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<td>LAW246</td>
<td>Tort Law</td>
<td>3</td>
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<tr>
<td>LAW260</td>
<td>Real Estate Law</td>
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</tr>
<tr>
<td>LAW___</td>
<td>Legal Internship or Legal Specialty Elective*</td>
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</tbody>
</table>

*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 recombination’s 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 and Women in Philanthropy. 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 she has chosen, she 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.

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**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
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<tr>
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<td>Communicating in Liberal Studies</td>
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<tr>
<td>ENG 114</td>
<td>Critical Reading and Response</td>
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<td>ENG 124</td>
<td>Research and Writing in the Disciplines</td>
<td>3</td>
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<td>ENG 134</td>
<td>Literary Genres</td>
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<td>WEL 100</td>
<td>Women Empowered Learners Leaders</td>
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</tr>
<tr>
<td>WEL 310</td>
<td>Strategies for Career and Personal Growth</td>
<td>1</td>
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<tr>
<td>WEL 400</td>
<td>WELL in Practice</td>
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<td>Arts &amp; Aesthetics Elective</td>
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<td>Citizenship Electives</td>
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<td></td>
<td>Global/Cultural/Community Engagement Electives</td>
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<td>Lab Science</td>
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**LIBERAL STUDIES REQUIREMENTS — 40 CREDITS**

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**LIBERAL STUDIES ELECTIVES — 15 CREDITS**

**GENERAL ELECTIVES — 22 CREDITS**
# Bachelor of Arts in Liberal Studies
## Major in Interdisciplinary Studies

### BAY PATH UNIVERSITY CORE — 43 CREDITS

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### INTERDISCIPLINARY STUDIES REQUIREMENTS — 31 CREDITS

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### LIBERAL STUDIES ELECTIVES — 21 CREDITS

### UPPER LEVEL GENERAL ELECTIVES — 12 CREDITS

### GENERAL ELECTIVES — 13 CREDITS
## Bachelor of Arts in Liberal Studies

**Major in Professional Writing**

### Bay Path College Core — 43 Credits

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<td>CMS 320</td>
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<td>ENG XXX</td>
<td>Technical and Grant Writing</td>
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### Liberal Studies Requirements — 40 Credits

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### General Electives — 22 Credits
OCCUPATIONAL THERAPY
Degree: Bachelor of Arts in Liberal Studies

The goal of both the Pre-OT studies, MOT program and the Health and Human Studies 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 undergraduate Pre-OT Studies and the Health and Human Studies program, 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-OT Studies, Master of Occupational Therapy
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 page 326 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, P.O. 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.

Bay Path University’s program is an intensive, full-time entry-level program that fulfills the ACOTE requirement that all entry-level occupational therapy degrees be at the master’s level to meet accreditation standards by 2007. The first three years are at the undergraduate level and the last two at the graduate level. The 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 B.A/M.O.T. degree program in Occupational Therapy combines a strong liberal arts foundation with professional courses in the theory and practice of occupational therapy. 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. In addition, undergraduate students must have a 3.0 cgpa, and meet minimal grade requirements of a B- for selected pre-requisites courses, including SOC100, PSY205, PSY206, BIO150, BIO151 and MAT 120 or MAT450 before beginning the senior year. Graduate students (5th year) must have a 3.0 cgpa.

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

Major in Health and Human Studies
The Health and Human Studies major prepares students for careers in organizations that serve people through health or social services and provides an appropriate foundation for graduate programs in allied health (e.g., occupational therapy) or social services (e.g., medical social work). Students who major in Health and Human Studies take a core of required courses that provide a background in physical and mental health, ethics, communication, and data management and then select several additional major courses that enable them to pursue their own interests in the major. For example, one student may take courses that explore the health and education needs of children, while another may opt for courses that provide a better understanding of people with mental illness.

Graduates in Health and Human Studies 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, day treatment centers for children or older adults, community-based substance abuse programs, job-training programs for people with disabilities, or health-focused agencies, such as the American Heart Association. Graduates of this program may be admitted to the MOT program pending GPA and prerequisite requirements.
Bachelor of Arts in Liberal Studies
Major in Pre-Occupational Therapy Studies
Master of Occupational Therapy

BAY PATH UNIVERSITY CORE — 45 CREDITS

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PRE-OCCUPATIONAL THERAPY STUDIES REQUIREMENTS — 83 CREDITS

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**GENERAL ELECTIVES – 12 CREDITS**

**OCCUPATIONAL THERAPY MASTERS DEGREE REQUIREMENTS – 38 CREDITS**

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Bachelor of Arts in Liberal Studies  
Major in Health & Human Studies  

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<tr>
<td>MAT 112</td>
<td>Applied University Math</td>
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<tr>
<td>WEL 100</td>
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<td>WEL 310</td>
<td>Strategies for Career and Personal Growth</td>
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<td>WEL 400</td>
<td>WELL in Practice</td>
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<tr>
<td></td>
<td>Arts &amp; Aesthetics Elective</td>
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<td></td>
<td>Citizenship Electives</td>
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<td></td>
<td>Global/Cultural/Community Engagement Electives</td>
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<tr>
<td></td>
<td>Lab Science/BIO 111</td>
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**HEALTH AND HUMAN STUDIES REQUIREMENT – 44 CREDITS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 150</td>
<td>Anatomy &amp; Physiology I</td>
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<tr>
<td>BIO 151</td>
<td>Anatomy &amp; Physiology II</td>
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<tr>
<td>CHE 120/PHS 101</td>
<td>Chemistry I OR College Psychics I</td>
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</tr>
<tr>
<td>HHS 401</td>
<td>Play and Leisure in Human Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HHS 410</td>
<td>Social Policy in Health and Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HHS 415</td>
<td>Research Skills for Health and Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HHS 499</td>
<td>Health &amp; Human Studies Internship</td>
<td>6</td>
</tr>
<tr>
<td>HUM 210/BUS 420</td>
<td>Ethics OR Business Ethics</td>
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</tr>
<tr>
<td>MAT 120</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Intro to Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 205</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 206</td>
<td>Adolescent and Adult Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Principles of Sociology</td>
<td>3</td>
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</table>

**HEALTH AND HUMAN STUDIES ELECTIVES – 21 CREDITS (minimum)**

Students will select a minimum of 12 credits from the following list. Students are encouraged, but not required, to take these credits in a single concentration area, as grouped below. All courses below are 3 credits unless otherwise noted.

### Children & Families

<table>
<thead>
<tr>
<th>Course No.</th>
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<tbody>
<tr>
<td>EDU 110</td>
<td>Intro to Early Childhood Ed or</td>
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<tr>
<td>EDU 130</td>
<td>Ed, Schools, &amp; Culture</td>
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<td>EDU 250</td>
<td>Intro to Special Education</td>
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<td>PSY 300</td>
<td>Childhood Psychopathology</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Psychology of Women</td>
</tr>
<tr>
<td>PSY 345</td>
<td>Infants and Toddler Development</td>
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<tr>
<td>SOC 210</td>
<td>Marital and Family Systems</td>
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</table>
SOC 305  Domestic Violence

**Mental Health**

<table>
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<tbody>
<tr>
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<td>Abnormal Psychology</td>
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<tr>
<td>PSY 300</td>
<td>Childhood Psychopathology</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Psychology of Women</td>
</tr>
<tr>
<td>PSY 340</td>
<td>Physiological Psychology</td>
</tr>
<tr>
<td>PSY 341</td>
<td>Drugs and Behavior</td>
</tr>
<tr>
<td>SOC 305</td>
<td>Domestic Violence</td>
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</tbody>
</table>

**Physical Health**

<table>
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<tr>
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<tbody>
<tr>
<td>BIO 316</td>
<td>Musculoskeletal Anatomy (4 credits)</td>
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<td>Abnormal Psychology</td>
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<td>PSY 340</td>
<td>Physiological Psychology</td>
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<tr>
<td>PSY 341</td>
<td>Drugs and Behavior</td>
</tr>
<tr>
<td>PSY 346</td>
<td>Health Psychology (PSY240 &amp; 340 are prerequisites)</td>
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**Early Intervention**

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<td>SPE 580</td>
<td>Infant and Toddler Development, Risk &amp; Disability</td>
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<tr>
<td>SPE 581</td>
<td>Family Systems</td>
</tr>
<tr>
<td>SPE 582</td>
<td>Assessment/Intervention</td>
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<tr>
<td>SPE 583</td>
<td>Planning/Evaluating EI Services</td>
</tr>
<tr>
<td>SPE 584</td>
<td>Practicum 1</td>
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<tr>
<td>SPE 585</td>
<td>Practicum 2</td>
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**Neuroscience**

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<tr>
<td>NEU 100</td>
<td>Intro Neuro I with lab (4 credits)</td>
</tr>
<tr>
<td>NEU 200</td>
<td>Intro Neuro II with lab (4 credits)</td>
</tr>
<tr>
<td>NEU 250</td>
<td>Research Methods in Neuroscience</td>
</tr>
<tr>
<td>NEU 270</td>
<td>SpTp: Special Topics in Neuroscience</td>
</tr>
<tr>
<td>NEU 320</td>
<td>Neuropharmacology</td>
</tr>
<tr>
<td>NEU 340</td>
<td>Cognitive Neuroscience</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 340</td>
<td>Physiological Psychology</td>
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<tr>
<td>PSY 341</td>
<td>Drugs and Behavior</td>
</tr>
<tr>
<td>PSY 431</td>
<td>Cognitive Psychology</td>
</tr>
</tbody>
</table>

**GENERAL ELECTIVES — 15 CREDITS**
PSYCHOLOGY
Degree: Bachelor of Arts in Psychology
Certificate: Autism Spectrum Disorders
Certificate: Early Intervention Specialist

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
   - Demonstrate psychology information literacy.
   - Engage in innovative and integrative thinking and problem solving.
   - Interpret, design, and conduct basic research.

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, observations, and conclusions. Students learn the stages of development throughout the lifespan, theories for understanding personality and social behaviors, how the brain works, mental illness, interviewing and counseling skills, and how cultural influences shape identity. 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; 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 invaluable opportunity to work with clients who live with mental illness, 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 and graduate studies.

**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 3.7 cum 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.

**Community Based Cooperative Education Program**
The Co-Op Program is an option for students to 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 level or junior level, and is conducted during their spring semester. Applications are available from the Psychology department.

**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. 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. Students begin this option in their first year.

An option for traditional first-year 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 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 semester. These courses would serve as general electives in the undergraduate Psychology Program, and would also count as requirements in her graduate program. 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 the Chair of the Psychology program 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

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 114</td>
<td>Critical Reading and Response</td>
<td>3</td>
</tr>
<tr>
<td>ENG 124</td>
<td>Research and Writing in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>ENG 134</td>
<td>Literary Genres</td>
<td>3</td>
</tr>
<tr>
<td>MAT 112</td>
<td>Applied University Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 380</td>
<td>Interviewing &amp; Counseling</td>
<td>3</td>
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<tr>
<td>WEL 100</td>
<td>Women Empowered Learners Leaders</td>
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<tr>
<td>WEL 310</td>
<td>Strategies for Career and Personal Growth</td>
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<td>WEL 400</td>
<td>WELL in Practice</td>
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<td></td>
<td>Arts &amp; Aesthetics Elective</td>
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### Arts & Aesthetics Elective

- Elective: 3

### PSYCHOLOGY REQUIREMENTS — 39 CREDITS

<table>
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<tr>
<th>Course No.</th>
<th>Title</th>
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<tr>
<td>INT 250</td>
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<td>PSY 102</td>
<td>Introduction to Psychology II</td>
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<td>PSY 206</td>
<td>Adolescent and Adult Development</td>
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<td>PSY 321</td>
<td>Theories of Personality</td>
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<td>Physiological Psychology</td>
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<td>PSY 370</td>
<td>Social Psychology</td>
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<td>Level Psychology Elective*</td>
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<td>PSY 499</td>
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*Can choose between PSY415, PSY425, PSY430, PSY432, and PSY438

### LIBERAL ARTS ELECTIVES — 12 CREDITS

### GENERAL ELECTIVES — 26 CREDITS
Bachelor of Arts in Psychology  
Major in Child Psychology

**BAY PATH UNIVERSITY CORE — 43 CREDITS**

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**Arts & Aesthetics Elective**  
**Citizenship Electives**  
**Global/Cultural/Community Engagement Electives**

**Lab Science/BIO 111**  
**Physical Fitness**  
**Financial Literacy**

**CHILD PSYCHOLOGY REQUIREMENTS — 45 CREDITS**

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<td>Intro to Early Childhood Education OR</td>
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<td>PSY 347</td>
<td>Early Intervention with Infants and Toddlers</td>
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*Can choose between PSY 415, PSY 425, PSY 430, PSY 432, and PSY 438

