2015-2016
Graduate Programs
Academic Catalog

Main Campus
588 Longmeadow Street
Longmeadow, Massachusetts 01106

Central Massachusetts Campus
One Picker Road
Sturbridge, Massachusetts 01507

Eastern Massachusetts Campus
123 Cambridge Street
Burlington, Massachusetts 01803

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

www.baypath.edu

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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BAY PATH UNIVERSITY PROFILE

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 Sturbridge, and Burlington, Massachusetts. The administrative offices for the American Women’s College, which offers baccalaureate degree programs for adult women students around the world, are located in Springfield, MA. The University enrolls more than 2,500 students in the undergraduate program for women and the Graduate School for men and women.

Bay Path University offers career focused and liberal arts programs in more than 30 undergraduate majors and minors including degrees in forensic science, biotechnology, business, criminal justice, cybersecurity, education, leadership and organizational studies, legal studies, liberal studies, neuroscience and psychology. 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 Science in Accounting; 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-Applied Behavior Analysis; Master of Science in Education-Curriculum and Instruction; Master of Science in Education-Special Education; Master of Science in Forensics; 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 Strategic Fundraising and Philanthropy; Master of Science in Physician Assistant Studies. 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 degrees.baypath.edu.
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 the Bay Path’s entire educational experience and it is product of in-depth research, communal input, and clear and genuine institutional introspection.

<table>
<thead>
<tr>
<th>Thumbprint Attributes</th>
<th>Supportive Values</th>
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<tbody>
<tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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 effect to ensure that this journey is a success and well worth the investment.</td>
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</table>
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 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

Bay Path University established the Eastern Massachusetts Campus (EMC) in Burlington in 2007 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 in 2015 and sits on 11 acres in East Longmeadow. The 58,000 square foot building houses graduate programs in occupational therapy and physician assistant studies.
Bay Path University moved its administrative and system-wide support for undergraduate adult women to Springfield, MA in 2013 to provide more space and resources for its growing online and on-ground programs for adult women. The 7th floor of One Financial Center at 1350 Main Street became the site for student and career services, technical/analytic and online support, academic program directors, frontline student financial services, and admissions for the Online, as well as the One-Day-A-Week programs. In addition, the Women’s Leadership Conference and system-wide marketing efforts for all programs for adult women are managed at this location.

The Longmeadow Campus

Campus Buildings

Academic Buildings
D’Amour Hall, Carr Hall, Empsall Hall, Elliott Hall and the Catok Learning Commons are the major academic buildings on the Longmeadow campus. D’Amour Hall, used primarily for Business, Communications, and Technology courses, provides access to computers for general use by Bay Path students, four computer laboratories, the MassMutual Multimedia Lab, the Davis Technology Center, technology classrooms, and a student computer help center. Within the computer laboratories are the most popular software applications, full multi-media capabilities, including CD-ROM based learning/teaching tools, and Internet access. Elliott Hall has newly renovated classrooms fully equipped with computer network and cable access; Carr Hall houses the science laboratories in biology, chemistry, forensic science and physics; and the Mills Theatre, which seats approximately 300. Faculty offices are located in Carr Hall, Elliott Hall, the Emerson Houses, North House and the Occupational Therapy houses.
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 Follet 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 over the telephone, through email, and direct mail services. Students are responsible for purchasing the books needed for each course. The bookstore accepts credit cards and has a buy back policy. Students interested in items identifying Bay Path University, refreshments, or other sundries will also find a selection in the bookstore.

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 College students and tutors are available by appointment. The Learning Commons also offers the support of professional tutors who will work you in the areas of math and writing. Other services offered by 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

Hatch Library offers an inviting setting for individual and group study as well as carefully selected information resources and technology to support your academic success. The up-to-date collection of over 350,000 items includes electronic books, journals, and databases, DVDs and streaming video, as well as print books, journals, and newspapers. Bay Path students may borrow additional materials in person from the academic libraries of the Cooperating Colleges of Greater Springfield or by interlibrary loan through the WorldCat international network of academic, public, and specialized libraries.

The Hatch Library web site (library.baypath.edu) provides 24/7 access to over 100 online databases, including full-text articles from thousands of scholarly journals and major newspapers, and over 250,000 ebooks from any computer on or off campus with Internet access. Other resources on the Hatch web site include high-quality, course-related web sites and online tools for research help.

Reference librarians at Hatch Library are available in person, on the phone, or by email to assist students with research assignments or library resources. Librarians also collaborate with Bay Path faculty in teaching information literacy skills required for the 21st Century workplace and for life-long learning. Hatch Library is open seven days a week year round; current hours are posted on the web site. One or more professional librarians are on duty whenever the library is open.
**Mills Theatre**

Mills Theatre, a gift of Ada C. Mills, is home to the Bay Path University Performing Arts Department. Renovated in 2004, 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**

The Bay Path University commitment to preparing students for the 21st Century is evident in its 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.

**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 athletic 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 development staff including: the Dean of Students, Director of Student Life, Director of Special programs, Director of Health and Wellness, Executive Director of Multicultural Affairs & International Student Life/Assistant to the Provost for Diversity and Inclusion, Director of Student Life and the Athletic Director.
## ACADEMIC CALENDARS

**Graduate Programs**  

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<thead>
<tr>
<th>Summer 2015</th>
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</table>
| **June 29** | Classes begin for Session V  
Last day to drop course(s) for Session V |
| **July 3**  | University Closed - Independence Day |
| **August 22** | Last class for Session V |
| **August 24** | Classes begin for Session VI  
Last day to drop course(s) for Session VI |
| **August 27** | Grades due for Session V (online submission by Noon) |

<table>
<thead>
<tr>
<th>Fall  2015</th>
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<tbody>
<tr>
<td><strong>September 7</strong></td>
<td>University Closed - Labor Day</td>
</tr>
<tr>
<td><strong>October 12</strong></td>
<td>University Closed - Columbus Day</td>
</tr>
<tr>
<td><strong>October 17</strong></td>
<td>Last class for Session VI</td>
</tr>
<tr>
<td><strong>October 22</strong></td>
<td>Grades due for Session VI (online submission by Noon)</td>
</tr>
</tbody>
</table>
| **October 26** | Classes begin for Session I  
Last day to drop course(s) for Session I |
| **November 25** | All classes end and University Closes at Noon for Thanksgiving Break |
| **November 26-27** | University Closed - Thanksgiving Break |
| **December 19** | Last class for Session I |
| **December 24** | Grades due for Session I (online submission by Noon) |
| **December 24-Jan 1** | University Closed - Winter Recess |

<table>
<thead>
<tr>
<th>Spring 2016</th>
<th></th>
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</thead>
</table>
| **January 4** | Classes begin for Session II  
Last day to drop course(s) for Session II |
| **January 18** | No Classes - Martin Luther King Day |
| **February 27** | Last class for Session II |
| **February 29** | Classes begin for Session III  
Last day to drop course(s) for Session III |
<p>| <strong>March 3</strong> | Grades due for Session II (online submission by Noon) |
| <strong>April 10-13</strong> | NEASC Reaccreditation Site Visit |
| <strong>April 18</strong> | Classes will be held - Patriot's Day |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>April 23</td>
<td>Last class for Session III</td>
</tr>
<tr>
<td>April 29</td>
<td>Grades due for Session III (online submission by Noon)</td>
</tr>
<tr>
<td>May 2</td>
<td>Classes begin for Session IV</td>
</tr>
<tr>
<td>May 14</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 30</td>
<td>University Closed - Memorial Day</td>
</tr>
<tr>
<td>June 25</td>
<td>Last class for Session IV</td>
</tr>
<tr>
<td>June 30</td>
<td>Grades due for Session IV (online submission by Noon)</td>
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**Physician Assistant Studies**

**Summer 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>June 1</td>
<td>Classes begin for PA Summer Session</td>
</tr>
<tr>
<td>July 3</td>
<td>University Closed - Independence Day</td>
</tr>
<tr>
<td>August 7</td>
<td>Last class for PA Summer Session</td>
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**Fall 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>August 17</td>
<td>Classes begin for PA Fall Session I</td>
</tr>
<tr>
<td>September 7</td>
<td>University Closed - Labor Day</td>
</tr>
<tr>
<td>October 9</td>
<td>Last class for PA Fall Session I</td>
</tr>
<tr>
<td>October 12</td>
<td>University Closed - Columbus Day</td>
</tr>
<tr>
<td>October 19</td>
<td>Classes begin for PA Fall Session II</td>
</tr>
<tr>
<td>November 25</td>
<td>All classes end and University Closes at Noon for Thanksgiving Break</td>
</tr>
<tr>
<td>November 26-27</td>
<td>University Closed - Thanksgiving Break</td>
</tr>
<tr>
<td>December 12</td>
<td>Last class for PA Fall Session II</td>
</tr>
<tr>
<td>December 24-Jan 1</td>
<td>University Closed - Winter Recess</td>
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**Spring 2016**

<table>
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<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>January 4</td>
<td>Classes begin for PA Spring Session I</td>
</tr>
<tr>
<td>January 18</td>
<td>No Classes - Martin Luther King Day</td>
</tr>
<tr>
<td>February 25</td>
<td>Last class for PA Spring Session I</td>
</tr>
<tr>
<td>March 7</td>
<td>Classes begin for PA Spring Session II</td>
</tr>
<tr>
<td>April 10-13</td>
<td>NEASC Reaccredidation Site Visit</td>
</tr>
<tr>
<td>April 18</td>
<td>Classes will be held - Patriot's Day</td>
</tr>
<tr>
<td>April 29</td>
<td>Last class for PA Spring Session II</td>
</tr>
<tr>
<td>May 14</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 30</td>
<td>University Closed - Memorial Day</td>
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**Second Year Students**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>May 11, 2015-June 16, 2016</td>
<td>Second Year - Clinical Rotation</td>
</tr>
</tbody>
</table>