**LIBERAL ARTS ELECTIVES — 12 CREDITS**

**GENERAL ELECTIVES — 20 CREDITS**
# Bachelor of Arts in Psychology  
## Major in Forensic Psychology

**BAY PATH UNIVERSITY CORE—43 CREDITS**

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<tr>
<td>MAT 112</td>
<td>Applied University Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 380</td>
<td>Interviewing &amp; Counseling</td>
<td>3</td>
</tr>
<tr>
<td>WEL 100</td>
<td>Women Empowered Learners Leaders</td>
<td>3</td>
</tr>
<tr>
<td>WEL 310</td>
<td>Strategies for Career and Personal Growth</td>
<td>1</td>
</tr>
<tr>
<td>WEL 400</td>
<td>WELL in Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arts &amp; Aesthetics Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Citizenship Electives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Global/Cultural/Community Engagement Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Lab Science/BIO 111</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Physical Fitness</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Financial Literacy</td>
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<tr>
<td></td>
<td><strong>Arts &amp; Aesthetics Elective</strong></td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Citizenship Electives</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Global/Cultural/Community Engagement Electives</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Lab Science/BIO 111</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Physical Fitness</strong></td>
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<tr>
<td></td>
<td><strong>Financial Literacy</strong></td>
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</table>

**FORENSIC PSYCHOLOGY REQUIREMENTS—42 CREDITS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 250</td>
<td>Research in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MAT 120</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>Survey of Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 321</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 335</td>
<td>Psychology of Criminal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 336</td>
<td>Psychology of the Female Offender</td>
<td>3</td>
</tr>
<tr>
<td>PSY 340</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 370</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 441</td>
<td>Seminar in Advanced Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY ELE</td>
<td>400 Level Psychology Elective*</td>
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</tr>
<tr>
<td>PSY 499</td>
<td>Psychology Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

*Can choose between PSY415, PSY425, PSY430, PSY432, and PSY438

**LIBERAL STUDIES ELECTIVES—9 CREDITS**

**GENERAL ELECTIVES—26 CREDITS**
Bachelor of Arts in Psychology
Major in Neuropsychology

**BAY PATH UNIVERSITY CORE – 43 CREDITS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 114</td>
<td>Critical Reading and Response</td>
<td>3</td>
</tr>
<tr>
<td>ENG 124</td>
<td>Research and Writing in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>ENG 134</td>
<td>Literary Genres</td>
<td>3</td>
</tr>
<tr>
<td>HUM 210</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 120</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>NEU 100</td>
<td>Introduction to Neuroscience I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>WEL 100</td>
<td>Women Empowered Learners Leaders</td>
<td>3</td>
</tr>
<tr>
<td>WEL 310</td>
<td>Strategies for Career and Personal Growth</td>
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<tr>
<td>WEL 400</td>
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<tr>
<td></td>
<td>Arts &amp; Aesthetics Elective</td>
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<td></td>
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<td></td>
<td>Global/Cultural/Community Engagement Electives</td>
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<td></td>
<td>Financial Literacy</td>
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</tbody>
</table>

**NEUROPSYCHOLOGY REQUIREMENTS – 43 CREDITS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEU 200</td>
<td>Intro to Neuroscience II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>NEU 250</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>NEU 270</td>
<td>SpTp: Special Topics in Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>NEU 320</td>
<td>Neuropharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NEU 340</td>
<td>Cognitive Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>NEU 399</td>
<td>Junior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSY 102</td>
<td>Introduction to Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 205</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Childhood Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 341</td>
<td>Drugs and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 346</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 432</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 498</td>
<td>Psychology Internship</td>
<td>3</td>
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</tbody>
</table>

**PSYCHOLOGY ELECTIVES – 6 CREDITS***

*Can choose two of the following: PSY206 Adolescent & Adult Development, PSY370 Social Psychology, and PSY430 Clinical Psychology.

**GENERAL ELECTIVES – 28 CREDITS**
Certificate in Autism Spectrum Disorders

AUTISM SPECTRUM DISORDERS REQUIREMENTS - 12 CREDITS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 501</td>
<td>Science of ABA: Concepts &amp; Principles <strong>OR</strong></td>
<td>3</td>
</tr>
<tr>
<td>SPE 511</td>
<td>Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPE 546</td>
<td>Teaching Children with ASD</td>
<td>3</td>
</tr>
<tr>
<td>SPE 552</td>
<td>Problem Solving and Program Analysis in Autism</td>
<td>3</td>
</tr>
<tr>
<td>SPE 560</td>
<td>Advanced Techniques &amp; Process for Behavior Change</td>
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</tr>
</tbody>
</table>
Certificate in Early Intervention Specialist

EARLY INTERVENTION SPECIALIST REQUIREMENTS - 18 CREDITS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CEI 579</td>
<td>Orientation to Practice in Early Intervention</td>
<td>0</td>
</tr>
<tr>
<td>CEI 580</td>
<td>Infant/Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>CEI 581</td>
<td>Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>CEI 582</td>
<td>Assessment/Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CEI 583</td>
<td>Planning/Evaluating Early Intervention Services</td>
<td>3</td>
</tr>
<tr>
<td>CEI 584</td>
<td>Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>CEI 585</td>
<td>Practicum II</td>
<td>3</td>
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</table>
Minor in Sociology

SOCIOLOGY MINOR REQUIREMENTS - 18 CREDITS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOC 100</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 200</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Marital &amp; Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 305</td>
<td>Domestic Violence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 310</td>
<td>Race, Class &amp; Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOC 425</td>
<td>Sociology of Digital Technology &amp; Social Media</td>
<td>3</td>
</tr>
</tbody>
</table>
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.
- Make valid inferences based on evidence analysis.
- Understand the significance of scientific ethics as it pertains to Forensic Science.
- 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.
- Demonstrate critical thinking skills applicable to patient care in professional health care careers.
- 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 an interdisciplinary curriculum built by combining the strongest components of three outstanding programs: Criminal Justice, Biology, and Legal Studies. The faculty is comprised of highly credentialed, experienced teachers and active researchers in their respective fields. Lectures and laboratories are taught in small classroom settings in rooms fully equipped with networked computers and computer-interfaced equipment. This approach to teaching ensures that students will receive individual attention and gain facility in the use of the state-of-the-art equipment and data-acquisition and analysis tools so vital for success in today’s technological scientific arena. Extensive web-based tutorials created by faculty are available to assist students in mastering concepts, including digitized laboratory dissections, trace evidence, and osteological specimens used in laboratory sessions. Because credentials as a forensic scientist will be directly tied to such skills, knowledge, and experience, the curriculum is structured to prepare students for a variety of career options, including employment in public and private forensic laboratories, police investigation, medical examiner/coroner offices, as well as municipal, state, and federal agencies.

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 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 of 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/preprofessional 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 she passes 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 she 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. She 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, she can use her teaching credential to apply for licensure in other states, as determined through NASDTEC, the National Association of State Directors of Teacher Education and Certification. NASDTEC facilitates the movement of professional educators from state to state. In order to qualify for a teaching license in the state of choice, the candidate will have to pass all exams as required for licensure by that state 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), 2014-2015**
Pass rates are based on the 2014-2015 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= 48**  
**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 – 43 CREDITS**

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**Arts & Aesthetics Elective**

**Global/Cultural/Community Engagement Electives**

**Citizenship Electives**

**Physical Fitness**

**Financial Literacy**

**BIOLOGY REQUIREMENTS – 63 CREDITS**

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**GENERAL ELECTIVES – 14 CREDITS**
Bachelor of Science in Biology
Major in Biology

BAY PATH UNIVERSITY CORE – 40 CREDITS

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Arts & Aesthetics Elective
Citizenship Electives
Global/Cultural/Community Engagement Electives
Physical Fitness
Financial Literacy

BIOLOGY REQUIREMENTS – 56 CREDITS

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UPPER LEVEL SCIENCE ELECTIVES – 9 CREDITS

GENERAL ELECTIVES – 15 CREDITS
Bachelor of Science in Biology  
Major in Biotechnology

BAY PATH UNIVERSITY CORE — 40 CREDITS

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Arts & Aesthetics Elective

Citizenship Electives

Global/Cultural/Community Engagement Electives

Physical Fitness

BIOTECHNOLOGY REQUIREMENTS — 63 CREDITS

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UPPER LEVEL SCIENCE ELECTIVES — 3 CREDITS

GENERAL ELECTIVES — 14 CREDITS
**Bachelor of Science in Biology**  
Major in Biology/Secondary Education

**BAY PATH UNIVERSITY CORE — 45 CREDITS**

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**BIOLOGY REQUIREMENTS — 72 CREDITS**

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**UPPER LEVEL SCIENCE ELECTIVES — 3 CREDITS**
Bachelor of Science in Forensic Science  
Major in Forensic Science

**BAY PATH UNIVERSITY CORE — 40 CREDITS**

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**BIOLOGY REQUIREMENTS — 80 CREDITS**

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Bachelor of Science in Medical Science  
Major in Pre-Dental

BAY PATH UNIVERSITY CORE — 40 CREDITS

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PRE-DENTAL REQUIREMENTS — 60 CREDITS

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UPPER LEVEL SCIENCE ELECTIVES - 6 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.)

GENERAL ELECTIVES - 14 CREDITS

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

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UPPER LEVEL SCIENCE ELECTIVES - 6 CREDITS

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**

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**PRE-PHYSICIAN ASSISTANT REQUIREMENTS — 60 CREDITS**

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**UPPER LEVEL SCIENCE ELECTIVES - 6 CREDITS**

**GENERAL ELECTIVES - 14 CREDITS**

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**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

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UPPER LEVEL SCIENCE ELECTIVES - 6 CREDITS

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 Vertebrate Anatomy with Lab (4 cr.), BIO440 Mammology with Lab (4 cr.), BIO445 Advanced Biochemistry (3 cr.), NEU310 Animal Behavior (3 cr.), NEU320 Neuropharmacology (3 cr.)

Recommended General Electives
PSY216 Psychology of Cultural Diversity (3 cr.), PSY221 Death, Dying and Bereavement (3 cr.)
Bachelor of Science in Neuroscience
Major in Neurobiology

BAY PATH UNIVERSITY CORE—40 CREDITS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 114</td>
<td>Critical Reading and Response</td>
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<td>ENG 124</td>
<td>Research and Writing in the Disciplines</td>
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<td>ENG 134</td>
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<tr>
<td>HUM 210</td>
<td>Ethics</td>
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<tr>
<td>MAT 120</td>
<td>Statistics/Biostatistics</td>
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<tr>
<td>NEU 100</td>
<td>Intro to Neuroscience I with Lab</td>
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<tr>
<td>WEL 100</td>
<td>Women Empowered Learners Leaders</td>
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<td>WEL 310</td>
<td>Strategies for Career and Personal Growth</td>
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<td>WEL 400</td>
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Arts & Aesthetics Elective 3
Citizenship Electives 3
Global/Cultural/Community Engagement Electives 6
Physical Fitness 1
Financial Literacy 1

NEUROBIOLOGY REQUIREMENTS—48 CREDITS

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<tr>
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<td>CHE 120</td>
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<td>CHE 220</td>
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<td>NEU 399</td>
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<td>NEU 498</td>
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<tr>
<td>PHS 101</td>
<td>College Physics I with Lab</td>
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<tr>
<td>PHS 102</td>
<td>College Physics II with Lab</td>
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UPPER LEVEL SCIENCE ELECTIVES—16 CREDITS

GENERAL ELECTIVES—16 CREDITS
# Bachelor of Science in Neuroscience
## Major in Neuropsychology

### BAY PATH UNIVERSITY CORE — 43 CREDITS

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<tr>
<td>NEU 100</td>
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<tr>
<td>PSY 101</td>
<td>Intro to Psychology I</td>
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<tr>
<td>WEL 100</td>
<td>Women Empowered Learners Leaders</td>
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### NEUROPSYCHOLOGY REQUIREMENTS — 43 CREDITS

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<td>NEU 320</td>
<td>Neuropharmacology</td>
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<td>NEU 340</td>
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### UPPER LEVEL SCIENCE ELECTIVES — 8 CREDITS*

*Can choose from BIO 210 Genetics with Lab, BIO 320 Cell & Molecular Biology with Lab, or NEU 310 Animal Behavior. Additional electives can be used by approval.

### GENERAL ELECTIVES — 26 CREDITS
### Minor in Neuroscience

**NEUROSCIENCE MINOR REQUIREMENTS - 20 CREDITS**

<table>
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## UNDERGRADUATE COURSE DESCRIPTIONS

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<td>THEATRE</td>
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<tr>
<td>WOMEN AS EMPOWERED LEARNERS &amp; LEADERS</td>
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</table>
ACCOUNTING

ACC 100 (3 credits)
Introduction to Financial Accounting
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.
Prerequisites: Sophomore status with the exception of highly qualified first-year accounting major
Offered fall semester

ACC 101 (3 credits)
Introduction to Managerial Accounting
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
Offered spring semester

ACC 200 (3 credits)
Accounting Information Systems
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
Offered fall semester

ACC 201 (1 credit)
Volunteer Income Tax Assistance (VITA)
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
Offered spring semester
ACC 300 (3 credits)
Intermediate Accounting I
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 200 and Junior status
*Offered fall semester

ACC 301 (3 credits)
Intermediate Accounting II
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
*Offered spring semester

ACC 302 (3 credits)
Cost Management
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 200 and Junior status
*Offered fall semester

ACC 303 (3 credits)
Auditing
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 and Junior status
*Offered spring semester

ACC 400 (3 credits)
Federal Income Tax Concepts (3)
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.

Prerequisites: ACC 301 and Senior status
Offered fall semester

ACC 404 (3 credits)
Advanced Accounting
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
Offered fall semester

ACC 405 (3 credits)
Contemporary Issues
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
Offered spring semester

ACC 499 (3-6 credits)
Accounting Internship
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

ANTHROPOLOGY

ANT 110 (3 credits)
Culture, Society, and People
This course examines the nature of culture and its role in creating forms of social, economic, and political life in diverse historical and geographical contexts. Readings draw from contemporary ethnographies of various peoples, analyzing the persistence of cultural diversity in the midst of global, social, and socioeconomic forces.

ART

ART 100 (3 credits)
Art History
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 (3 credits)**  
**Drawing**  
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 (3 credits)**  
**Painting I**  
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 (3 credits)**  
**Painting II**  
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 (3 credits)**  
**Art in America**  
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 (3 credits)**  
**Modern European Painting and Sculpture**  
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 (3 credits)**  
**Women in Art**  
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 (4 credits)**  
**Biology I for Science Majors**  
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.  
*Lab Fee: $125*
Offered fall semester

BIO 111 (4 credits)
Biology I for Non-Science Majors
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.
Lab Fee: $125

BIO 112 (3 credits)
Biology II for Science Majors
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 (1 credit)
Biology II for Science Majors Laboratory
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.
Lab Fee: $150
Corequisite: BIO 112

BIO 150 (3 credits)
Anatomy and Physiology I
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 (1 credit)
Anatomy and Physiology I Laboratory
This course provides an overview of tissue types and their identification and function, as well as the integument, skeletal and muscular human body systems.
Lab Fee: $150
Corequisite: A grade of C or better in BIO 110 lecture or NEU 100 lecture

BIO 151 (3 credits)
Anatomy and Physiology II
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 (1 credit)
Anatomy and Physiology II Laboratory
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.
Lab Fee: $150

BIO 210 (3 credits)
Genetics
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 (1 credit)
Genetics Laboratory
Laboratory sessions include recombination analysis in bacteria, viruses, and Drosophila as well as
studying the effects of mutations.
Lab Fee: $250
Corequisite: BIO 210

BIO 220 (3 credits)
Ecology
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 (3 credits)
Plants Rock
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 (1 credit)
Plants Rock Lab
Laboratories will include hands-on experimentation, field work and identification of common
flower and tree species located on campus and in the surrounding community.
Lab Fee: $230
Corequisite: BIO 240

BIO 260 (3 credits)
Microbiology
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 (1 credit)
Microbiology Laboratory
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.
Lab Fee: $250
Corequisite: BIO 260

BIO 270-2 (3-4 credits)
Special Topics in Biology
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 (3 credits)
Biochemistry
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 (1 credit)
Biochemistry Laboratory
Laboratory sessions will explore enzyme kinetics and the isolation and analysis of macromolecules.
Lab Fee: $250
Corequisite: BIO 300

BIO 314 (3 credits)
Botany
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 (1 Credit)
Botany Lab
Laboratory exercises are coordinated with lecture topics and may include field exercises.
Lab Fee: $250
Corequisite: BIO 314

BIO 316 (3 credits)
Musculoskeletal Anatomy
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 (1 credit)
Musculoskeletal Anatomy Laboratory
Laboratory sessions involve identification of human muscles.
Lab Fee: $200
Corequisite: BIO 316

BIO 320 (3 credits)
Cell and Molecular Biology
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 (1 credit)
Cell and Molecular Biology Laboratory
Laboratory sessions explore the isolation of DNA reactions, and restriction enzyme mapping.

Lab Fee: $250
Corequisite: BIO 320

BIO 351 (3 credits)
Pathophysiology
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 SCI 204
Offered spring semester only.

BIO 410 (3 credits)
Evolution
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 (2 credits)
Biology Seminar
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 (3 credits)
Applied Biotechnology
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 (3 credits)
Immunology
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 (3 credits)
Comparative Vertebrate Anatomy
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 (1 credit)
Comparative Vertebrate Anatomy Laboratory
Laboratory work will consist of a comparative examination of the osteology and gross and microscopic anatomy of representative vertebrates.
Lab Fee: $250
Corequisite: BIO 431

BIO 440 (3 credits)
Mammalogy
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 (1 credit)
Mammalogy Laboratory
Laboratory sessions include the identification of mammal species from most mammalian orders, including native New England species, using skulls, skins, and tracks.
Lab Fee: $250
Corequisite: BIO 440

BIO 445 (3 credits)
Advanced Biochemistry
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 450 (3 credits)
Advanced Human Anatomy & Physiology
This course is designed to give students a broader understanding of the human anatomy and physiology of the respiratory, urinary, digestive, cardiovascular, blood, endocrine, and nervous systems. Emphasis will be on normal physiology as compared to potential disease mechanisms. Laboratory assignments will reinforce lecture material and give the student a “hands on” experience of system mechanics.
Prerequisite: A grade of C or better in BIO 110 lecture or NEU 100 lecture

BIO 450L (1 credit)
Advanced Human Anatomy Physiology Laboratory
Laboratory sessions will include the application of techniques involving physiological experimentation in the areas of diffusion, membrane potentials, biomechanics, and the role of the interaction of organ systems in the maintenance of homeostasis.
Lab Fee: $250
Corequisite: BIO 450

BIO 460 (3 credits)
Bioethics
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 healthcare 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 497-498 (3 credits each)**

**Research Project in Biology**

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 (3 credits)**

**Internship in Biology**

(This course is graded Pass/Fail)

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*

### BIOTECHNOLOGY

**BIT 425 (3 credits)**

**Applied Biotechnology**

This course covers the use of biotechnological techniques for microbial-based bioprocessing pharming, the applications of biosensors, recovering metals, bioremediation, engineering insect and herbicide resistance, engineering weed control and plant nutritional quality, engineering growth hormones, and bioterrorism. Concepts of intellectual property, ethical implications, risk analysis and regulations, and biotechnology as a business will also be addressed.

*Prerequisites: A grade of C or better in BIO 260 lecture and BIO 320 lecture*

**BIT 470 (3 credits)**

**Biotechnology Techniques**

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*

**BIT 497-498 (3 credits each)**

**Research Project in Biotechnology**

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 (3 credits)**

**Internship in Biotechnology**

(This course is graded Pass/Fail)
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

BUSINESS

BUS 120 (3 credits)
Business in Society
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 (3 credits)
Entrepreneurship
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 203 (3 credits)
Financial Literacy
In this course, students will learn how to manage their financial futures by establishing short- and long-term financial goals, and by understanding their roles as consumers, entrepreneurs, and investors. Topics include the effective use of cash and credit; managing student loans; preparing a budget; tax planning; purchasing/leasing an automobile; buying/renting real estate; calculating the time value of money; investing in stocks, bonds, and mutual funds; obtaining personal and property insurance; and saving for retirement.

BUS 204 (1 credit)
Financial Wellness
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 (3 credits)**  
**Principles of Marketing**  
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.  
*Offered spring semester*

**BUS 230 (3 credits)**  
**Principles of Sales**  
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 (3 credits)**  
**Dynamics of Management**  
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.  
*Offered fall semester*

**BUS 245 (3 credits)**  
**Social Media & Electronic Business**  
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 LinkedIn, Facebook, Twitter, MySpace and blogs.  
*Prerequisites: BUS 226*

**BUS 255 (3 credits)**  
**Human Resource Management**  
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 (3 credits)**  
**Integrated Marketing Communications**  
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.
BUS 262 (3 Credits)
Talent Management
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 270-2 (3 credits)
Special Topics in Business
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 (3 credits)
Organizational Development and Change
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 (3 credits)
Compensation and Benefits
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 (3 credits)
Communicating in Business
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 134, and ENG 124

BUS 325 (3 credits)
Entre-vation
"Entre-vation: A Hands-on Approach to Entrepreneurship and Innovation” 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 (3 credits)
Financial Management
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: MAT112, ECO212, ACC101, Basic use of Excel
Offered fall semester

BUS 329 (3 credits)
HR Policy, Employment Law & Records Management
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 (3 credits)
Operations Management
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 (3 credits)
Quality Management
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 (3 credits)
Enterprise Resource Planning
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 (3 credits)**
**Branding**
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 (3 credits)**
**Small Business Management**
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 350-2 (3 credits)**
**Special Topics in Business – Advanced Level**
These courses or seminars on special opportunity topics are 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 and junior or Senior status is required

**BUS 371 (3 credits)**
**Best Practices for Human Resources Professionals**
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, BUS 329

**BUS 399 (1-3 credits)**
**Directed Study in Business**

**BUS 400 (3 credits)**
**Marketing Research**
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: MAT 112, BUS 226*

**BUS 491 (3 credits)**
**Strategic Management and Policy I**
This course is all about connecting the dots, linking various functions of business and understanding the interdependency between marketing, sales, advertising, operations/supply chain and other business functions. The purpose of this course is to enable the student to integrate the lessons learned in previous business, accounting, finance, international business, and management courses through the use of case studies analyzed from the general manager’s point of view. Students will also learn the importance of score card and metrics that are essential for running a business.

*Prerequisite: All Business Management Core courses must be completed prior to taking this course.*

*Offered fall semester*

**BUS 498-499 (3-6 credits)**
**Business Internship**
(This course is graded Pass/Fail.)
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*

**CYBERSECURITY**

**CBY 105 (3 credits)**
**Introduction to Computer Science**
An introduction to programming using contemporary programming languages. Students are introduced to object-oriented programming, algorithms, the software development life cycle, data types, arrays, events, input, output, and interaction.

**CBY 101 (3 credits)**
**Introduction to Cybersecurity**
The purpose of this course is to explore the evolving crime phenomenon resulting from the technology revolution over the last 60 years. An examination of the unique human-computer relationship will be conducted to develop and understanding of how criminal activity has adopted the use of new technologies to further their criminal activity. Additionally, a review of social constructs relating to high tech criminal activity will be provided.

**CBY 200 (3 credits)**
**Introduction to Digital Forensics**
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 205 (3 credits)**
**Introductory Information Assurance**
This course is designed to address the fundamental principles of information assurance. Major aspect of this course is to develop an understanding of the role of risk management and risk
assessment. Topics include identify organizational risks, mitigation strategies and techniques, and an exploration of commonly implemented information security controls.

**CBY 210 (3 credits)**  
**Fundamentals of Network Security**  
The purpose of this course is 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.

**CBY215 (3 credits)**  
**Elementary Data structure**  
The purpose of this course is to explore abstract data types and their implementation. Topics include stacks, queues, and trees, linked lists, as well as design and testing principles and software interfaces.

**CBY 220 (3 credits)**  
**Cyber Investigations I**  
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.  
*Lab Fee: $100*  
*Prerequisite: CBY 200*  

**CBY 300 (3 credits)**  
**Assembly Language Programming**  
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 (3 credits)**  
**Cyber Investigations II**  
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. Lab fee.  
*Prerequisite: CBY 220*  

**CBY 330 (3 credits)**  
**Mobile Technology Analysis I**  
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.  
*Lab Fee: $100*  
*Prerequisite: CBY 220*  

**CBY 400 (3 credits)**  
**Introductory Incident Response**  
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 420 (3 credits)
Programming with C
General introduction to programming with C programming language in a UNIX environment.

CBY 425 (3 credits)
Network Intrusion
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. Lab fee.
Prerequisite: CBY 310

CBY 430 (3 credits)
Mobile Technology Analysis II
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.
Lab Fee: $100
Prerequisite: CBY 330

CBY 435 (3 credits)
Internet Security
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. Lab fee.
Prerequisite: CBY 220

CBY 445 (3 credits)
Advanced Decryption
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

EARLY INTERVENTION

CEI 579 (0 credits)
Orientation to Practice in Early Intervention
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 (3 credits)
Infant/Toddler Development
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 (3 credits)
Family Systems
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 (3 credits)
Assessment & Intervention
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 (3 credits)
Planning/Evaluating Early Intervention Services
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 (3 credits)
Practicum I
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 (3 credits)
Practicum II
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.
cultural backgrounds. Students will master competencies related to working on teams and coordinating work with other professionals.