*Didactic and clinical schedule is subject to change without warning or notice from the Program. For more information contact the Program Director.*
Master of Occupational Therapy, Master of Fine Arts, Master of Science in Forensics

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<thead>
<tr>
<th>Summer 2015</th>
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<tbody>
<tr>
<td>July 3</td>
<td>University Closed - Independence Day</td>
</tr>
<tr>
<td>July 27</td>
<td>Classes begin for Graduate OT Students</td>
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<table>
<thead>
<tr>
<th>Fall 2015</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>August 24</td>
<td>Classes begin and Campus Awakening</td>
</tr>
<tr>
<td>September 1</td>
<td>Last day to Add/Drop Courses with No Record</td>
</tr>
<tr>
<td>September 7</td>
<td>University Closed - Labor Day</td>
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<tr>
<td>October 12</td>
<td>University Closed - Columbus Day</td>
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<td>University Closed - Thanksgiving Break</td>
</tr>
<tr>
<td>November 30</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>December 4</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>December 15</td>
<td>Final Grades Due (online submission by Noon)</td>
</tr>
<tr>
<td>December 24-Jan 1</td>
<td>University Closed - Winter Recess</td>
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</tr>
<tr>
<td>January 19</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 26</td>
<td>Last day to Add/Drop Courses with No Record</td>
</tr>
<tr>
<td>April 10-13</td>
<td>NEASC Reaccreditation Site Visit</td>
</tr>
<tr>
<td>April 18</td>
<td>Classes will be held - Patriot's Day</td>
</tr>
<tr>
<td>April 29</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 9</td>
<td>Final Grades Due (online submission by Noon)</td>
</tr>
<tr>
<td>May 14</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
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, 209 Burlington Road, Bedford, MA 01730-1433; 617-271-1433; 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
- 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
GRADUATE STUDENTS

GRADUATE ADMISSIONS

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

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

In order to achieve its mission of educating students to become confident and resourceful contributors to our increasingly interdependent world, the University depends on an educational and work environment of tolerance and respect. It is committed to providing an environment that is free of discrimination and illegal harassment, including sexual harassment for all faculty, staff and students working for the University, and for all students according to the additional Anti-Harassment/Anti-Discrimination Policy. This commitment includes a Bay Path University policy that expressly prohibits discrimination and harassment based on sex, age, race, color, national origin or ancestry, disability, religion, sexual orientation, military status or veteran’s status, gender identity, genetic testing or information.

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

Master’s Degree Programs

- Master of Business Administration in Entrepreneurial Thinking and Innovative Practices
- Master of Fine Arts in Creative Nonfiction
- Master of Science in Communications and Information Management
- Master of Science in Accounting
- Master of Science in Cybersecurity Management
- Master of Science in Clinical Mental Health Counseling
- Master of Science in Communications
- Master of Science in Developmental Psychology
- Master of Science in Forensics
- Master of Science in Higher Education Administration
- Master of Science in Information Management
Graduate Certificate Programs:

- Certificate in Higher Education Administration
- Certificate in Enrollment Management/Ruffalo Noel-Leitz Certificate
- Certificate in Online Teaching
- Certificate in Online Teaching and Program Administration
- Certificate in Institutional Advancement
- Certificate in Nonprofit Management
- Certificate in Strategic Fundraising
- Certificate in Nonprofit Governance
- Certificate in Organizational Development
- Certificate in Management of Faith-Based Organizations
- Certificate in Autism Spectrum Disorders
- Certificate in Early Intervention
- Certificate in Literacy

Graduate Admissions Requirements

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

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

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

- A completed application and nonrefundable application fee;
- An original essay of at least 250 words on the topic, “Why the Master of Business Administration in Entrepreneurial Thinking and Innovative Practices is important to me, my career goals, and my life and professional goals;”
- Undergraduate and graduate transcripts (the required undergraduate degree must be from a college or university whose accreditation is recognized by NEASC, with a minimum GPA of 3.0 based on a 4.0 scale);
- Evidence of two years of professional experience;
- Two letters of recommendation.

Candidates who do not approach MBA Admission with a minimum GPA of 3.0 or at least two years’ work history will be considered for acceptance only with the approval of the program director/chair.
Master of Science in Communications and Information Management (CIM)

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

- A completed application and nonrefundable application fee;
- An original essay of at least 250 words on the topic, “Why the Master of Science in Communications and Information Management is important to me, my career goals, and my life and professional goals;”
- Undergraduate and graduate transcripts (the required undergraduate degree must be from a college or university whose accreditation is recognized by NEASC, with a minimum CGPA of 3.0 based on a 4.0 scale);
- Two letters of recommendation.

Master of Science in Clinical Mental Health Counseling

Master of Science in Developmental Psychology

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

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

- Completed application form and non-refundable application fee
- Two letters of recommendation from outside the Bay Path Psychology department
- Transcript from undergraduate and/or graduate program(s)
- Essay on “How a Master of Science in Developmental Psychology will benefit me.”
- GRE – (optional)
- Signed Program Requirement form

Master of Science in Forensics

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

- A completed application and nonrefundable application fee;
- Two letters of recommendation from science faculty or forensic employer;
- Undergraduate and graduate transcripts (undergraduate degree must be from a college or university whose accreditation is recognized by NEASC, with a minimum GPA of 3.0 based on a 4.0 scale);
● An original essay of at least 250 words on the topic, “Why the Master of Science in Forensics is important to me, my career goals, and my life and professional goals;”

● Résumé.

As a minimum, a B.S. degree in Forensic Science or a natural science is required for entrance into the program as well as a cumulative GPA of 3.0 or above. Students from institutions other than Bay Path under consideration for acceptance must also undergo a successful interview with members of the forensic science faculty before admission into the program. The following courses are required at the undergraduate level for admission:

- Two semesters of general chemistry and two semesters of organic chemistry
- Two semesters of calculus
- Two semesters of general biology
- Two semesters of physics
- Molecular biology
- Analytical chemistry
- Statistics

**Master of Science in Higher Education Administration**

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

- A completed application and nonrefundable application fee;
- Two letters of recommendation;
- Undergraduate and graduate transcripts (undergraduate degree must be from a college or university whose accreditation is recognized by NEASC, with a minimum GPA of 3.0 based on a 4.0 scale);
- An original essay of at least 250 words on the topic, “Why the Master of Science in Higher Education Administration is important to me, my career goals, and my life and professional goals.”

**Master of Science in Special Education**

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

- A completed application and nonrefundable application fee;
- Two letters of recommendation;
- Signed Program in Special Education Requirement form (back of catalog);
- Undergraduate and graduate transcripts (the required undergraduate degree must be from a college or university whose accreditation is recognized by NEASC, with a minimum GPA of 3.0 based on a 4.0 scale);
- Copy of MTEL results, if taken and seeking licensure option;
- A current résumé;
- An original essay of at least 250 words on the topic, “Why the Master of Science in Education is important to me, my career goals, and my life and professional goals;”
- Copy of MA teaching license applied for, if seeking licensure option.
- If you are enrolled in a combined M.S.Ed / Ed.S. Degree Program, you must be accepted in both degree programs and enrolled in courses every semester if you are combining courses and/or degree. Please see admissions for additional information.
Master of Science in Education – Curriculum and Instruction

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

- A completed application and non-refundable application fee;
- Two letters of recommendation;
- Signed Program in Curriculum and Instruction Requirement Form;
- Undergraduate and graduate transcripts (the required undergraduate degree must be from a college or university whose accreditation is recognized by NEASAC, with a minimum GPA of 3.0 based on a 4.0 scale);
- Copy of MTEL results, if taken and seeking licensure option;
- A current resume;
- An original essay of at least 250 words on the topic, “Why the Master of Science in Education is important to me, my career goals, and my life and professional goals”;
- Copy of MA teaching license, if seeking license option.
- If you are enrolled in a combined M.S.Ed / Ed.S. Degree Program, you must be accepted in both degree programs and enrolled in courses every semester if you are combining courses and/or degree. Please see admissions for additional information.

Specialist in Education—Special Education

Prospective students may apply for admission to the Graduate Program in Special Education. For consideration, applicants must submit the following documents to the Office of Graduate Admissions:

- A completed application and nonrefundable application fee;
- Two letters of recommendation;
- Signed program in special education requirement form;
- Undergraduate and graduate transcripts (the required undergraduate degree must be from a college or university whose accreditation is recognized by NEASC, with a minimum CGPA of 3.0 based on a 4.0 scale). Student must hold a Master’s degree;
- Copy of MTEL results, if taken and if seeking licensure;
- A current résumé;
- An original essay of at least 250 words on the topic, “Why the Ed.S. degree is important to me, my career goals, and my life and professional goals;”
- Copy of MA teaching license, if seeking licensure option.
- If you are enrolled in a combined M.S.Ed / Ed.S. Degree Program, you must be accepted in both degree programs and enrolled in courses every semester if you are combining courses and/or degree. Please see admissions for additional information.

Master of Science in Education – Applied Behavior Analysis

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

- Complete the application form;
- Include a $45 non-refundable application fee. Please make check out to Bay Path University;
- Provide two professional recommendations.
• Request that all official transcripts from regionally-accredited institutions be sent directly to you. Transcripts must be in a sealed signed envelope. Student must have an undergraduate cumulative grade point average of 3.0 or higher;
• Submit an original essay on the topic: —How the graduate degree will help me achieve my goals;\textsuperscript{1}
• Attach a current résumé;
• Sign and return the Program in BCBA Requirement Form included in this packet;
• Submit copy of MTEL results —optional;
• Submit a copy of your current teaching license —optional.