Prerequisite: CEI 584

CHEMISTRY

CHE 120 (3 credits)
Chemistry I
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 (1 credit)
Chemistry I Lab
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.

Lab Fee: $250
Corequisite: CHE 120

CHE 121 (3 credits)
Chemistry II
This course is a continuation of CHE 120. Topics considered include solutions, reaction rates, chemical equilibrium, precipitation reactions, acids and bases, reaction spontaneity, redox reactions, and electrochemistry.

Prerequisite: A grade of C or better in CHE 120 lecture or the equivalent, MAT 112

CHE 121L (1 credit)
Chemistry II Lab
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.

Lab Fee: $250
Corequisite: CHE 121

CHE 220 (3 credits)
Organic Chemistry I
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 121 lecture

CHE 220L (1 credit)
Organic Chemistry I Lab
Laboratory exercises will focus on basic techniques of organic synthesis and isolation of organic compounds. Laboratory skills and safety procedures will be stressed.

Lab Fee: $250
Corequisite: CHE 220

CHE 221 (3 credits)
Organic Chemistry II
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 (1 credit)**  
**Organic Chemistry II Lab**  
This is a continuation of CHE 220L. Laboratory exercises will focus on the characterization of organic compounds by spectroscopic and chemical techniques.

Lab Fee: $250  
Corequisite: CHE 221

**CHE 270-2 (3-4 credits)**  
**Special Topics in Chemistry**  
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 (3 credits)**  
**Analytical Chemistry**  
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 and MAT 221, and a grade of C or better in CHE 221 lecture

**CHE 300L (1 credit)**  
**Analytical Chemistry Lab**  
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.

Lab Fee: $250  
Corequisite: CHE 300

**CHE 310 (4 Credits)**  
**Physical Chemistry I & Lab**  
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  
Offered spring semester only.

**CHE 311 (4 credits)**  
**Physical Chemistry II & Lab**  
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

**CHE 350-2 (3-4 credits)**  
**Special Topics in Chemistry — Advanced Level**  
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; Junior or Senior status is required

CHINESE

CHI 100 (3 credits)
Elementary Mandarin Chinese I
This course covers the basics of Mandarin Chinese -- spoken, written and read. Development of language skills is combined with an introduction to Chinese culture and history. Students will also gain insight into China’s contemporary culture and international business environment.

CHI 101 (3 credits)
Elementary Mandarin Chinese II
This course is a continuation of CHI 100 Elementary Mandarin Chinese I. The study of more advanced basic Mandarin Chinese (spoken, written and read) is combined with historical, as well as contemporary, cultural studies.
Prerequisites: Successful completion of CHI 100 or language assessment.

COMMUNICATION & INFORMATION TECHNOLOGY

CIT 210 (3 credits)
Intercultural Communication
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 201 (3 credits)
Introduction to Mass Communication and Pop Culture
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 multi-media and interactive technology, the Internet and international communication.

CMS 203 (3 credits)
Video Production
This course introduces students to theory and application of single-camera digital video production. The course consists of lectures and structured labs. Emphasis in the course is on learning and applying terminology, aesthetics, and fundamental principles to planning and editing video projects. Labs provide students with a working knowledge of video equipment, industry standards, and state-of-the-art digital video editing techniques.

CMS 205 (3 credits)
Principles of Photography: Digital
In this course, students develop basic mastery of digital photography as a means of visual communication and creative expression. Through lectures, discussions, small group and one-on-one demonstrations, and hands-on experience, students learn how to shoot digital images and to work creatively with these images using Photoshop software.

CMS 270-2 (3 credits)  
Special Topics in Communication  
Courses or seminars on topics beyond the scope of existing department offerings.  
Prerequisite: To be determined based on course offering

CMS 303 (3 credits)  
Gender and Communication  
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 (3 Credits)  
Communicating in Liberal Studies  
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 134, and ENG 124

CMS 306 (3 credits)  
Theories of Communication  
This course provides frameworks for understanding human communication in a variety of contexts: interpersonal, small group, organizational, public and mass media. The history and scope of the field of communications will also be delineated.  
Prerequisite: Sophomore standing or higher.

CMS 310 (3 credits)  
Writing for the Media  
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 media, such as e-zines, blogs, and podcasts. Social media such as Facebook and Twitter will also be included.  
Prerequisite: ENG-124

CMS 320 (3 credits)  
Citizen Journalism on the Web  
This course is a survey of three dynamically intersecting new types of journalism: civic, citizen and convergent. Students will explore why these types have arisen, how they may contrast with, be co-opted by and effect big media journalism. In addition, students will be instructed in the basics of civic, citizen and convergent reporting, and practice such through production of an online news site.
COMPUTER APPLICATIONS

COM 130 (3 credits)
Computer Applications
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 (3 credits)
Introduction to Criminal Justice
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.
Offered fall and spring semester

CRJ 202 (3 credits)
Victimology and Criminology
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
Offered fall semester

CRJ 204 (3 credits)
Principles of Policing
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
Offered spring semester

CRJ 206 (3 credits)
Private Security
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
Offered fall semester

CRJ 222 (3 credits)
Criminal Investigations and the Elements of Criminal Law
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
Offered fall and spring semesters

CRJ 270 (3 credits)
Special Topics in Criminal Justice
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 (3 credits)
Criminal Procedure for the Criminal Justice Professional
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
Offered spring semester

CRJ 300 (3 credits)
Corrections
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 and Junior or Senior Status
Offered fall semester

CRJ 306 (3 credits)
Healthy Living for the Criminal Justice Professional Woman
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 and Junior or Senior status
Offered spring semester

CRJ 310 (3 Credits)
Communicating in Criminal Justice
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 (3 credits)
Criminal Evidence
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

Offered spring semester

CRJ 316 (3 credits)
Handgun Safety
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.

Lab Fee: $50

CRJ 320 (3 credits)
Probation and Parole
This course will explore the different roles and responsibilities of the probation and parole officer in the criminal justice system. Emphasis will be placed on understanding an integrated model of supervision, developing effective treatment plans, aftercare services, and sanctions for non-compliance. The interplay among the police, prosecutors, judges, prison personnel, probation and parole officers will be examined.

Prerequisite: CRJ 120 and Junior or Senior status

Offered fall semester

CRJ 325 (3 credits)
Criminal Organizations
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, Afro-Caribbean, European, urban street gang, prison gangs, and the evolving relationship between terrorism and organized crime — will be studied.

Prerequisites: CRJ 120 and Junior or Senior status

CRJ 335 (3 credits)
White Collar Crime
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 and Junior or Senior status
Offered spring semester

CRJ 342 (3 credits)
The Juvenile Justice System
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 and Junior or Senior Status

Offered spring semester

CRJ 348 (3 credits)
Terrorism and Homeland Security
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 and Junior or Senior status

Offered spring semester

CRJ 350-2 (3 credits)
Special Topics in Criminal Justice—Advanced Level
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 and Junior or Senior status. To be determined based on course offering

CRJ 355 (3 credits)
International Criminal Justice Systems
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
Offered fall semester

CRJ 380 (3 credits)
Computer Crime
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
Offered spring semester
CRJ 399 (1-3 credits)
Directed Study in Criminal Justice
CRJ 120, CRJ 233, requires the approval of the department chair, Junior or Senior status

CRJ 402 (3 credits)
Ethics and the Criminal Justice Professional
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 and Senior status
Offered fall semester

CRJ 406 (3 credits)
Violence against Women and Children
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
Offered spring semester

CRJ 498 (3 credits)
Criminal Justice Internship
(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.
Offered fall and spring semesters

CRJ 499 (3-6 credits)
Criminal Justice Internship
(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.
Offered fall and spring semesters
DANCE

DAN 100 (1 credit each semester)
Introduction to Dance
(This course is graded Pass/Fail.)
This course is an introduction to the principles and techniques of two popular dance forms: classical ballet and modern jazz. Emphasis is placed on developing a movement vocabulary in both disciplines while increasing flexibility and coordination.

DAN 110 (1 credit each semester)
Dance Technique
(This course is graded Pass/Fail.)
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.

DAN 121 (1 credit)
Jazz I
(This course is graded Pass/Fail.)
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.

DAN 122 (1 credit)
Jazz II
(This course is graded Pass/Fail)
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

DAN 131 (1 credit)
Tap I
(This course is graded Pass/Fail.)
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.

DAN 190 (1 credit each semester)
Bay Path Dance Company
(This course is graded Pass/Fail.)
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.

DAN 201 (3 credits)
Twentieth Century Entertainment
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 270-2 (3 credits)  
Special Topics in Dance  
These courses offer topics beyond the scope of existing departmental offerings.  
Prerequisite: To be determined based on course offering

DAN 399 (1 credit)  
Directed Study in Dance  
Requires the approval of the department chair

ECONOMICS

ECO 211 (3 credits)  
Macroeconomics  
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.  
Offered fall semester

ECO 212 (3 credits)  
Microeconomics  
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.  
Offered spring semester

EDUCATION

EDU 110 (3 credits)  
Introduction to Early Childhood Education  
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.  
Offered spring semester

EDU 130 (3 credits)  
Education, Schools, and Culture  
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.  
Offered spring semester

EDU 211 (3 credits)  
Methods and Approaches in Teaching Children I
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

Offered fall semester

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 212 (3 credits)
Methods and Approaches in Teaching Children II

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

Offered spring semester

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.

Prerequisites: None

EDU 250 (3 credits)
Introduction to Special Education

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.

Offered fall semester

EDU 270-2 or 350-2 (3 credits)
Special Topics in Education

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 (3 credits)
Reading and Early Literacy

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
Offered fall semester

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 (3 credits)
Reading and Language Arts for the Elementary School
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, Junior status
Offered spring semester

EDU 330 (3 credits)
Fundamentals of Instruction and Classroom Management
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.
Offered fall semester

EDU 331 (3 credits)
Fundamentals of Instruction and Classroom Management for Secondary Education
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.
Offered fall semester

EDU 348 (3 credits)
Reading and Language for English Language Learners
This course focuses on current theories and their applications related to the teaching of English Language Learners (ELLs). This course is designed to promote continuous improvement in educator practice, and to build confidence and familiarity with research – proven practices for working with ELLs. This course is framed around two module areas: A) ELLs: Their World and
Second Language Acquisition Process in the SEI Classroom and B) Academic Language and Literacy Development in the SEI Classroom.

**EDU 350 (3 credits)**

**Curriculum Development**

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 (3 credits)**

**Curriculum Development for Secondary Education**

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.
Offered spring semester*

**EDU 370-3 (3 credits)**

**Special Topics in Education — Advanced Level**

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 399 (1-3 credits)**

**Directed Study in Education**

Requires the approval of the department chair

**EDU 441P (1 credit)**

**Early Childhood Pre-Practicum**

*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.
Offered fall semester*
EDU 441Q (1 credit)
Elementary Education Pre-Practicum
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.
Offered in both fall and spring semesters

EDU 441R (1 credit)
Pre-Practicum in Secondary Biology
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 she has 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.
Offered in both fall and spring semesters

EDU 460 (3 credits)
Director I
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, and 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/field work is required.

EDU 461 (3 credits)
Director II
This course is designed to familiarize students with the Massachusetts licensing requirements and regulations as mandated by the Department of Early Education and Care. This course will explore the fiscal requirements and management of Early Childhood Centers in both the for-
profit and non-profit sectors. It will also address topics such as Quality Rating Scale Indicators, Massachusetts preschool guidelines and early learning standards, ethical responsibilities, and writing effective policies. We will also discuss ways of how to be active advocates for young children. Observation/field work is required.

EDU 490 (1 credit)
Pre-Practicum Seminar
Facilitated by a University program supervisor, students discuss curriculum, pedagogy and critical issues in support of their success as future teachers.
Corequisite: EDU 441P or EDU 441Q

EDU 491 (1 credit)
Practicum Seminar
Students discuss curriculum, pedagogy, professional standards for teachers, and critical issues in support of their success as future teachers. Additional Seminar topics include: the Preservice Performance Assessment, creation of a professional teaching portfolio, and licensure.
Corequisite: EDU 497 or EDU 499

EDU 492 (1 credit)
Pre-Practicum Seminar/ Secondary
Students discuss curriculum, pedagogy, and critical issues in support of their success as future teachers.
Corequisite: EDU 441R

EDU 493 (1 credit)
Practicum Seminar/ Secondary
Students discuss curriculum, pedagogy, professional standards for teachers, and critical issues in support of their success as future teachers. Additional Seminar topics include: the Preservice Performance Assessment, creation of a professional teaching portfolio, and licensure.
Corequisite: EDU 494

EDU 494 (12 credits)
Practicum in Secondary Biology
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.
Offered in both fall and spring semesters.
EDU 497 (12 credits)
Early Childhood Practicum
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.
Offered in both fall and spring semesters.

EDU 499 (12 credits)
Elementary Education Practicum
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.
Offered in both fall and spring semesters.
ENGLISH

ENG 099 (3 degree credits; 6 non-degree credits)
English-as-a-Second-Language
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 (3 Credits)
Critical Reading and Response
This course introduces the integration of communication skills essential for effective reading, writing, speaking, and listening at the University 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 134 (3 credits)
Literary Genres
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 124 (3 credits)
Research and Writing in the Disciplines
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 135 (3 credits)
American Culture-Reading, Writing and Communicating in English
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 (3 credits)
Women in Literature
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 210 (3 credits)
Children’s Literature
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 multicultural, 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 (3 credits)
American Literature
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 (3 credits)
World Myths and Folktales
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, demonic, 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 (3 credits)
Legend of King Arthur
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 270-2 (3 credits)
Special Topics in English
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 (1 credit)
Writing Tutor Theories and Pedagogies
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 (3 credits)**  
**World Literature**  
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 (3 credits)**  
**Shakespeare**  
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*

**ENG 350-2 (3 credits)**  
**Special Topics in English — Advanced Level**  
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; Junior or Senior status*

**ENG 399 (1-3 credits)**  
**Directed Study in English**  
*Requires the approval of the department chair*

**EXTRA DEPARTMENTAL**

**EXT 198 (1-3 credits)**  
**Community Service**  
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.  
*Offered both semesters*  
*This course is graded Pass/Fail.*

**EXT 198A (1-3 credits)**  
**Community Service in Education**  
(This course is graded Pass/Fail.)
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*

**FORENSIC SCIENCE**

**FSC 105 (4 credits)**  
Criminalistics  
This course introduces the theoretical underpinnings of criminalistics, including the techniques for discovery, collection, preservation, and analysis of physical evidence.

**FSC105L**  
Criminalistics Lab  
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.  
*Lab Fee: $150*  
*Corequisite: FSC105*

**FSC 420 (3 credits)**  
Forensic Chemistry  
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 (1 credit)**  
Forensic Chemistry Lab  
Laboratory work will include gas chromatography, liquid chromatography, protein electrophoresis, atomic spectroscopy, and molecular spectroscopy.  
*Lab Fee: $250*  
*Corequisite: FSC 420*

**FSC 435 (3 credits)**  
Forensic Anthropology  
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.  
*Prerequisite: A grade of C or better in BIO 150*

**FSC 435L (1 credit)**  
Forensic Anthropology Lab  
Laboratory topics include hands-on exercises designed to teach the basic and advanced techniques of skeletal analysis and facial reconstruction.  
*Lab Fee: $250*  
*Corequisite: FSC 435*
FSC 440 (3 credits)
Crime Scene Investigation
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 or Senior status

FSC 497-498 (3 credits each)
Research Project in Forensic Science
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 (3 credits)
Forensic Science Internship
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 (3 credits)
Forensic Biology
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 (1 credit)
Forensic Biology Laboratory
The principles and techniques of current methods of forensic DNA analysis will be taught and discussed.
Lab Fee: $300
Corequisite: FSC 500

FORENSIC STUDIES

FNS 100 (3 credits)
Introduction to Forensic Studies
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 298 (3 credits)
Forensic Studies Internship
(This course is graded Pass/Fail.)
This internship offers the student an opportunity to work in the field of forensics in her sophomore year.
Prerequisites: A minimum CGPA of 2.0 and approval of the department chair.

FNS 498 (3 credits)
Forensic Studies Internship
(This course is graded Pass/Fail.)
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

FNS 499 (6 credits)
Forensic Studies Internship
(This course is graded Pass/Fail.)
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

FRENCH

FRN 113 (3 credits)
French Language and Culture I
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 (3 credits)
French Language and Culture II
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 (3 credits)
French Language and Culture III
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 (3 credits)
French Language and Culture IV
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

### GEOGRAPHY

**GEO 102 (3 credits)**

**Introduction to Geography**

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 (3 credits)**

**American Government**

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 (3 credits)**

**United Nations Policies and Practices**

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 Darfur), 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.  

**Prerequisite:** Junior status and member of the Bay Path University Honors Program; students not in the Honors Program may request instructor permission to take the course

**GOV 331 (3 credits)**

**Global Politics and Leadership**

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 attache, 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.  

**Prerequisite:** Junior status and member of the Bay Path University Honors Program; Students not in the Honors Program may request instructor permission to take the course.
HEALTH AND HUMAN STUDIES

HHS 304 (3 Credits)
Communicating in the Helping Professions
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 134, and ENG 124

HHS 401 (3 credits)
Play & Leisure in Human Health and Wellness
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 or Senior status
Offered fall semester only

HHS 410 (3 credits)
Social Policy in Health & Human Services
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 or Senior status
Offered spring semester only

HHS 415 (3 credits)
Research Skills in Health/Human Services
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:** Junior or Senior status and HHS 304
*Offered spring semester only*

HHS 499 (6 credits)
Health & Human Studies Internship

**HISTORY**

**HIS 114 (3 credits)**
The United States to 1877
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 (3 credits)**
The United States Since 1877
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 (3 credits)**
Global History to 1500
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 (3 credits)**
Global History since 1500
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 220 (3 credits)**
The Vietnam War
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 240 (3 credits)
The Lone Star State
Texas holds a unique place in United States history. Texas began as part of Mexico and after its war for independence existed as an independent nation for several years before entering the United States. This course will explore the factors that have made Texas so unique and assess the state’s impact on the nation as a whole. We will focus on significant and colorful individuals such as Sam Houston, Mexican General Santa Ana, former governor Ann Richards, journalist Molly Ivins, and U.S. President Lyndon Johnson and George W. Bush. We will also explore significant historical events such as the Battle of the Alamo and the assassination of President John F. Kennedy in Dallas. This course is offered in conjunction with the January One America trip to San Antonio, Austin, Houston, and Dallas. Only students attending the trip may enroll in the course.

HIS 255 (3 credits)
Native American History
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 (3 credits)
The Holocaust
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 270-2 (3 credits)
Special Topics in History
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 (3 credits)
One America
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 (3 credits)
Contemporary America: The United States Since 1945
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 or Senior status

HIS 320 (3 credits)
The History of Women in America
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 or Senior status

HIS 321 (3 credits)
Women and War: Warriors, Victims and Peacemakers
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 (3 credits)
African-American History from 1865 to Present
This course examines African-American history from the end of the Civil War and the destruction of slavery to the present, focusing on African-American movements for equality and justice and exploring the important contributions of African-Americans to the larger American
experience. Major themes include the impact of racism on African-Americans; the various African-American responses to inequality and oppression; the differences in racism in the North and South; and the diversity of America’s black communities (taking into account the role of class, region, and rural/urban geography). Course readings and video presentations also highlight the experiences and contributions of African-American women who faced the dual challenges of racism and sexism.

Prerequisites: Junior or Senior status

HIS 350-2 (3 credits)
Special Topics in History – Advanced Level
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.
Prerequisite: To be determined based on course offering; Junior or Senior status

HIS 399 (1-3 credits)
Directed Study in History
Requires the approval of the department chair

HIS 499 (3-6 credits)
Internship in History
(This course is graded Pass/Fail.)
The internship in history is a supervised practical learning experience designed to give Liberal Studies majors with a concentration in history the opportunity to explore career interests, acquire valuable on-the-job experience, and put into practice the knowledge and skills acquired through course work.
Prerequisite: A minimum CGPA of 2.0, Senior status, and approval of department chair

HONORS

HON 101 (1 credit)
Darwin Across the Disciplines
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 (1 credit)
Drugs, Culture and Society
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 (1 credit)
Ethics in Conflict
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 (1 credit)
Violence and Non-Violence in North America
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.

HUMANITIES

HUM 101 (3 credits)
Fine and Performing Arts
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 (3 credits)
Introduction to Philosophy
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 (3 credits)
Introduction to World Religions
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 (3 credits)**  
**The Art of Film: History and Technique**  
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 (3 credits)**  
**History and Appreciation of Interior Design**  
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 (3 credits)**  
**Ethics**  
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 (3 credits)**  
**Women in Islam**  
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 (3 credits)**  
**Health and Nutrition for Children**
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 (3 credits)
Introduction to Interior Design
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.
Offered fall semester

IND 121 (3 credits)
Drafting and Technical Drawing
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.
Offered spring semester

IND 122 (3 credits)
Introduction to Computer-Aided Drafting and Design
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.
Prerequisite: IND 121
Corequisite: IND 101
Offered fall semester

IND 221 (3 credits)
Interior Design Studio: Residential
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
Offered spring semester

IND 250 (3 credits)
Technical Design and Building Systems
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
Offered fall semester

IND 270-2 (3 credits)
Special Topics in Interior Design
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 (3 credits)
Sustainable Design for Interior Environments
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 (3 credits)
Interior Design Studio: Commercial
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
Offered fall semester

IND 350-2 (3 credits)
Special Topics in Interior Design — Advanced Level
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.
Prerequisites: To be determined based on course offering; Junior or Senior status is required

IND 399 (1-3 credits)
Directed Study in Interior Design
Requires the approval of the department chair

INTERDISCIPLINARY

INT 101 (1 credit)
Rape Aggression Defense
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 (1 credit)
Advanced Rape Aggression Defense
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: IDS 101

INT 250 (3 credits)
Research Methods in the Social Sciences
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.

Prerequisites: ENG 124, MAT 120 and CRJ 120 or PSY 101

LAW

LAW 103 (3 credits)
Introduction to the American Legal System
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. Offered spring and fall semesters

LAW 220 (3 credits)
Business Law
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

Offered spring and fall semesters

LAW 232 (3 credits)
Principles of Litigation
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

Offered spring and fall semesters

LAW 240 (3 credits)
Legal Research and Writing
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

Offered spring and fall semesters

LAW 241 (3 credits)
Computer Assisted Legal Research
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.

Lab Fee: $80
Prerequisite: LAW 240 or permission of Department Chair
Offered spring and fall semesters

LAW 246 (3 credits)
Tort Law
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
Offered spring semester

LAW 247 (3 credits)
Employment Law
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
Offered fall semester

LAW 248 (3 credits)
Principles of Criminal Procedure
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
Offered spring and fall semesters

LAW 249 (3 credits)
Principles of Criminal Law
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
Offered spring and fall semesters
LAW 250 (3 credits)
Wills, Estates, and Trust Management
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
Offered spring semester in alternate years

LAW 260 (3 credits)
Real Estate Law
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
Offered fall semester

LAW 270-2 (3 credits)
Special Topics in Law
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 (3 credits)
Understanding Law through Literature
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 and LAW 103
Sophomore status or higher

LAW 299 (3 credits)
Paralegal Internship
(This course is graded Pass/Fail.)
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
Offered spring and fall semesters
LAW 311 (3 credits)
Family Law
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
Offered spring semester in alternate years

LAW 312 (3 credits)
Law and Society
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, Sophomore status or higher
Offered fall semester

LAW 314 (3 credits)
Bankruptcy and Insolvency
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 (3 credits)
Juvenile Law
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
Offered fall semester in alternate years

LAW 330 (3 credits)
Advanced Litigation
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
Offered spring and fall semesters

LAW 332 (3 credits)
Alternative Dispute Resolution
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

Offered fall semester in alternate years

LAW 350-1 (3 credits)
Special Topics in Law – Advanced Level
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; Junior or Senior status

LAW 352 (3 credits)
Administrative Law
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 and LAW 240 Junior status or higher
Offered spring semester in alternate years

LAW 355 (3 credits)
Consumer Law
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
Offered spring semester in alternate years

LAW 365 (3 credits)
Elder Law
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
Offered spring semester in alternate years

LAW 371 (3 credits)
Evidence
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, LAW 248, Junior status or higher or permission of the Department Chair
Offered every semester
LAW 375 (3 credits)
Intellectual Property Law
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 and LAW 240
Junior status or higher
Offered fall semester in alternate years

LAW 380 (3 credits)
Interviewing and Investigation
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 399 (1-3 credits)
Directed Study in Law
Requires the approval of the department chair

Note: LAW 405, LAW 415, LAW 435, LAW 490, LAW 498, LAW 499, are open only to legal studies or forensic studies majors or permission of the Department Chair.

LAW 405 (3 credits)
Constitutional Law
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 and three legal specialty electives
Senior status or permission of the Department Chair
Offered fall semester

LAW 415 (3 credits)
Advanced Legal Research and Writing
Building on the skills learned in Legal Research and Writing, students will research and analyze state and federal statues, 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.