Specialist in Education – Applied Behavior Analysis
Prospective students may apply to this program for fall admittance. For consideration, applicants must submit the following documents to the Office of Graduate Admissions:
• Complete the application form;
• Include a $45 non-refundable application fee. Please make check out to Bay Path University;
• Provide two professional recommendations;
• Request that all official transcripts from regionally accredited University(s) be sent directly to you. Transcripts must be in a sealed signed envelope. Student must have an undergraduate cumulative grade point average of 3.0 or higher. Student must hold a Master’s degree;
• Submit an original essay on the topic: —How the graduate degree will help me achieve my goals;\textsuperscript{1}
• Attach a current résumé;
• Sign and return the Program in BCBA Requirement Form included in this packet;
• Submit copy of MTEL results —optional;
• Submit a copy of your current teaching license —optional.
• If you are enrolled in a combined M.S.Ed / Ed.S. Degree Program, you must be accepted in both degree programs and enrolled in courses every semester if you are combining courses and/or degree. Please see admissions for additional information. It is the student’s responsibility to work with advisor each semester prior to registering for courses.

Master of Occupational Therapy (MOT)
Prospective students may apply for admission to the Master of Occupational Therapy program throughout the year. Priority is given to students applying on or before January 1. Students begin the program in the summer semester with OTP 500: Introduction to Occupational Therapy, OTP 503: Models of Practice in Occupational Therapy, and OTP 520: Occupation, Purpose, and Meaningfulness. For admission to the Master of Occupational Therapy, applicants must submit the following:
• A completed application and nonrefundable application fee;
• An original essay of at least 250 words on “Why the Master of Occupational Therapy is important to my career goals and to me personally;”
• A transcript from a NEASC-recognized accredited college or university which indicates successful completion of a baccalaureate degree with a cumulative grade point average of 3.0 or higher at the undergraduate level;
• The applicant should have taken the following courses or their equivalent at a NEASC-recognized accredited institution with final grades of B- or higher within the five years prior to acceptance into the program:
  • Anatomy and Physiology I (four-credit with lab)
Anatomy and Physiology II (four-credit with lab)
Developmental Psychology Through the Lifespan
Statistics
Sociology or Culture or Anthropology

- Two letters of recommendation.
- A signed Essential Functions Form

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

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

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

- Personal or professional experience in OT-related areas
- Grades in similar courses (such as other lab science courses for grades in A&P courses)
- Grades earned in the most recent 60 credits
- The explanation provided for the lower GPA and/or grade
- The learning plan

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

**Master of Science in Accounting (MSA)**

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

- A completed application - Application fee is waived if completed online.
- Two letters of recommendation
- Official copies of undergraduate and graduate transcripts (undergraduate degree must be from a college or university whose accreditation is recognized by NEASC, with a minimum GPA of 3.0 based on a 4.0 scale)
- An original essay of at least 250 words on the topic, “Why the Master of Science in Accounting is important to me, my career goals, and my life and professional goals.”
- An interview with the Program Director (in person or phone)
- The successful completion of the following courses (or their equivalents) is required for admission into the MSA program:
  - Accounting Principles I & II
  - Intermediate Accounting I & II
  - Cost Accounting
  - Accounting Information Systems
  - Auditing
  - Federal Taxation (minimum one semester)
  - Business Law
  - Managerial Finance
Additional courses in economics, management, marketing and statistics may also be required for students with undergraduate degrees in disciplines other than accounting.

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

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

**Master of Science in Nonprofit Management and Philanthropy (NMP)**

**Master of Science in Strategic Fundraising and Philanthropy (SFP)**

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

- A completed application and non-refundable application fee;
- Two letters of recommendation;
- Undergraduate and graduate transcripts (undergraduate degree must be from a college or university whose accreditation is recognized by NEASC);
- An original essay of at least 250 words on the topic: “Why the Master of Science in Nonprofit Management is important to my career goals and to me personally;”
- Or, an original essay of at least 250 words on the topic: “Why the Master of Science in Strategic Fundraising and Philanthropy is important to my career goals and to me personally.”

**Master of Science in Physician Assistant Studies**

- A baccalaureate or graduate degree from an accredited US institution with an overall GPA of 3.0
- All prerequisite courses listed below must be completed with a grade of “C” or better and a cumulative GPA of 3.0.
- 15 semester hours of biological sciences, which must include Human Anatomy and Physiology I & II with lab, and Microbiology
- 15 semester hours of chemical/physical sciences, which must include Organic or Biological Chemistry
- One college level statistics course
- One college level ethics course
- A minimum of 500 hours of patient contact hours is required. Examples of patient contact hours can include but are not limited to EMT, Paramedic, Lab Tech, Volunteer, and Direct Patient Interaction
- A minimum of 24 hours of documented PA shadowing is required
- A personal statement of interest and intent is required
- All prerequisites must be completed within 10 years
- The Bay Path-PA Program will not allow advanced standing for any professional courses or clinical experiences
- For International Students: English Second Language – TOEFL score of 90 int. – 233 computer – 550 paper
• Application
• Meeting minimal requirements does not guarantee an interview.

**Master of Fine Arts in Creative Nonfiction**
• Completion of an undergraduate degree in any discipline from an accredited post-secondary institution of learning
• Official transcripts from all undergraduate and graduate (if applicable) study from an accredited college or university sent directly to Bay Path University.
• GPA or grades at the “B” level or higher in English and/or writing classes
• A one-page, typed, single-spaced admission essay explaining *why are you interested in the MFA and what you would bring to the program as a learner and writer.*
• Two letters of recommendation
• One 10-page writing sample or two 5-page writing samples (personal essay, profile, column, or article)

**Graduate Certificates**
Prospective students may apply for admissions to the Graduate Certificate programs throughout the year. For consideration, applicants must submit the following to the Office of Graduate Admissions (the same admissions requirements apply to students who will enroll to only one course):
• A complete application and nonrefundable application fee;
• Undergraduate and graduate transcripts (undergraduate degree must be from a college or university whose accreditation is recognized by NEASC);
• An original essay of at least 250 words on the topic: “Why A Graduate Certificate in (insert name of specific certificate) is important to my career goals and to me personally”;
• Signed Program Requirement Form if required for specific degree program.

**Waiver of Graduate Admissions Standards**
Admissions standards outlined in the program requirements may be waived by a committee consisting of the Provost and Vice President for Academic Affairs, the Dean of the applicable school, the Graduate Faculty Committee and the Dean of Graduate Admissions if there is sufficient evidence that the applicant will be successful in the Graduate School.
Graduate Application Process

Applications for admission to graduate programs at Bay Path University are distributed by the Graduate Admissions Office and should be returned with the non-refundable application fee. Please refer to application materials for detailed information on application deadlines, fees and notification dates.

**Longmeadow Campus:**
Graduate Admissions, Bay Path University
588 Longmeadow Street
Longmeadow, MA 01106

**Burlington Teaching Site:**
Graduate Admissions, Bay Path University
123 Cambridge Street
Burlington, MA 01803

**Sturbridge Teaching Site:**
Graduate Admissions, Bay Path University
One Picker Road
Sturbridge, MA 01507

Admissions Appeals

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

Health Insurance

Please reference the Student Accident and Sickness Insurance Program in this catalog on page 208.

Health Records

Applicants to all graduate programs must submit a completed health form and a complete medical history, which includes immunization records for vaccinations against measles, mumps, rubella, diphtheria, tetanus, and Hepatitis B series before they are permitted to register and attend classes. This is mandated by Massachusetts General Laws Chapter 76, Section 15c. Students may contact the Health Services Office, which is located on the first floor of Theinert Hall, with any questions regarding health forms or immunization requirements. The University’s Registered Nurse is available by appointment and for emergency calls Monday through Friday.
FINANCIAL INFORMATION

Deposits
A one-time, nonrefundable reservation deposit of $100 is required of all students. The deposit will be applied to the student’s first bill.

Tuition and Fees
The tuition and fees for the 2015-2016 academic year are:

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Per Credit/Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Education – Concentration in Applied Behavior Analysis</td>
<td>$640.00</td>
</tr>
<tr>
<td>Master of Special Education program</td>
<td>$485.00</td>
</tr>
<tr>
<td>Master of Science in Communications &amp; Information Management</td>
<td>$775.00</td>
</tr>
<tr>
<td>MBA in Entrepreneurial Thinking &amp; Innovative Practices</td>
<td>$775.00</td>
</tr>
<tr>
<td>Master of Science in Developmental Psychology</td>
<td>$775.00</td>
</tr>
<tr>
<td>Master of Science in Higher Education Administration</td>
<td>$885.00</td>
</tr>
<tr>
<td>Master of Science in Information Management</td>
<td>$885.00</td>
</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td>$665.00</td>
</tr>
<tr>
<td>Master of Science in Strategic Fundraising &amp; Philanthropy</td>
<td>$665.00</td>
</tr>
<tr>
<td>Master of Science in Nonprofit Management &amp; Philanthropy</td>
<td>$800.00</td>
</tr>
<tr>
<td>Master of Science in Forensics</td>
<td>$14,950.00</td>
</tr>
<tr>
<td>Master of Science in Physician Assistant</td>
<td>$775.00</td>
</tr>
<tr>
<td>Master of Science in Cybersecurity</td>
<td>$775.00</td>
</tr>
<tr>
<td>Master of Science in Clinical Mental Health Counseling</td>
<td>$775.00</td>
</tr>
<tr>
<td>Master Fine Arts in Creative Nonfiction</td>
<td>$740.00</td>
</tr>
<tr>
<td>Master of Science in Leadership &amp; Negotiation</td>
<td>$775.00</td>
</tr>
<tr>
<td>Master of Science in Accounting</td>
<td>$485.00</td>
</tr>
<tr>
<td>Master of Science in Education – Curriculum &amp; Instruction</td>
<td>$740.00</td>
</tr>
</tbody>
</table>

Student Accident and Sickness Insurance Program – Full year                   | $2,843.00            |
Student Accident and Sickness Insurance Program – Spring semester only       | $1,756.00            |
Lost Campus Card Replacement Fee                                              | $10.00               |
Returned Check Fee                                                            | $15.00               |
Late Registration Fee                                                         | $50.00               |
Course Lab Fees vary by course; refer to course descriptions for amounts.

Other Charges
Books and supplies are available through the Bay Path University bookstore. The cost to students will vary depending upon the number of courses taken during the semester and the student’s program of study.
Transcripts should be requested from the Registrar’s Office in writing and must be accompanied by a fee of $5.00 for each transcript payable by cash, check, or money order. Requests for transcripts are not accepted over the telephone. Please allow three to five working days for processing. Transcripts will not be issued during the weeks of registration or Commencement. Transcripts, either official or unofficial, will not be released if the student has an outstanding financial obligation to the University. Requests may be mailed to: Registrar’s Office, Bay Path University, 588 Longmeadow Street, Longmeadow, MA 01106.

Students may also fax a signed request to the Registrar’s Office at (413) 565-1108. Please include a valid Visa or MasterCard number, expiration date, name of the cardholder, and amount to be charged. The fee for each transcript by credit card is $6.00. No credit card information will be taken over the phone.

Please include the following information on all requests:
- Name used during attendance
- Social Security number
- Dates of attendance or year of graduation
- Whether an official sealed transcript or a student copy is being requested
- Complete address where the transcript is to be sent
- Written signature to release the information
- Daytime telephone number, in case of questions

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

1. Students may apply for a Direct Federal unsubsidized Loan. All financial aid information must be submitted to the Student Financial Services Office at least three weeks prior to the start of the semester. If the financial aid award does not cover the entire bill for the semester, students must pay this amount in full at least two weeks prior to the start of the semester, or apply for an alternative loan (see the Student Financial Services Office for more information).

2. If students are receiving reimbursement from employers, please refer to the section entitled “Employer Reimbursement Policy” for payment options.

3. Students in the Master of Science in Nonprofit Management and Philanthropy, Master of Science in Strategic Fundraising, Master of Science in Communication and Information Management, Master of Business Administration in Entrepreneurial Thinking and Innovative Practices, Master of Accounting & Taxation, Master of Science in Cybersecurity, Master of Science in Developmental Psychology, Master of Science in Mental Health Counseling, Master of Higher Education Administration, Master of Science in Curriculum and Instruction and Master of Special Education degrees are billed on a semester basis with each semester consisting of either two eight-week sessions or one 17-week semester. This means their bills will consist of the tuition and fees for both sessions. In these programs, there are three semesters in an academic year. If they are not receiving financial aid or employer reimbursement, they must pay for each SESSION at least two weeks prior to the start of that session.

4. Students in the Occupational Therapy Program, Master of Science in Forensics, and Master of Science in Physician Assistant Studies are billed on a semester basis and must pay for each semester at least two weeks prior to the start of that semester.
Payment Methods

All checks and money orders should be made payable to Bay Path University. The University also accepts MasterCard, Visa, and American Express; forms are located on the back of the monthly billing statements that can be filled out and returned to the Student Financial Services Office. Credit card payments can also be called in over the phone to the Student Financial Services Office.

Employer Reimbursement Policy

Any student receiving reimbursement from his or her employer may apply with the Student Financial Services Office to defer the majority of the bill until the end of the course. To qualify for deferment, at least two weeks prior to the first scheduled class, the Student Financial Services Office must have received the following:

- The Bay Path University Tuition Deferment Application completed in its entirety, or the Bay Path University Tuition Deferment Application, without the Employer Acknowledgement section, if satisfactory documentation is received by the University from the employer which validates the student’s employment, employee’s eligibility for reimbursement, and employer’s reimbursement policy.
- Documentation from the employer validating the amount of tuition reimbursement benefits remaining for current benefit plan, and the date that these benefits expire.
- Payment via check, cash, Visa or MasterCard or American Express of the amount not covered by tuition reimbursement at the start of each semester.

The payment for the deferred portion of the bill must be made within two weeks from the last scheduled class date. Please note: the employer reimbursement information 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. In order for a student to receive a refund check, all funds must be received by the University and posted to the student’s account. If a credit balance is available, the refund will be processed and mailed to the billing address within two weeks. If students would like to keep the credit on their tuition account to be applied to an upcoming semester, the request must be in writing to the Student Financial Services Office. The refund will be processed and mailed to the billing address within two weeks. All other refund checks will be issued only upon the student’s request, within two weeks of the request, and mailed, to the billing address on file. To request a credit balance to be refunded, contact Student Financial Services. 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. A finance charge of 1% will be assessed monthly to all balances that are not reconciled with the Student Financial Services Office. Any student not satisfying his or her financial obligation with the Student Financial Services Office will not be allowed to attend classes until an arrangement is made. Also, any student with a balance on his or her account may not receive class schedules, attend classes, take examinations, receive grades, receive transcripts, receive diplomas, or participate in graduation activities.
Refund Policy

To be considered withdrawn from a course or the University, students must inform the Registrar’s Office and complete the necessary forms as determined by the Registrar.

Any student withdrawing from a course or the University will follow the refund policy stated below. Students receiving financial aid may have their financial aid package recalculated.

Institutional Refund Policies

Sessions containing 15 weeks

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>% Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first scheduled class</td>
<td>100%</td>
</tr>
<tr>
<td>Within the first week</td>
<td>80%</td>
</tr>
<tr>
<td>Within the second week</td>
<td>60%</td>
</tr>
<tr>
<td>Within the third week</td>
<td>40%</td>
</tr>
<tr>
<td>Within the fourth week</td>
<td>20%</td>
</tr>
<tr>
<td>After four weeks</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

Sessions containing 8 weeks

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>% Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first scheduled class</td>
<td>100%</td>
</tr>
<tr>
<td>Within the first week</td>
<td>90%</td>
</tr>
<tr>
<td>Within the second week</td>
<td>30%</td>
</tr>
<tr>
<td>After the second week</td>
<td>No Refund</td>
</tr>
</tbody>
</table>
Institutional Refund Policies (continued)

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, the University does not refund any fees. Charges other than tuition are non-refundable.

Refund Policy for Special Education and Education Courses

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

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

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

Institutional Refund Policy:

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>% of Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first scheduled class:</td>
<td>100% Refunded</td>
</tr>
<tr>
<td>Prior to the second scheduled class</td>
<td>90% Refunded</td>
</tr>
<tr>
<td>After the second scheduled class</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

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.

**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. Students interested in waiving this plan must do so prior to attending classes.

**General Information**

The Board of Trustees reserves the right to change tuition and fees. The tuition and fee schedules for the 2016-2017 academic year will be announced to all current students and applicants in the spring of 2016.

The University does not assume responsibility for loss resulting from damage, 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 classrooms, equipment, furnishings, breakage of laboratory equipment, false fire alarms, inappropriate use of technology equipment and fraudulent telephone use.
Financial Aid for Graduate Students

Bay Path University offers the federal Direct Unsubsidized Stafford Loan program, Bay Path University scholarships and grant programs, private alternative loan programs and Federal Direct Grad Plus loan program to graduate students. Bay Path University strives to make enrollment possible for all academically qualified students who are willing to undertake some financial responsibility for meeting expenses.

Financial Aid Eligibility, Application, and Renewal

Eligibility – Applicants seeking consideration for aid must be enrolled as matriculated (degree seeking) students on at least a half-time basis (6 credit hours per semester) to qualify for financial aid. All applicants for financial aid must be accepted for admission at the University before an award can be made.

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

The Student Financial Services Office uses the information provided on the financial aid application to determine the amount of student resources which should be available to the student for University expenses. Among the factors used in the analysis are: student income and spouse, (if applicable), income, assets, taxes, the number of people in the household, and the total number in 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, may be requested to submit additional documentation to the Office of Student Financial Services. Documentation may include a copy of the most recent IRS tax transcript and W-2 forms, along with a completed Bay Path University Financial Aid Application.

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

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

Trustees’ Leadership Development Scholarship
Graduate students enrolled in the Nonprofit Management and Philanthropy degree programs who are employed full-time at a nonprofit organization (as designated by the IRS tax code 501 (c) (3), 501 (c), (4), or 501 (c), (6) may apply for this need based scholarship. Students must be enrolled at least part-time and complete an application certifying they are employed at a non-profit agency/company. Students must also be accepted and matriculated into a Nonprofit Management and Philanthropy Program including the MS degree, related graduate certificates, or Nonprofit Management/Philanthropy graduate courses at Bay Path. Award amounts range from $350 to $1,400 per semester based on need and enrollment. Applicants must also submit a completed FAFSA to be considered for this scholarship. Students who receive this scholarship are not qualified for other graduate scholarships. Scholarships are only applied against tuition.