Lab Fee: $80

Prerequisites: LAW 240 and three legal specialty electives
Junior status or permission of the Department Chair

LAW 435 (3 credits)
Forensics and Law
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

LAW 441
Bankruptcy Clinic
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
Offered fall semester

LAW 490 (3 credits)
Legal Ethics
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 and LAW 240 and three legal specialty electives
Senior status or permission of the Department Chair
Offered fall semester

LAW 498 (3 credits)
Legal Studies Internship
(This course is graded Pass/Fail.)
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 majors
Offered spring and fall semesters

LAW 499 (6 credits)
Legal Studies Internship
(This course is graded Pass/Fail.)
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 majors
Offered spring and fall semesters

LIBERAL ARTS

LAR 400 (3 credits)
Conflict and Consensus in Contemporary Culture
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 498-499 (3 credits each)
Liberal Studies Internship
Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of department chair

MATHEMATICS

MAT 104 (3 credits)
Fundamentals of Mathematics
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 (3 credits)
Applied University Mathematics
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 (3 credits)
Statistics
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. Offered both semesters

MAT 130 (3 credits)
Pre-Calculus
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 (3 credits)
Notable Women in STEM
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 (3 credits)
Numbers and Operations
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 (3 credits)
Functions and Algebra
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 (3 credits)
Geometry and Statistics
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 (3 credits)
Calculus I
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 (3 credits)
Calculus II
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 (3 credits)
Calculus III
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 270-2 (3 credits)
Special Topics in Mathematics
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 (3 credits)
Linear Algebra
This course offers basic concepts of linear algebra. Topics include matrices, determinants and eigenvalues, linear systems, vector spaces, linear transformations, and their applications.

Prerequisite: MAT 112 or appropriate placement test score

MAT 350-2 (3 credits)
Special Topics in Mathematics — Advanced Level
These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles.

Prerequisites: To be determined based on course offering; Junior or Senior status

MAT 399 (1-3 credits)
Directed Study in Mathematics
Prerequisite: Approval of the department chair

MAT 450 (3 credits)
Methods of Applied Statistics
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

MODERN LANGUAGE

MLA 101 (3 credits)
Sign Language I
An entry level course in American Sign Language designed to introduce functional communication skills. The focus is learning to exchange personal information in a culturally appropriate way. Instruction will focus on a variety of major language functions in an interactive context; both expressive and receptive skills will be emphasized. Attention will be given to language acquisition, cultural awareness, grammatical rules/facial expression and finger spelling.
Offered only occasionally; students are encouraged to check CCGS course offerings.

MLA 102 (3 credits)
Sign Language II
The second course in American Sign Language (ASL) is designed to continue the development of functional communication skills. This course includes intermediate ASL vocabulary, grammatical structures, and conversational behaviors. Special emphasis is on developing more awareness of the cultural values and beliefs shared by the Deaf Community. 3 credits
Prerequisite: MLA 101
Offered only occasionally; students are encouraged to check CCGS course offerings.

MUSIC

MUS 101 (1 credit)
Applied Instrumental Music
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 (1 credit)
Applied Vocal Music
This course provides individual vocal instruction. Students will have weekly lessons and will be required to develop vocal technique and musical skills.

MUS 207 (1 credit each semester)
Chorale
(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 (1 credit each semester)
Page Singers
(This course is graded Pass/Fail when taken for credit and Satisfactory/Unsatisfactory when participation does not include earning credit.) 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.

MUS 230 (3 credits)
American Music
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.
NEUROSCIENCE

NEU 100 (3 credits)
Introduction to Neuroscience I
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 (1 credit)
Introduction to Neuroscience I Lab
Lab Fee: $125

NEU 200 (3 credits)
Introduction to Neuroscience II
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 (1 credit)
Introduction to Neuroscience II Lab
Lab Fee: $125

NEU 250 (3 credits)
Research Methods in Neuroscience
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.
Lab Fee: $150
Prerequisites: A grade of C or better in NEU 100 and 200

NEU 270 (3 credits)
Special Topics in Neuroscience
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 (3 credits)
Neural Development
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 200 or BIO 110 and 112

**NEU 310 (3 credits)**
**Animal Behavior**
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 112

**NEU 320 (3 credits)**
**Neuropharmacology**
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 200 or BIO 110 and 112

**NEU 330 (3 credits)**
**Neuroendocrinology**
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 200 or BIO 110 and 112

**NEU 340 (3 credits)**
**Cognitive Neuroscience**
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 200 or BIO 110 and 112

**NEU 399 (3 credits)**
**Junior Seminar**
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 (3 credits)**
**Neuroscience Research/Internship**
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 (3 credits)
Senior Thesis
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

NONPROFIT MANAGEMENT & PHILANTHROPY

NMP 200 (3 credits)
Doing Well By Doing Good Work
A survey course of what it means to do good work and doing “good” in a communal setting.

NMP 205 (3 credits)
Women’s Leadership – Public, Private & Ethical Practices
This course will let the individual student explore her leadership style as well as gain an understanding of the importance of women leaders in global society.

NMP 300 (3 credits)
Nonprofit & Philanthropy Studies
The student will be able to answer the questions: “How and why do the non-profit and philanthropic sectors exist globally?” and “What work do these sectors do to contribute to the betterment of our society?”

Prerequisite: Junior status

NMP 305 (3 credits)
Public Interest Advocacy
The student will be exposed to basic concepts of public policy and advocacy, and will examine the roles of elected leaders in the public and governmental spheres. The student will examine the importance of public interest advocacy on a global society to bring about world peace, human rights, and gender equity.

NMP 310 (3 credits)
Corporate Social Responsibility
How has the corporate sector responded to being a global citizen? What is corporate social responsibility? Can blended value and double or triple bottom lines make a difference in our quality of life? The student will be exposed to these issues and examine best practices in companies such as Ben & Jerry’s, Life is Good, and Timberland, and will reach out to local institutions.

Prerequisite: Junior status

NMP 400 (3 credits)
Capstone Experience: Creating Social Change
The student cohort will be provided with seed money from a funder to participate in a micro-enterprise project. The students decide what and how to make an impact on the world on a local, regional, national or international scale with their funds as a group.

Prerequisites: NMP 200, NMP 300 and either NMP 205 or NMP 305

OCCUPATIONAL THERAPY

OTP 100 (1 credit)
Exploring Occupational Therapy
This course is comprised of two units; What is occupational therapy? And What are occupational therapy practitioners? It includes an overview of the current status of the profession, a look at its historical roots, an understanding of its philosophical principles, the roles and responsibilities of OT practitioners, ethical and legal practice, professional organizations, and practice settings.
Offered spring semester only

OTP 101 (1 credit)
Medical Terminology
Medical Terminology is a specialized language that allows for communication between health care professionals. Learning to apply correct medical terminology will positively affect the student’s understanding of future health classes. Increasing the student’s knowledge of medical terminology will be accomplished by reducing medical words into their simple word parts, combining suffixes and prefixes, and word applications for specific medical domains.

OTP 500 (2 credits)
Introduction to Occupational Therapy
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
Offered summer only

OTP 502 (3 credits); OPT 502L (1 credit)
Integrated Anatomy
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.
Lab Fee: $200
Prerequisite: Permission of the department
Offered fall semester only

OTP 503 (2 credits)
Models of Practice in Occupational Therapy
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
Offered summer only

OTP 504 (2 credits)
Foundations of Neuroscience
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: Permission of the department
Offered fall semester only

OTP 509 (2 credits)
Professional Development III: Clinical Skills
This course provides students with the opportunity to develop self-directed learning skills while facilitating clinical and documentation skills for occupational therapy practice. Students engage in self-assessment and self-directed learning activities to prepare them for the type of learning required in level II fieldwork. Through self-directed and faculty supported learning activities, students also review and solidify knowledge developed over the first year of OT coursework through review and application to clinical scenarios.

Lab Fee: $50
Prerequisites: OTP 531, 541, 550 and permission of department
Offered summer I only

OTP 510 (3 credits)
Professional Development I: Evidence, Advocacy and Health Care Policy
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, 503, 520 and permission of department
Offered fall semester only

OTP 511 (3 credits)
Professional Development II: Research Methods
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
Offered spring semester only

**OTP 513 (3 credits)**
**Professional Development IV: From Student to Practioner**
This class is the last of the professional development series and is designed for students to focus on administration and management issues. Topics addressed include organizational management from a healthcare perspective, marketing, supervising, training and development, communicating, and budgeting. Issues are discussed to facilitate the student’s transition from the classroom to the fieldwork setting, and to approach management from a variety of perspectives. Students complete a cumulative portfolio that summarizes their progress through the didactic portion of their occupational therapy education.

Lab Fee: $75
Prerequisites: Semester prior to level II fieldwork or permission of department
Offered fall semester only

**OTP 520 (2 credits)**
**Occupation, Purpose, and Meaningfulness**
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 and 503
Offered summer only

**OTP 521 (2 credits)**
**Level I Fieldwork: Psychosocial Rehabilitation**
Students spend a minimum of 25 hours in a mental health setting. Students will work in pairs to complete occupational therapy assessments commonly used in mental health practice. In addition, students lead a task or communication group with clients and will engage in reflective activities to support the development of clinical reasoning.

Students are responsible for their own transportation to clinical sites.
Prerequisites: OTP 531 and permission of the department
Offered summer I only

**OTP 522 (2 credits)**
**Level I Fieldwork: Childhood Occupations**
Students spend a minimum of 25 hours in a pediatric setting observing and engaging children and/or adolescents in a variety of occupations. Students will apply knowledge of typical and atypical development to design and implement appropriate activities to meet the diverse needs of the children in the fieldwork setting. In addition, students will begin to document pediatric services and engage in reflective activities to support the development of clinical reasoning.

Students are responsible for their own transportation to clinical sites
Co-requisite: OTP 550
Offered spring semester only
OTP 523 (2 credits)
Level I Fieldwork: Geri Wellness
Students spend a minimum of 25 hours in a community based geriatric setting. Students will apply knowledge of theories of aging to develop therapeutic interventions that support health and wellness with older adults. Students will also engage in documentation of services and engage in reflective activities to support the development of clinical reasoning.
*Students are responsible for their own transportation to clinical sites.*
Co-requisite: OTP 542
Offered fall semester only

OTP 530 (4 credits)
Psychological/Social/Cognitive Components of Living I
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.
Lab Fee: $50
Prerequisites: OTP 500, 503, 520 and permission of department
Offered fall semester only

OTP 531 (4 credits)
Psychological/Social/Cognitive Components of Living II
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.
Lab Fee: $50
Prerequisites: OTP 530 and permission of the department
Offered spring semester only

OTP 540 (4 credits)
Sensorimotor Components of Living I
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.
Lab Fee: $50
Prerequisites: OTP 500, 503, 520 and permission of department
Co-requisite: OTP 502
Offered fall semester only

OTP 541 (4 credits)
Sensorimotor Components of Living II
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.

Lab Fee: $50
Prerequisites: OTP 504, 540 and permission of the department
Offered spring semester only

OTP 542 (4 credits)
Sensorimotor Components of Living III
The third course in the sensorimotor series focuses on assessment and treatment of the older adult population. Theories of aging are introduced and used to adapt occupational therapy interventions learned in OTP 540 and 541 to the unique needs of older adults. Additional issues unique to the aging population are addressed, including Medicare, aging in place, falls, driving and community mobility, and end-of-life issues. The etiology, signs, symptoms, and medical management of disorders typically seen in a geriatric population will also be covered. The use of client-centered practice and meaningful occupation will be emphasized.

Lab Fee: $50
Prerequisites: OTP 531, 541 and permission of the department
Co-requisite: OTP 523
Offered fall semester only

OTP 550 (4 credits)
Developmental Components of Living I
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.

Lab Fee: $50
Prerequisites: OTP 500, 503, 504, 520, and permission of the department
Co-requisite: OTP 522
Offered spring semester only

OTP 551 (4 credits)
Developmental Components of Living II
The content covered in this course, along with the preceding course, Developmental Components I, addresses the practice of occupational therapy related to infants, children, and youth. The two courses span the developmental sequence from birth through adolescence and address the typical occupations at each stage. Instruction builds on a cumulative knowledge base to effectively address typical and atypical development throughout childhood. Building on previous coursework in assessment and data collection, students will learn the outcome measures and assessment methods that are appropriate for children and families. Integration of previous coursework is embedded within the curriculum to develop appropriate occupation-based intervention for the pediatric population. Common diagnoses of the children are included in
case-based approaches. Emphasis is on the functional needs of the child within the family and community.

**Lab Fee:** $50

**Prerequisites:** OTP 550 and permission of the department

**Offered fall semester only**

**OTP 560 (3 credits)**

**Occupation and Technology**

Uses of high to low technologies are covered, with a focus on using various technologies to support participation in meaningful activities. Students will become familiar with assistive devices, adaptive equipment, computer hardware/software, and other electronic devices that support participation of people with a range of disabilities. Students will also develop and/or adapt the tools of everyday living to support therapeutic and occupation-based activities for a range of client needs. This course will utilize both lecture and lab formats to enhance critical thinking and creativity, with a variety of media, in a fun and informative way.