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

Bay Path University Graduate Grant
As part of Bay Path University Education Stimulus Plan, this grant is for traditional undergraduates to continue their education at the University and earn a Master’s degree. This grant may be used toward any current Bay Path Master of Science program with the exception of the MS in Education / Special Education and the BCBA program (which is significantly discounted), the Master in Occupational Therapy program, and the Master in Physician Assistant program. Eligibility is for students who attend Bay Path as a full-time traditional undergraduate. Amount of awards are $2,500 for each year attended at Bay Path up to a maximum award of $10,000. Students must attend Bay Path as an undergraduate without any breaks between undergraduate and graduate enrollment. A standard graduate school application must be submitted. Students enrolled part-time or full-time as a graduate student are eligible. Students are eligible for the grant for a two year period and cannot qualify for any other Bay Path Scholarships. Eligibility is not need-based; however, if student is receiving tuition reimbursement, the scholarship amount will be limited. Tuition reimbursement funding will be applied first towards tuition. The amount of the grant will be applied against tuition.

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

The maximum loan eligibility graduate students may borrow up to in the Direct Unsubsidized Stafford Loan is $20,500 per academic year.
Private Alternative Funding Sources
Private alternative loans are an additional source of funding for graduate students. Private alternative loans are options for credit-worthy students. Students who would like further information regarding these loan programs should contact the Bay Path University Student Financial Services Office.

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

Academic Resources

Academic Advising
Graduates choosing to continue their education beyond their undergraduate degrees receive advising from faculty members and from the Career Development Center. Hatch Library has information available about local and national graduate and professional programs as does the Office of Continuing Education and Graduate Admissions at the University.

Access Services (see Services for Students with Disabilities)

Career Development

**Sullivan Career and Life Planning Center (SCLP)**
The Sullivan Career and Life Planning Center (SCLP) serves the entire Bay Path community: traditional undergraduate students, adult women returning to college, graduate students and alumni. Integration is key—the SCLP team works closely with faculty advisors and mentors to ensure that students receive the coaching and guidance to create a cohesive experience with regard to academic and experiential learning. Career planning initiatives include customized career coaching by appointment, opportunities to participate in personality assessment and career research, interview professionals about various career paths and career shadow a professional working in an aspired field.

Undergraduates are invited to attend an annual Career & Networking event in their major field of study. The majority of traditional undergraduate students complete a 240-hour internship supervised by an SCLP Career Coach. These experiences leverage employment and graduate school admission, as well as enhance resumes, provide career exploration and build professional networks. Bay Path partners with the National Association of Colleges and Employers’ NACElink system, the largest career network of career and recruiting professionals in the world. The Carpe Diem Career Network (Bay Path’s NACElink) is brimming with internships, employment, career resources, mentors and career coaching opportunities.

The SCLP serves a world-wide community of more than 14,000 alumni, as services are free for life. Whether it is starting over, starting up and a brand new start, SCLP empowers people to create a unique story, while making a difference in the world.

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

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. 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 Office of the Registrar. The instructor should keep the notes, papers, exams, and any other evaluative devices on file until such time as the student’s right to challenge the final grade has expired.

Disabilities (See Services for Students with Disabilities)

Division of Research and Academic Resources

The Division of Research and Academic Resources includes the Office of Research, the Center for Teaching and Learning, the Center for Online and Digital Learning, Hatch Library, the T. Marc Futter Program for Ethics in Leadership and Integrity in Action 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.
**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. If an emergency arises while at any campus location, students should contact staff on duty for assistance and referral. Campus Public Safety in Longmeadow can be reached at all times by calling (413) 565-1225.

**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.
ACADEMIC POLICIES AND PROCEDURES

Absence Dictated by Religious Beliefs

In accordance with its long-standing tradition of respecting the religious beliefs of every student, the 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 Social 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 Social Behavior [“Policy”] is interpreted and enforced through the Standing Committee on Academic Integrity from whose membership Disciplinary 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 Disciplinary 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 social 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 social 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 Social Behavior

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

Academic Integrity

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

• 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 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 circumstances of the alleged violation. The faculty member will notify the student of the complaint and the faculty member’s intent to resolve the matter through informal resolution, by email in a form approved by the Standing Committee. The student will be asked to respond to the complaint and will be advised of a respondent’s rights under the Policy, including the right to seek the advice of a faculty liaison and to meet with the Chair of the Standing Committee. If the student accepts the informal disposition of the matter, the faculty member should notify the Chair of the Standing Committee by sending the student’s response to integrity@baypath.edu. Documentation of the matter and its resolution will be kept on file by the Office of Academic Affairs. If the faculty member elects to resolve the matter through the informal process, the faculty member, in consultation with the Chair of the Standing Committee, may suggest a resolution appropriate to the circumstances. For example, the faculty member may assign the student a grade of “F” for the course and/or for the particular assignment, or grade so much of the assignment that represents the student’s own work, or require that the student repeat the assignment or a similar assignment. The student may decline informal disposition and request that the matter be referred directly to the Standing Committee for resolution by a Hearing Board. Allegations resolved informally are subject only to academic sanctions; but if a student requests resolution by a Hearing Board, the Board retains the discretion to impose the full range of academic and disciplinary sanctions, including immediate suspension or expulsion from the University. A faculty member pursuing informal resolution of a matter must confer about the matter with the Chair of the Standing Committee or 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 social 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 social 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 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.

Disciplinary Hearing Board Process

If the matter is referred to the Standing Committee for resolution by a Disciplinary 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 Disciplinary 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 Disciplinary 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 Disciplinary Board and the student, who will receive notice of the composition of the Disciplinary Board, may seek disqualification of one faculty member and two student representatives. The Chair of the Standing Committee will select any replacements.

The Disciplinary 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 Disciplinary Board upon consideration of sanctions. The respondent and complainant faculty member, as well as others invited by the Chair of the Disciplinary Board, may be asked to attend the meeting of the Board. Notice of the decision of the Disciplinary 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 Disciplinary 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 Disciplinary Board. This appeal must be made in writing and sent by email at integrity@baypath.edu, and directed to the attention of the Provost and Vice President for Academic Affairs, 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 Disciplinary 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.

**Social Behavior**

Dishonorable social 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 social 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 social 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 social behavior is under review. A student whose behavior is under review, or any person advocating or acting on the student’s behalf, should direct any and all communication about the matter to the 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 Disciplinary 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 My Bay Path (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 My Bay Path Portal under the Students portlet.

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

**Acceptable Use of Technology**

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

2. **Definitions**
   - **BP users:** All University employees, faculty, adjunct faculty, and students, in addition to all contractors, consultants, temporary workers, per diem, volunteers, visitors, and student workers that access BP Systems.
   - **BP systems:** All equipment and data owned by BP, which includes: individual computing and storage devices (desktop, laptop, tablet, printer, flash drive, etc) and any data contained on them; as well as enterprise computing resources (e.g. Jenzabar, internet access, e-mail, file shares, software, servers, networks, phone systems, system accounts).
   - **BP data:** All information stored, processed, or transmitted through BP systems and used by the BP users for academic or administrative operations. Such data is owned by the University and not the user.
Confidential data: Social security number, ID number, student educational records as defined by FERPA (including grades), financial data, account numbers, bills, personnel files, passwords, and any other information labeled as confidential by BP users. BP will take reasonable steps to protect personal information as permitted by law.

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

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

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

6. Legal Standards
   All BP Users are expected to abide by all Federal and State laws and regulations. The following list is used for illustrative purposes, and is not intended to be a comprehensive guide to Federal and/or State law:
   - FERPA: regulates the confidentiality of student records.
   - GLBA: regulates the confidentiality of financial information.
   - HIPAA: regulations the security and privacy of health information.
   - PCI DSS: regulates the confidentiality of credit card information.
   - DMCA 1998: regulates the protection of intellectual property.
   - USC Title 18 §1030: Fraud and related activity in connection with computers.
   - CAN-SPAM Act: Regulates the use of mass e-mailing.
   - MGL c.93H: Mandates reporting of security breaches.
   - MGL c.266, S. 33A: Fraud through the use of computer resources.
   - MGL c.266, S. 37E: Prohibits identity theft.
   - MA 603 CMR 49: Bullying or Retaliation regulations.
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 Social 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/Title IX

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 Complainant, a Respondent, or a third party.

When used in this policy, a Complainant refers to the individual who believes himself, herself, their self to have been the subject of sexual misconduct. A Respondent 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 Complainant, the Respondent, 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 Complainant 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 Complainant, and where it cannot do so, the University will consult with the Complainant 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 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 Complainant.

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 Complainant 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 Complainant, Respondent, 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 Respondent or Complainant. 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 Respondent 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.

V. 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 Complainant, a Respondent, 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.

Complainants, Respondents 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 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:

**Title IX Coordinator**
Dave Yelle, Dean of Students  
413-565-1358  
dyelle@baypath.edu

Connie Gould  
Campus Counselor  
413-565-1276  
cgould@baypath.edu

Cindy Gilbert  
Associate Director of Health Services, Campus Nurse  
413-565-1391  
cgilbert@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 Complainant.

**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 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 a Dean of Students 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 in order to
speak with the Dean of Students, 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 Respondent 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 in order 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 Complainants 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 Complainant in making a criminal report and will cooperate with law enforcement agencies if a Complainant decides to pursue the criminal process to the extent permitted by law. However, a Complainant may also choose not to pursue criminal action, and under most circumstances, the Longmeadow Police Department will not force a Complainant 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 Massachusetts criminal law. A Complainant 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 Respondent, 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 Complainant 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 Respondent can also be the subject of retaliation by the Complainant 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 Complainant or Respondent 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 Complainant or Respondent 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 Complainant or Respondent 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 Dean Dave Yelle to serve as the Title IX Coordinator. In his role as Title IX Coordinator, Dean Yelle oversees the University’s centralized review, investigation and resolution process for reports of sexual misconduct. He also coordinates the University’s compliance with Title IX. Dean Yelle 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 Complainant, a Respondent, 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.

3. 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 a 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.

4. 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 Complainant’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 his 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 Complainant, the Respondent, 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 Respondent.
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 Respondent, 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.