*There is a materials fee for this course.*

**Prerequisites:** OTP 500, 503, 520; OTP 550 is recommended, but not required. Permission of department

**Offered fall semester only**

**OTP 562 (1 credit)**

**Current Issues in Occupational Therapy**

Healthcare is constantly changing and occupational therapy practice is continually evolving to meet the needs of both traditional healthcare settings and non-traditional areas of practice. This course is designed as a capstone course, enabling students to explore new areas of occupational therapy practice, healthcare issues that impact the profession of occupational therapy and/or the clients they serve, or to delve more deeply into a specialty area. Topics and focus of the class will vary each year. Students are responsible for their own transportation to experiential opportunities.

**Prerequisites:** Semester prior to level II fieldwork or permission of department

**Offered fall semester only**

**OTP 570 (1 credit)**

**Advanced Seminar in Occupational Therapy**

This advanced seminar studies occupational therapy treatment principles and applications in the context of Level II fieldwork. Situation-based personal, professional, and ethical issues will be incorporated into discussion-based problem solving experiences. Study methods for the NBCOT examination are addressed, as well as licensure procedures. Fieldwork supervision models are applied to clinical practice. This class meets online with the academic fieldwork coordinator.

**Co-requisites:** OTP 590 & 591, or permission of the department

**Offered spring semester only**

**OTP 590, 591 (8 credits each)**

**Level II Fieldwork**

(These courses are graded Pass/Fail.)

Supervised field experiences provide the student therapist with an opportunity to apply theory and clinical reasoning skills to the evaluation and treatment of people or populations across the lifespan, with a range of disabilities, in a variety of settings. OTP 590 and 591 are designed to provide students with in-depth experiences in delivering occupational therapy services to clients, focusing on meaningful occupation. Students will engage in reflective practice to embrace professional values as lifelong responsibilities of the occupational therapist, such as engaging in ethical practice, professional behaviors, and continued competence. The goal of level II fieldwork is to develop competent, entry-level, generalist occupational therapists.
The fieldwork experiences are arranged and coordinated by the academic fieldwork coordinator according to the requirements of the American Occupational Therapy Association’s (AOTA) Accreditation Council of Occupational Therapy Education (ACOTE) and the Bay Path University Occupational Therapy Department. Attempts are made to meet students’ requests regarding practice setting and geographic location, however, student requests are not guaranteed. The sequence and dates of each level II fieldwork placement may be altered, depending on the availability of placement sites or the requirements of federal financial aid. Each course requires 12-weeks of fulltime fieldwork. Both fieldwork experiences (OTP 590 and 591 for a total of 24 weeks) must be completed within 24 months of the completion of coursework. 

Prerequisites: Completion of all OTP course requirements (except OTP 570) or permission of department. Students must also meet all level II fieldwork requirements stated in the most recent Bay Path University OT Student Handbook and requested by a student’s fieldwork site.

PHYSICS

PHS 100 (3 credits)
Physical Science for Non-Science Majors
This course is an introduction to the elements of physical science and is designed for non-science majors. Demonstrations and laboratory experiences emphasize particular applications relevant to the elementary classroom. Topics covered will include the scientific method as well as the chemical principles and properties of matter, the structure of atoms and molecules, the different forms of energy, gravity, mechanics, electricity, magnetism, meteorology, and geology.

PHS 100L (1 credit)
Physical Science for Non-Science Majors Laboratory
Laboratory sessions will include exercises which serve as applications of theoretical concepts introduced in PHS100. (Lab fee)
Corequisite: PHS 100

PHS 101 (3 credits)
University Physics I
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 101L (1 credit)
University Physics I Laboratory
Laboratory sessions will include exercises using computer-interfaced physics equipment and will involve applications of theoretical concepts introduced in PHS 101.
Lab Fee: $150 Corequisite: PHS 101

PHS 102 (3 credits)
University Physics II
This course is a continuation of PHS 101. The topics include oscillatory and wave motion, thermal physics, electricity and magnetism, and optics.
Prerequisite: PHS 101

PHS 102L (1 credit)
University Physics II Laboratory
Laboratory sessions will include exercises using computer-interfaced physics equipment and will involve applications of theoretical concepts introduced in PHS 102.

*Lab Fee: $150*
*Corequisite: PHS 102*

**PHYSICAL FITNESS**

**PHY 101 (1 credit)**  
**Fitness**  
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 (1 credit)**  
**Yoga I**  
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 (1 credit)**  
**Ab-Core Fusion**  
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 (1 credit)**  
**Hatha Yoga I**  
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 (1 credit)**  
**Meditation**  
This course helps students develop coping skills.

**PHY 130 (1 credit)**  
**Boxing**  
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 (1 credit)**  
**Nutrition: Keys to Healthy Living**
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 (3 credits)**  
**Introduction to Psychology I**  
Using an active learning approach, students will explore psychological perspectives and methods as explanations for human behavior and mental processes. Other topics include: neurophysiology, consciousness, learning, personality theories, and psychological disorders.  
*This course is a prerequisite for all other psychology courses.*

**PSY 102 (3 credits)**  
**Introduction to Psychology II**  
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, thinking and learning, and stress and health.  
*Prerequisite: A grade of C or higher in PSY 101*  
*Offered spring semester*

**PSY 150 (3 credits)**  
**Survey of Forensic Psychology**  
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 (3 credits)**  
**Child Development**  
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*  
*Offered spring semester only*

**PSY 206 (3 credits)**  
**Adolescent and Adult Development**  
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*  
*Offered fall semester only*

**PSY 216 (3 credits)**  
**Psychology of Cultural Diversity**  
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

**Offered fall semester only**

**PSY 221 (3 credits)**

**Death, Dying, and Bereavement**

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

**Offered in alternate years**

**PSY 224 (3 credits)**

**Effective Youth Development and Mentoring**

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.

**Prerequisite:** PSY 101

**Offered fall semester only**

**PSY 240 (3 credits)**

**Abnormal Psychology**

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

**Offered fall and spring semesters**

**PSY 260 (3 credits)**

**Cooperative Education**

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, successful application process, and approval by the Faculty Advisor for the Co-Op Program

**Offered in spring semester**

**PSY 270-2 (3 credits)**

**Special Topics in Psychology**

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 (3 credits)**

**Positive Psychology**

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 (3 credits)
Psychology Internship
(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 and sophomore status
Open only to psychology majors

PSY 300 (3 credits)
Childhood Psychopathology
This course presents the etiology of childhood disorders (emotional, social, and cognitive), as well as intervention techniques.
Prerequisite: PSY 205
Offered spring semester only

PSY 310 (3 credits)
Human Sexuality
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 or Senior status
Offered spring semester

PSY 321 (3 credits)
Theories of Personality
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 or Senior status
Offered spring semester only

PSY 330 (3 credits)
Psychology of Women
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 or Senior status
Offered in alternate years

PSY 335 (3 credits)
Psychology of Criminal Behavior
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 or Senior status
Offered fall semester only
PSY 336 (3 credits)
Psychology of the Female Offender
This course focuses on the psychological aspects of female offenders with an emphasis on gender and criminological theorizing, female delinquency, females as offenders, mental illness in corrections, and females in prisons. Issues such as sexism, racism, social class inequality, cultural factors, 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.
Prerequisite: PSY 240, Junior or Senior status
Offered fall semester only

PSY 340 (3 credits)
Physiological Psychology
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 or Senior status
Offered fall semester only

PSY 341 (3 credits)
Drugs and Behavior
The effects of psychotherapeutic drugs, alcohol, tobacco, and illicit drugs are discussed. The behavioral and psychological impacts are presented with emphasis on the physiological mechanisms involved.
Prerequisites: PSY 101 and Junior or Senior status
Offered fall semester only

PSY 346 (3 credits)
Health Psychology
This course explores the behavioral, cognitive, emotional, and social factors that affect physical health. Prevention, intervention, and treatment techniques will be discussed with an emphasis on approaches to changing unhealthy practices and maintaining health.
Prerequisites: PSY 101, Junior or Senior status

PSY 347 (3 credits)
Early Intervention with Infants and Toddlers
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
Offered fall semester only

PSY 370 (3 credits)
Social Psychology
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 or Senior status
Offered fall semester only
PSY 380 (3 credits)
**Interviewing & Counseling**
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 or Senior status*
*Offered fall semester*

PSY 415 (3 credits)
**Suicide: Assessment and Treatment**
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 or Senior status*
*Offered in alternate years*

PSY 425 (3 credits)
**Parenting**
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 or Senior status*
*Offered fall semester only*

PSY 430 (3 credits)
**Clinical Psychology**
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 or Senior status*
*Offered spring semester*

PSY 432 (3 credits)
**Cognitive Psychology**
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*
*Offered in hybrid format*

PSY 438 (3 credits)
**Community Youth Development**
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

**Offered spring semester**

**PSY 441 (3 credits)**

**Seminar in Advanced Forensic Psychology**

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 or Senior status.

**Offered spring semester**

**PSY 450-2 (3 credits)**

**Special Topics in Psychology — Advanced Level**

These courses or seminars focus 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; Junior or Senior status

**PSY 498-499 (3 credits each)**

**Psychology Internship**

(This course is graded Pass/Fail.)

Students receive supervised training from practicing professionals, typically during the final semester of the fourth year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that relate to their individual and educational career objectives. Sites may include public educational facilities, human services agencies, mental health clinics, and law enforcement and criminal justice agencies.

**Prerequisites:** A minimum CGPA of 2.0, Senior status, and approval of department chair

Open only to psychology majors

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**SCIENCE**

**SCI 200 (3 credits)**

**History and Philosophy of Science**

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 (3 credits)**

**Introduction to Human Disease**

This course is 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 (1 credit)
Scientific Frontiers: A look at how STEM fields will meet the pressing needs facing society today
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 (1 credit)
Sustainable Good and Biofuels
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 (1 credit)
Why Studying Sex can Strengthen Science
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 (1 credit)
Leaping from Electrons to DNA Fingerprinting
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.

SOCIOLOGY

SOC 100 (3 credits)
Principles of Sociology
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 (3 credits)
Social Problems
This course involves the study of social problems and social disorganization in contemporary American society. Topics include: inequality and discrimination, race and ethnic relations, poverty, family disorganization, crime and juvenile delinquency, health care, aging, and suicide. The focus of the course will be on theoretical explanations and potential solutions.
Prerequisite: SOC 100 or PSY 101
Offered fall semester

SOC 210 (3 credits)
Marital and Family Systems
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
Offered spring semester

SOC 305 (3 credits)
Domestic Violence
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: SOC 100 or PSY 101 and Junior or Senior status
Offered spring semester

SOC 310 (3 credits)
Race, Class and Gender
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: SOC 100 or PSY 101

SOC 425 (3 credits)
The Sociology of Digital Technology & Social Media
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: SOC 100 or PSY 101
SPANISH

SPA 113 (3 credits)
Spanish Language and Culture I
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 (3 credits)
Spanish Language and Culture II
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 (3 credits)
Spanish Language and Culture III
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 (3 credits)
Spanish Language and Culture IV
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 270-272 (3 credits)
Special Topics in Spanish
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

SPA 350-352 (3 credits)
Special Topics in Spanish
Advanced level courses in Spanish literature and film allow students to reinforce their understanding of and fluency in Spanish language and culture and to complete a Minor in Spanish Language, Literature, and Film. Course topics include advanced-level studies in Spanish literature (the novel, short fiction, poetry) and in Spanish film and video. The emphasis of special topics courses is on reading, writing, and critiquing works of Spanish literature and film at a fluent or near-fluent level in Spanish.

Prerequisite: To be determined based on course offering; junior or Senior status is required

SPECIAL EDUCATION

SPE 501 (3 credits)
The Science of ABA: Concepts and Principles
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.

SPE 511 (3 credits)
Applied Behavior Analysis
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.

SPE 546 (3 credits)
Teaching Children with Autism Spectrum Disorders
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 (3 credits)
Problem Solving and Program Analysis in Autism
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 (3 credits)
Advanced Techniques and Process for Behavior Change
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 (1 credit each semester)
Theatre Workshop
(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 (3 credits)
Acting I
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 (3 credits)
Acting II
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 (3 credits)
Theatre History
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 & LEADERS

WEL 100 (3 credits)
Women as Empowered Learners and Leaders
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 (3 credits)
Present Yourself
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.

WEL 310 (1 credit)
Strategies for Career and Personal Growth
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.

WEL 400 (3 credits)
Women as Empowered Learners and Leaders: In Practice
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.
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The Board of Trustees

Date following each name indicates year of initial election to the Board.