5. Request for Confidentiality
Where the University has received a report of sexual misconduct, but the Complainant 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 Complainant and the Respondent, whether there have been other harassment complaints against the Respondent, and the Respondent’s right to receive information under applicable law.

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

6. 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 Complainant and Respondent 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.

Articulation Agreement
Bay Path University has entered into joint admission agreements with outside organizations. Please see the graduate program directors for specific details.

Challenge Examinations for Graduate Level Courses

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

**Attendance Policy**

Students are expected to attend all scheduled classes as outlined in the syllabus. Absences and lack of participation significantly impact a student’s learning and therefore her/his final grade. Specific absence policies are announced at the beginning of each course and are 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**

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

**Class Cancellation Policy**

It is rare that graduate classes will be cancelled. Usually, if a faculty member cannot teach a class, he or she will move the specific activities and assignments for that class to the virtual classroom provided in the course management software. It is the University’s policy not to cancel classes in which an announced examination, presentation, or other graded exercise is scheduled. Students should refer to the “Campus News Board” on the My Bay Path Portal for information on course cancellations. Faculty will also attempt to notify students of cancellations through their virtual classroom site. In all situations, it is the students’ responsibility to verify class cancellations. Students should not assume that notices on classroom doors are official. It is up to the discretion of the faculty member 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 University email account when course evaluations are available to be completed.

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 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. It is the role of this committee 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 assume 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 does conclude 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).

Bay Path University may place a student on a LOA when the student poses a direct threat to the health, safety and well-being of the campus community, as determined by the University. The procedures for such action are covered in the policy on Withdrawal from the University, available in this Catalog.

Students seeking a leave of absence must obtain and fully complete the Enrollment Status Change Form, available from the Registrar’s Office. 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 Academic Advising and Student Academic Services for traditional and graduate students and the 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 Student Academic Services, in consultation with the Dean of Students.

**Implications for International Students**

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

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 Director of Residence Life. 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 Academic Advising and Student Academic Services for traditional and graduate students and the 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

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.

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 (Traditional and Graduate) or the Chief Learning Officer (TAWC) 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 successful must meet with an advisor and complete an academic success plan approved by the Department or Program Chair and Dean before they will be reinstated. Reinstated students will return on an academic and financial aid probation enrollment status.

**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 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 development 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)

Retention Rates

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

Satisfactory Academic Progress Policy and Financial Aid

Bay Path University requires students to maintain Satisfactory Academic Progress. Satisfactory Academic Progress (SAP) is defined as successful completion of courses attempted in a timely manner with acceptable grades. To be considered in good academic standing and to remain in MS and MBA graduate programs, a student must maintain a cumulative grade point average (CGPA) of 3.0 or higher.

Students in the graduate programs in education and psychology must earn grades of B or better in all courses in the graduate program. If a student receives a B-, the student needs to pay for a new course and retake this course. A grade of C+ or below will result in an automatic withdrawal from the program.

Students in the Master of Science in Forensics, Master of Occupational Therapy (MOT) and M.S. in Advanced Practice Occupational Therapy programs must maintain a minimum CGPA of 3.0 with no grade lower than a “B-”. MOT students must receive a passing grade on level one
fieldwork and a rating of average or above on the Professional Behavior Rating Scale used in selected classes. Students who do not meet all criteria will be dismissed from the program. Extenuating circumstances, special needs, and potential will be evaluated. Master of Science in Forensics students must retake any course with a grade below “B-”.

The Satisfactory Academic Progress policy is intended to respond effectively to students’ academic progress and the University’s standards for academic excellence. Grade reports for all matriculated students will be reviewed every semester to insure that students are in good academic standing, whether or not students are receiving financial aid. The definition of a matriculated student is a student who 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 federal regulations required for financial aid recipients. To be eligible for student financial aid, students must meet the federal regulations. Federal regulations require that institutions establish, publish and apply standards to monitor students’ progress towards completion of students’ certificate or degree program in a pace that allows students to succeed.

If a student fails to meet Bay Path University’s academic progress standards, the student will be placed on academic and/or financial aid warning, probation or may be dismissed from the University. This Satisfactory Academic Progress Policy applies to all matriculated graduate students enrolled in graduate programs.

**Federal Guidelines**

Federal regulations require Bay Path University to establish satisfactory academic progress standards for students who are receiving financial aid funding. The standards measure a student’s performance in the following three areas: completion rate, cumulative grade point average, and maximum time frame. Students are expected to make both quantitative and qualitative progress toward a degree.

The following categories define the enrollment status of students registered for courses in a semester to qualify for financial aid:

- **Full-time status:** In order to be considered a full-time student at Bay Path University, a student must enroll in at least 9 credit hours in a semester.

- **Part-time status:** In order to be considered a part-time student at Bay Path University, a student must enroll in at least 6 to 8 credit hours in a semester.

**Financial Aid Eligibility**

Graduate students are expected to complete courses with a passing grade of “A” through “B-” and must complete at least 75% of all credits attempted to be eligible for financial aid. This calculation includes transfer courses and repeated courses. Students’ academic progress is reviewed and calculated at the end of each semester. The 75% pass rate for credit hours attempted includes courses taken at Bay Path University for which a student earns a grade of “A” through “B-” and “P” divided by the total number of credits a student has attempted, including courses in which a grade of “F”, “I”, or “W” has been recorded.

The following factors are considered when evaluating a student’s satisfactory academic progress:
1. **Grade Point Average**: the achievement of a minimum cumulative grade point average (CGPA) at the end of each semester.
2. **Credits Earned Per Semester**: satisfactory completion of a minimum number of credits per academic semester.
3. **Cumulative Credits Accrued**: accumulation of a minimum number of credits per academic year that includes repeated, withdrawn, and incomplete courses.
4. **Attendance**: official or unofficial withdrawal from classes in a given academic semester.

**Academic Standing Status Definitions**

**Academic Standing** - A graduate student enrolled at Bay Path University must have a cumulative grade point average (CGPA) of at least 3.0 to be eligible to graduate. The academic standing status will be assessed at the end of each Fall, Spring and Summer semesters according to the CGPA criteria listed above.

For the graduate programs in education and psychology, a student must have a grade of B or better in every course in order to graduate. A student who receives a grade of a B- in a course will need to pay and retake the course. If a student receives a C or below, the student will automatically be withdrawn from the University.

**Good Academic Standing** - A graduate student whose CGPA is above the minimum standards of 3.0 or above is classified as a graduate student in good academic standing at Bay Path University. A student who has received an academic warning is still considered to be in good academic standing.

**Academic Warning** - During any semester of review, a student whose grade point average (GPA) falls below 3.0 will be placed on Academic Warning. A student who is placed on academic warning will receive a letter from the Registrar’s Office. Students who are placed on Academic Warning are required to meet with their advisor and complete a Satisfactory Academic Progress, (SAP), and Warning Form.

Students may have to decide whether to add/drop/withdraw from courses and/or to register for the following semester. All forms are available in the Registrar's Office.

**Academic Probation**

Graduate students will be required to have an academic success plan. Students who are placed on Academic Probation are required to contact their academic advisor and seek guidance and determine whether they will have to drop, withdraw from courses and/or if the student can register for the following semester. All forms are available in the Registrar's Office. Students who are placed on Academic Probation will receive a letter explaining the placement and the steps to follow. Students will be responsible for meeting with their advisor to re-register for classes and may be required to take a minimum course load. Students may continue to receive financial assistance during the probationary period, not to exceed one semester.

At the end of the probationary period students will be removed from probationary status because both the completion rate and cumulative GPA 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. Students may be removed from Academic Probation by raising their CGPA above 3.0 and/or complete 75% of the
total credit hours attempted. Failure to meet the standards after an academic reinstatement will result in academic dismissal.

ACADEMIC STANDARDS FOR THE OCCUPATIONAL THERAPY PROGRAM

Students enrolled in the OT program are expected to observe policies of the university and clinical affiliates and to follow acceptable ethical rules of professional and personal conduct as outlined by the American Occupational Therapy Association (AOTA) and the Bay Path University Academic Catalog.

The following requirements are necessary for entry into the occupational therapy Master’s degree program for both BA/MOT and stand alone MOT students:

- A cumulative GPA of 3.0 at the end of the junior year for BA/MOT students and at the completion of an undergraduate degree for incoming MOT students
- A grade of B- or higher in all prerequisite courses, including Anatomy and Physiology I and II with labs; Statistics; a Culture, Anthropology, or Sociology course; and a Lifespan Development psychology course (or the equivalent child/adolescent/adult psychology sequence).

BA/MOT students with a GPA lower than a 3.0 or an individual prerequisite course grade lower than a B- will complete the undergraduate degree in Liberal Arts/Pre-OT. If at the end of the undergraduate degree (completion of the BA in Liberal Studies), the student has achieved a grade point average of 3.0 or higher and meets all prerequisite requirements (repeated prerequisite and achieved a B- or better), she may be admitted into the graduate OT program without the need to reapply to the program. All undergraduate degree requirements and prerequisite courses MUST be completed before a student can enter the Master’s level of the program.

Once a student begins the Master’s level coursework (courses numbered 500 or higher), students must achieve a 3.0 GPA each and every semester, as well as maintain a cumulative GPA of 3.0 or higher. In addition, students must earn a B- or higher in all courses. If a student fails to maintain a GPA of 3.0 (either cumulative or semester) or receives a grade lower than B- in any course, the student will be dismissed from the OT program (refer to the Satisfactory Academic Progress Policy and Financial Aid for Graduate Students within the Bay Path University Academic Catalog). Students may appeal this dismissal by following the Appeal Process outlined within the Bay Path University Academic Catalog. BA/MOT students who have not yet completed their BA degree may continue at the university to complete their degree in Health and Human Studies or an alternative major, provided they complete a change of major and meet the requirements for the identified degree. If a student is dismissed from the OT program, appeals the dismissal, and receives a favorable decision from the Academic Standards Committee, the student will be required to repeat and repay for any course for which they have received a grade below a B-. Having to repeat a course will require the student to move into a revised course sequence, delaying graduation.

Individual course assignments and exams are often scaled (at the discretion of the instructor). As a result, the OT department does not round-up final course grades. **If a student receives a course grade of 79.9, that is a C+ and will not be rounded up to a B-.**

Acceptable completion of all required courses, Level I fieldwork, and a cumulative GPA of 3.0 are necessary before acceptance into the final semester for Level II fieldwork.
experiences. Satisfactory completion of Level II fieldwork is required for graduation. Eligibility to sit for the required NBCOT certification examination is determined by successful completion of all graduation requirements for the MOT degree.

**Academic Dismissal**

A graduate student who does not meet the progress standards for the semester following the one for which s/he 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. In all graduate programs except Occupational Therapy, Physician Assistant Studies and Special Education, notification of dismissal will come from the Registrar’s Office. Students dismissed from the graduate programs in Occupational Therapy, Physician Assistant Studies and Special Education will receive notification from the Registrar’s Office. The student may appeal the institutional academic dismissal. The student is required to submit the request in writing to the appropriate Academic Standards Committee. (see Appeals Process below). If a student’s appeal from dismissal is approved, s/he 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. A student in the graduate programs in education, occupational therapy and psychology will be withdrawn from the program if the student receives grade of C or lower on any course.

**Financial Aid Suspension**

Graduate students who do not meet the standards for completion rate and cumulative GPA, are no longer eligible for financial aid until such standards are met. **All Financial Aid will be suspended unless the student has appealed the academic dismissal.**

**Appeal Process**

Graduate 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 to the Academic Standards Committee. 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 extenuating 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 committee will review the appeal and make a decision. The specific instructions, deadlines and appeal forms are available on the Bay Path University portal (see Appeals Form).

A student who is dismissed from the University and wants to appeal must appeal in writing within 14 calendar days of the dated dismissal notification. Students must submit to the Graduate Students - Academic Standards Committee in the appropriate school, 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 SAP 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. If students are e-mailing the appeal, it must be received by 11:59 am within the 14 days of dismissal.

The Academic Standards Committee may request additional documentation verifying the situation. The Academic Standards Committee will review the information, issue a ruling and notify the student within one week of the student’s appeal. If the decision of the committee is not favorable, the student may appeal in writing to the Dean of the applicable school for further review. The Dean is the final appeal.

**How to Regain Financial Aid Eligibility For Pace Standards**

If the graduate student’s appeal is approved, s/he 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 Dean.

Students will be reconsidered for financial aid only when sufficient credits have been earned to meet published standards and a cumulative G.P.A. of 3.0 or higher and 75% of credits attempted have been achieved.

The Registrar’s and Financial Aid Offices review the student’s Academic Progress at the end of the fall, spring and summer semesters each year. Students will receive a letter of notification when satisfactory progress has not been achieved.

**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 students 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 upon request to the Campus Public Safety Office.

**Transfer Policy and Residency Requirement**

**Residency Policy**

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

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

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

Academic Standing

Academic standing at Bay Path University is determined by a credit and grade point system. A credit represents the work or equivalent of at least 15 class hours a semester. According to the U. S. Department of Education guidelines, a credit hour is defined as,

“An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practicums, studio work, and other academic work leading to the award of credit hours.”

The normal class schedule of full-time graduate students is 9 credits. Graduate students carrying fewer than 9 credits are classified as part-time students. In the Bay Path University graduate program, a semester is usually comprised of two consecutive eight-week terms, though this may vary depending on the program. Grades are given for each course attempted, based on the following numerical value and grade point rating:
Graduate Grading Matrix

<table>
<thead>
<tr>
<th>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>2.00</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

Other Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I - Incomplete</td>
<td>0.00</td>
<td>None</td>
</tr>
<tr>
<td>W - Withdrawal</td>
<td>0.00</td>
<td>None</td>
</tr>
</tbody>
</table>

Incomplete Grades

A student who, because of extenuating circumstances, is unable to complete the course requirements during the required time, may request from the instructor an incomplete (“I”) grade. If the instructor agrees to assign an incomplete grade, the instructor and student will sign a contract agreement with copies for the instructor, the director of the program, the Registrar’s Office (for the student's file), and the student. At the time of the change of grade, the faculty member ensures that the work has been completed according to the contract by submitting the change-of-grade form to the Registrar.

All work for courses with incomplete grades must be completed within eight weeks after the course with the “I” grade. All “I” grades not changed by the agreed upon date will become “F” grades. The cumulative grade-point average will be recomputed to reflect the grade change. The only exceptions are the completion of the portfolio and final essay requirement in CIM 670 in the M.S. in Communications and Information Management degree, MBA 690 in the M.B.A. in Entrepreneurial Thinking and Innovative Practices degree and NMP/MHE 670 and SFP 675 in the Nonprofit Management, Higher Education Administration and Strategic Fundraising degree programs. All work in these courses must be completed by the agreed upon deadline, and no later than three weeks before the May Commencement. All work for the MBA 690 must be completed within three weeks of the end of the fall semester.

Any exceptions to this policy must be approved by the director of the program.

Grade Point Computation

Grade points are computed by multiplying the credits assigned to the course by the quality points assigned to each letter grade. The grade point average is computed by dividing the total quality points earned by the number of credits attempted. The grade points are computed by multiplying the credits assigned to the course by the quality points assigned to each letter grade. The grade point average is computed by dividing the total quality points earned by the number of credits attempted.
point average is used as the standard for determining academic standing. If a student repeats a course, the first grade remains on the permanent record but is not computed in the grade point average. A student may repeat only those graduate courses in which a grade of “F” or “C” was received. In the graduate program in special education, a student may repeat only the course in which a grade of B- was received.

**Grade Point Average**

A minimum cumulative grade point average of 3.0 is required for graduation. Students who have grades of “F” or “I” in required courses will not be considered for graduation.

Although the credits allowed for work completed elsewhere by transfer students count toward fulfillment of quantitative graduation requirements, the grades earned in such courses are not included in the cumulative grade point computation.

The program cumulative grade point average consists solely of those courses that apply to a student’s specific program and includes all graduate courses attempted. Unapproved courses, additional electives, and undergraduate courses are examples of course work excluded from the program cumulative grade point average calculation. Any undergraduate course work completed while attending a graduate program is not computed into any grade point average. Credits earned via advanced standing examinations and/or transfer are not included in any grade point computation.

**Challenge of Final Course Grade Policy**

A student who wishes to challenge a final course grade submit an e-mail request to the faculty member, the director of the program, and the Dean of the applicable school within 14 days of the issue of the final grade report for that particular course. Petitions submitted beyond the two-week period may be accepted at the discretion of the faculty member. The faculty member should respond by e-mail reply to the student within three weeks with copies to the director of the program, the Registrar, and the Dean of the applicable school. The student or the faculty member may refer the matter to the program director, or the Dean of the applicable school if the program director is the faculty member. The Dean is the final appeal. In matters of academic integrity, grade challenges may be referred to the Academic Integrity Committee (see policy on Academic Integrity).
REGISTRATION AND COURSE INFORMATION

All graduate students will receive registration materials electronically prior to each semester. Registration can be completed online, by mail, or in person on campus. In accelerated graduate programs students must register for a complete semester, i.e., two eight-week terms, or whatever is determined by the registrar to constitute the semester. A $50 late fee will be assessed for late registration.

Academic Progress and Final Grade Reports
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.

Adding or Dropping a Course
In the graduate eight-week, twelve-week, or sixteen-week sessions, students may drop or add courses prior to the first class meeting without penalty. After attending the first class students should refer to the course withdrawal policy. For graduate programs scheduled on a different format than the eight-week sessions the Registrar’s Office will provide the students with comparable add/drop dates.

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. Conferral of a degree closes all challenges. In matters of academic integrity, grade challenges may be referred to the Academic Integrity Committee (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 campus to online) for any reason. The University may limit enrollment in a course to ensure the best experience for all students. Responsibility to register for courses and to be cognizant of the proper sequence to meet the requirements of her academic program rests with each student. The academic advisor acts as a resource for 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 he or she is permitted to register for a subsequent course. It is the student’s responsibility to ensure that he or 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
Graduate students must notify both their program director and the Registrar’s Office in writing by fax, mail, or e-mail of their intention to withdraw from a course. The day on which the registrar receives notification in writing becomes the official day of withdrawal. Notice to the faculty member of intention to withdraw or to add a course is not sufficient. Faculty members may not officially add, drop, or withdraw students from classes.

Any student who does not officially withdraw and who does not fulfill the requirements of a course will receive a grade of “F.” Withdrawal is not permitted after 75% of the course has expired (six weeks for eight-week terms). Exceptions to the stated policy may be made only by the director of the program in cases involving serious extenuating non-academic circumstances and will be processed as an administrative withdrawal.

Students should refer to the Institutional Refund Policy on page 39 regarding withdrawing from a course for more information on the calculation of refunds.

Grading Explanations

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. If a student repeats a course, the first grade remains on the permanent record but is not computed in the cumulative grade point average. A student may repeat only those courses in which a grade of “F”, “D” or “D+” was received.

Undergraduate Grading Matrix

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numerical Equivalent</th>
</tr>
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<tbody>
<tr>
<td>A</td>
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<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83-86</td>
</tr>
</tbody>
</table>
With the online reporting system, students access their final grade reports electronically. Grade reports are available to students in the My Bay Path portal. This on-line tool shows the grade received in each course, the total credits attempted, the total credits earned, and the grade point computations. Printed grade reports will be sent only on written request to the Registrar.