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Somers, Connecticut

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Paragus Strategic IT
Hadley, Massachusetts

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Founder and Board President
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Dover, Massachusetts

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AFC Doctors Express
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Boston, Massachusetts
Associate Scientist
Brigham and Women's Hospital
Boston, Massachusetts

Andrew Davis (2016)
Managing Owner
Ventry Industries LLC
Springfield, Massachusetts

Kathleen A. Devlin (2015)
Selectman
Town of Somers, Connecticut
Somers, Connecticut

Dianne Fuller Doherty (2003)
Director
Western Massachusetts Regional Office
Massachusetts Small Business Development Center Network
Springfield, Massachusetts

Ann B. Hammer '62, G’13 (2009)
Singer Island, Florida

Samuel R. Hanmer (2007)
CEO
Hub International
East Longmeadow, Massachusetts

President and CEO
Florence Savings Bank
Florence, Massachusetts

Stephen D. Hoyt (2006)
President
A.W. Hastings & Co.
Enfield, Connecticut

Former Chair of the Board (2013-2016)
Senior Vice President – Wealth Management
Portfolio Management Program Advisor
Keady Ford Montemagni Wealth Management Group
UBS Financial Services
Springfield, Massachusetts
Estela R. Lopez, Ph.D. (2012)
Interim Provost
Connecticut Board of Regents for Higher Education
Hartford, Connecticut

Grace Makari-Judson, M.D. (2013)
Co-Director, The Rays of Hope
Center for Breast Cancer Research
Chair, Baystate Health Breast Network
Baystate Health
Springfield, Massachusetts

Retired Director
Pamplin Society of Fellows and
Coordinator, Inventing America Program
Lewis and Clark College
Portland, Oregon

Robyn A. Newhouse, Ph.D. (2009)
Vice President and Assistant to the Publisher
The Republican
Springfield, Massachusetts

Patricia J. Pierce, CFA (2008)
Chair of the Board
Former Senior Vice President for Domestic Equities
Wright Investors’ Service
Vero Beach, Florida

Millie Roman-Buday G’13 (2014)
Assistant Director of Admissions
East Stroudsburg University
East Stroudsburg, Pennsylvania

Lori S. Roop ’79 (2014)
Director, Special Events
United States Holocaust Memorial Museum
Washington, D.C.

Jane E. Roulier ’89 (2006)
Partner
Dan Roulier & Associates
Longmeadow, Massachusetts

Barbara Sadowsky (2007)
East Longmeadow, Massachusetts

Yesenia (Jessi) Y. Santos ’05, G10 (2014)
President, Alumni Council
Senior Contract Account Executive
United Healthcare
Hartford, Connecticut
Gloria Smith (2007)  
President  
The Zanger Company  
Suffield, Connecticut

Mary Ann Spencer, CFA (2014)  
Retired Managing Director  
Boston Capital Management, LLC  
Springfield, Massachusetts

Richard B. Steele (2005)  
Managing Member  
Longmeadow Capital, LLC  
Longmeadow, Massachusetts

Brian Tuohey (2013)  
President  
Collins Pipe & Supply Co., Inc.  
East Windsor, Connecticut

Joel L. Vengco (2014)  
Vice President & Chief Information Officer  
Baystate Health – Information Services  
Springfield, Massachusetts

Hamline C. Wilson (2015)  
Somers, Connecticut

Ex Officio

Carol A. Leary, Ph.D. (1994)  
President  
Bay Path University  
Longmeadow, Massachusetts

Trustees Emeriti

S. Prestley Blake (1960)  
Retired Founder/Former Chairman  
Friendly’s Ice Cream Corporation  
Somers, Connecticut

President  
Carroll Consulting  
Longmeadow, Massachusetts

Robyn B. Davis (1994)  
Trustee and Director, Irene E. and George A. Davis Foundation  
Longmeadow, Massachusetts
Rev. Dr. Enzo V. DiGiacomo (1997)
Retired Surgeon and Emergency Room Consultant
Mercy Hospital
Springfield, Massachusetts

Edward J. Fleming III (1986)
Retired President
Windsor Marketing Group
Longmeadow, Massachusetts

Leon E. Maglathlin Jr. (1980)
Retired Vice President/Regional Administrator
Northeast Utilities
Longmeadow, Massachusetts

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

Executive Assistant to the President
Laurie Thivierge
A.S., Bay Path 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 & CHIEF EDUCATIONAL COMPLIANCE OFFICER
Kathleen Martin (2013)
B.S., Keene State College; M.S., D.P.E., Springfield College

University Registrar
B.S., M.B.A., Nichols College

Director of Assessment
Trish Bonica (2015)
B.S., Smith College; M.B.A., University of Iowa

Executive Director of Enrollment Marketing & Analytics
Rebecca Capuano (2013)
B.S., Westfield State University

**Dean of Graduate Admissions**
Diane Ranaldi (2000)
B.A., Trinity College; M.Ed., North Adams State College

**Dean of Undergraduate Admissions**
A.S., Holyoke Community College; B.S., M.S., Bay Path University; Ed.D., American International College

**Senior Director of Graduate Admissions**
Sheryl L. Kosakowski (2010)
B.A., University of Colorado, Boulder; M.S., Bay Path University; M.B.A., Bay Path University

**Director of Admissions and Promotions**
Jill Motyka (2005)
B.S., Bridgewater State University; M.B.A., Western New England University

**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**
B.F.A., Ohio State University; J.D., Antioch School of Law

**Director of Library and Information Resources**
**Associate Professor, Library and Information Science**
Michael J. Moran (2008)
B.A., Assumption College; M.S.L.S., Simmons College School of Library and Information Science; M.A., Antioch University; Post-graduate research: London School of Economics; Additional graduate study: Columbia University

**Executive Director of Center for Online and Digital Learning**
Peter Testori (2010)
B.A., Eastern Connecticut State University; M.S., Central Connecticut State University; Graduate Certificate, University of Massachusetts, Boston

**Director of Teaching and Learning Support Services**
**Associate Professor of Education**
Charlotte L. Briggs (2012)
B.A., Oberlin College; Ph.D., University of Michigan
Director of Student Academic Support Services
Jemi Kuberski (2012)
B.A., Simpson College; M.Ed., Springfield College

ASSISTANT PROVOST AND DEAN OF LIBERAL STUDIES,
DIVISION OF STUDENT ENGAGEMENT AND LIBERAL STUDIES
Associate Professor of Higher Education
Kristine E. Barnett (2009)
B.A., Russell Sage University; M.A., Central Connecticut State University; Ed.D. Johnson & Wales University

Assistant Dean of Students
Angela Watson (2016)
B.A., The Richard Stockton College of New Jersey; M.Ed, Salisbury University; Ed.D Johnson and Wales 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
Tonya Blundon (2016)
B.A., M.Ed, University of Massachusetts, Amherst

E-Portfolio Coordinator
Dianne Regnier
B.S, Western New England University

Assistant Dean for Student Services
Laurie Cirillo (2009)
B.A., M.B.A., University of Massachusetts, Amherst

Director of Employer Relations and Student Success
Lauren Bence (2016)
B.S. Suffolk University; 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 SPECIAL INITIATIVES
Vana Nespor (1999)
B.A., Northeastern Oklahoma State University; M.Ed., Northeastern Oklahoma State University; M.S., Bay Path University; M.A., Columbia University; Ed.D., Columbia University

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

Director of Student Financial Services
Stephanie A. King (1999)
B.S., M.B.A., American International College

Director of User Support
Justin Leteller (2011)
B.S., Champlain College

Director of IT Infrastructure
Christopher Knerr (2015)

Director of Enterprise Computing and Database Administrator
Douglas Slavas (2011)
B.A., M.A., Western New England University
VICE PRESIDENT FOR UNIVERSITY RELATIONS & 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

Director of Annual Giving and Alumni Relations
Amanda Sbrisia (2012)
B.A., Cedar Crest College; M.S., Drexel University

Director of Corporate and Foundation Relations
B.A., Smith College; M.S., University of Massachusetts, Amherst

Director of Communications
Kathleen M. Wroblewski (1999)
B.A., University of Massachusetts, Amherst; M.S., Columbia University

Faculty
Date following each name indicates year of initial appointment to the faculty.

Full-time Faculty

Susan A. Ainsleigh (2011)
Director, ABA Program
Assistant Professor of Education
B.S. Villanova University, M.S. Simmons College, Ed.D., Johnson & Wales University

Chair, Science Department
Associate 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

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

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

Cheryl Boucakis (2010)
Director, Occupational Therapy 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

Mary Louise Carey (2016)
Instructor, Graduate Program in Special Education
B.A., Cardinal Cushing College; M.A., Antioch College; M.A, Boston College

Karen Carlson (2008)
Assistant Professor of Business
A.S., Holyoke Community College; B.A., Smith College; M.S., Bay Path University

Karen DeAngelis (2011)
Coordinator, Graduate Programs in Special Education and Certification Officer
Associate Professor of Education
B.A., University of Massachusetts, Amherst; M.S., Simmons College; Ph.D., American University

Sylvia deHass 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

Justin H. Dion (2003)
Chair, Legal Studies Department
Chair, Faculty Assembly
Assistant Professor of Legal Studies
B.S\M.A., Southern Connecticut State University; J.D., Western New England University School of Law

Director of the Science Laboratory
Assistant Professor of Biology
B.A\M.Ed., American International College

Sheila J. Foley (2002)
Assistant Professor of Criminal Justice
B.S., M.S., Westfield State University

Janine Fondon (2016)
Assistant Professor and Chair of Communications
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
Co-Director of the M.S. in Forensics Program
B.S., University of Utah; Ph.D., Tulane University

Diane M. Hall (2005)
Associate 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)
Coordinator of Clinical Training
Assistant Professor of Psychology
B.A., Wellesley College; M.S., Ph.D., University of Massachusetts, Amherst

Brenda Hardin Abbott (1999)
Writing Program Coordinator
Assistant Professor of English
B.A., M.A., Eastern Kentucky University

Kimberly A. Henrichon (2010)
Assistant Professor of Occupational Therapy
B.S., University of New Hampshire; M.Ed., American International College

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

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
Brian Katz (2015)
Director of Clinical Education
Assistant Professor of Physician Assistant Studies
B.S., M.S., Springfield College; P.A.-C

Hsiang-Ching Kung (2004)
Assistant 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

Amanda Lizotte (2014)
Coordinator, Emerging Practice for Fieldwork
Assistant Professor of Occupational Therapy
B.A., M.S., Bay Path University

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

Thomas A. Mennella (2012)
Associate Professor of Biology
B.S., Ph.D., University at Albany – SUNY

Melanie Morrison-Riddle (2015)
Clinical Instructor, Emerging Practice, Occupational Therapy
B.A., Bay Path University; M.S., American International College; OTL/R

Noelle Neault (2014)
ABA Coordinator of Supervision
Assistant Professor of Applied Behavior Analysis
B.S., M.S., Northeastern University; Ph.D., Simmons College

Kenneth O’Konis (2016)
Assistant Professor of Chemistry
B.A., St. Anselm College; M.Ed., Harvard University

Courtney Patrick-Weber (2014)
Assistant Professor of Rhetoric and Composition
B.S., M.A., Northern Michigan University; Ph.D., Texas Woman’s University

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
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)
Professor of English and Communications
Chair of the Liberal Studies Department
B.A., Pennsylvania State University; M.A., Indiana University; Ph.D., Pennsylvania State University

Ellen Rustico (2004)
Chair of Undergraduate Education Program
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, 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 College
Karen Sladyk (1996)  
Professor of Occupational Therapy  
B.S., Eastern Michigan University; M.S., Southern Connecticut State University; Ph.D., University of Connecticut; OTR/L

Larry Snyder (2013)  
Division Director of Cybersecurity, Criminal Justice and Legal Studies Programs  
Associate Professor of Cybersecurity Management  
B.S., Utica College of Syracuse University; M.S., Capitol College; Ph.D., Nova Southeastern University

Beverly St. Pierre (2013)  
Assistant Chair of 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

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)  
Associate Professor of Psychology  
B.A., University of Alberta, Edmonton, Alberta; M.A., Ph.D., University of Windsor, Windsor, Ontario

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

Jane E. Weyant (2000)  
Chair of Mathematics Department  
Assistant Professor of Mathematics  
B.S.E.E., M.S.E.E., Western New England University
Shannon Widderick (2015)
Director, Didactic Education for the Physician Assistant Program
Assistant Professor of Physician Assistant Studies
B.S, M.S., Springfield College; P.A.-C

Kathryn T. Wiezbicki-Stevens (1994)
Chair, Psychology Department
Professor of Psychology
B.A., Smith College; M.S., Springfield College; Ed.D., University of Massachusetts, Amherst

Assistant to the Provost for Academic Effectiveness
Associate Professor of Business
B.A., Clark University; M.B.A., M.S., Ph.D., University of Massachusetts, Amherst; SSBB

Carol Winters-Smith (1990)
Professor of Psychology
B.A., M.S., Ph.D., University of Miami

John O. Woodruff (1998)
Professor of Law
B.A., University of Colorado at Boulder; J.D., Antioch School of Law

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
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.