Inaccuracies on grade reports should be reported to the Registrar’s Office within three weeks. To correct a student grade, the faculty member must submit in writing the change of grade to the Registrar’s Office. All grade changes must be completed in a timely manner.

**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.

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

Transcripts
An official transcript bears the impression of the Seal of the University and is signed by the University Registrar. Official transcripts of the student’s academic record may be obtained by completing the appropriate form in the Registrar’s Office or by making the request in writing or by fax (In compliance with federal law, no telephone requests are accepted). Requests must include name while attending, current name if different, social security number, and year of graduation or year(s) of attendance. All transcripts are $5.00 per copy if paid by cash, check, or money order. Transcripts are $6 per copy if paid by credit card. Checks should be made payable to Bay Path University. The Registrar reserves the right to withhold forwarding official transcripts when notified by the Business Office that the student has an unpaid financial obligation to the University. Transcript requests may be transmitted to:

Bay Path University
Registrar’s Office
588 Longmeadow Street, Longmeadow, MA 01106
Fax: (413) 565-1108

Withdrawal from the University
A graduate student wishing to withdraw voluntarily from the University must confer first with the program director or her advisor, then with the Dean of the applicable school and inform the University in writing of the decision [and complete a 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.
GRADUATION POLICIES AND PROCEDURES

Graduation Requirements
Candidates for Master’s degrees and Specialist in Education are required to meet the University’s academic graduation requirements for graduate degrees. Candidates must:

1. Complete a specific minimum number of approved graduate credits with a cumulative grade point average of at least 3.0;
2. Complete all designated courses as outlined in the curriculum and, if required in their program, submit a completed portfolio which becomes the property of the University;
3. Complete degree requirements within time allotted by the statute-of-limitations;
4. Complete two-thirds of degree credits at Bay Path University to meet the residency requirement;
5. Complete the Application for Graduation sent to prospective graduating students early in the final semester;
6. Receive faculty approval for the award of the degree.

National Honor Societies – Graduate

Kappa Delta Pi
Kappa Delta International Honor Society in Education was founded in 1911 for the purpose of sustaining an honored community of diverse educators by promoting excellence and advanced scholarship, leadership, and service. Membership is open to undergraduate women, and graduate men and women, who meet at least the following requirements. Undergraduate students must have a minimum GPA of 3.5 and be at least a second semester sophomore. They must have completed 60 hours of college credit of which at least 18 credit hours are in the education major. Undergraduate students must have at least two semesters in residency at Bay Path University. Graduate students must have a minimum GPA of 3.8 and 12 credit hours completed toward a Master’s/Ed.S. degree.

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

Participation in Commencement
Bay Path University holds one Commencement ceremony each year, usually during the second or third weekend in May. Students who are in good academic standing, but have not finished their degree requirements may, in certain circumstances, be allowed to participate in commencement. These students will receive a blank diploma cover and the students’ names will appear in the Commencement program with a notation that degree requirements were incomplete at the time of the printing of the program. Students are permitted to march in only one processional for a completed degree program. Petitions for special consideration must be submitted to the director of the program and approved by the Associate Provost and Dean of the school in which the student is enrolled by March 1 prior to the May Commencement. To participate in Commencement, students in the graduate programs in Education, Occupational
Therapy, Special Education and Psychology must complete all coursework and requirements by the end of the semester in which they are graduating.
ACADEMIC PROGRAMS

Master of Science in Accounting

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

The Master of Science in Accounting (MSA) is designed to meet the needs of students who want to enhance their careers in:

- Public accounting (tax and audit)
- Private accounting
- Forensic accounting

All three concentrations will share a common core, which will better prepare participants for careers in local and regional public accounting firms, private business and government agencies. The MSA is also designed to satisfy the 150-semester-hour educational requirement for licensure as a Certified Public Accountant as adopted by over 40 states, including Massachusetts and Connecticut.

Student Learning Outcomes

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

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

Program Requirements

To earn the M.S. in Accounting, students must complete 30 hours of graduate coursework at the 600 level, including the graduate portfolio with the coursework distributed as shown below.
Students will be required to have a foundation consisting of various accounting and business courses equivalent to those in an accounting undergraduate program to satisfy CPA examination and licensure requirements. Students with undergraduate business degrees in a field other than accounting will need to complete these foundation courses at the undergraduate level prior to admission into the program. Students with undergraduate degrees in disciplines other than business may need to complete other business courses in addition to the accounting foundation courses.

**Required Undergraduate Foundation Courses**

These courses (or their equivalents) are required for admission into the MSA program:

- Accounting Principles I & II
- Intermediate Accounting I & II
- Cost Accounting
- Accounting Information Systems
- Advanced Accounting (minimum one semester)
- Auditing
- Federal Taxation (minimum one semester)
- Business Law
- Managerial Finance

Additional courses in economics, management, marketing and statistics may also be required for students with undergraduate degrees in disciplines other than accounting. Requirements for the state in which the candidate seeks licensure as a CPA should be verified to assure compliance. Professional experience in accounting will be considered in lieu of undergraduate degree in accounting when applicable.

**Required Courses and Electives (30 credits)**

**Common Core**
ACC 630 Government and Nonprofit Accounting
ACC 635 Advanced Financial Reporting
ACC 699 Contemporary Issues in Accounting
ACC 647 Legal Issues in Accounting: Including Business Ethics and Social Responsibility
ACC 650 Controllership
ACC 660 Advanced Cost Accounting
ACC 665 IT for Accountants

**Concentration Requirements:**

**Public Accounting Electives**
ACC 655 Advanced Auditing
ACC 640 Gift and Estate Taxation
ACC 645 Advanced Taxation for Corporations and Pass-Through Entities

**Private Accounting Electives**
MBA 620 Organizational Behavior and Leadership
MBA 632 Compensation and Employee Benefits
MBA 667 Investment Strategies and Risk Management

**Forensic Accounting Electives**
ACC 670 Forensic Accounting/Systems
ACC 675 Fraud Examination
ACC 655 Advanced Auditing
ACADEMIC REQUIREMENTS FOR:
Master of Science in Accounting

Note: This schedule reflects one possible sequence of courses to be taken in fulfillment of the M.S. in Accounting. This sequence assumes a summer semester start.

<table>
<thead>
<tr>
<th>One-Year Sequence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Session</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Session I</strong></td>
<td>Credits</td>
</tr>
<tr>
<td>ACC 650 Controllership</td>
<td>3</td>
</tr>
<tr>
<td>ACC 655 Advanced Auditing (Public and Forensic Concentration)</td>
<td>3</td>
</tr>
<tr>
<td>MBA 620 Organizational Behavior and Leadership (Private Concentration)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Graduate Session II</strong></td>
<td></td>
</tr>
<tr>
<td>ACC 630 Government and Nonprofit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 635 Advanced Financial Reporting</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Session</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Session III</strong></td>
<td></td>
</tr>
<tr>
<td>ACC 660 Advanced Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 665 IT for Accountants</td>
<td>3</td>
</tr>
<tr>
<td><strong>Graduate Session IV</strong></td>
<td></td>
</tr>
<tr>
<td>ACC 699 Contemporary Issues in Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 647 Legal Issues in Accounting: Including Business Ethics and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Session V</strong></td>
<td></td>
</tr>
<tr>
<td>ACC 640 Gift and Estate Taxation (Public Concentration)</td>
<td>3</td>
</tr>
<tr>
<td>ACC 645 Advanced Taxation for Corporations and Pass-Through Entities (Public Concentration)</td>
<td>3</td>
</tr>
<tr>
<td>MBA 632 Compensation and Employee Benefits (Private Concentration)</td>
<td>3</td>
</tr>
<tr>
<td>MBA 667 Investment Strategies and Risk Management (Private Concentration)</td>
<td>3</td>
</tr>
<tr>
<td>ACC 670 Forensic Accounting/Systems (Forensic Concentration)</td>
<td>3</td>
</tr>
<tr>
<td>ACC 675 Fraud Examination (Forensic Concentration)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Graduate Session VI</strong></td>
<td></td>
</tr>
<tr>
<td>ACC 699 Contemporary Issues in Accounting</td>
<td>6</td>
</tr>
</tbody>
</table>

*All Graduate Level Electives must be approved by the Director of the Program.*
Master of Business Administration in
Entrepreneurial Thinking and Innovative Practices

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

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

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

Program Requirements
To earn a Master of Business Administration in Entrepreneurial Thinking and Innovative Practices, all students must complete 36 hours (12 courses) of graduate coursework at the 600 level and a portfolio of graduate work.

Ten core courses (30 credits) which include:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 600</td>
<td>Introduction to Entrepreneurial Thinking and Innovative Practices</td>
</tr>
<tr>
<td>MBA 601</td>
<td>Entrepreneurial Marketing Strategies</td>
</tr>
<tr>
<td>MBA 607</td>
<td>Methods of Business Research and Analysis</td>
</tr>
<tr>
<td>MBA 620</td>
<td>Organizational Behavior and Leadership</td>
</tr>
<tr>
<td>MBA 630</td>
<td>Legal Issues in Business</td>
</tr>
<tr>
<td>MBA 633</td>
<td>Accounting for Decision Makers</td>
</tr>
<tr>
<td>MBA 634</td>
<td>Entrepreneurial Finance</td>
</tr>
<tr>
<td>MBA 640</td>
<td>Innovative Business Growth Strategies</td>
</tr>
<tr>
<td>MBA 680</td>
<td>Entrepreneurial Business Project Development</td>
</tr>
<tr>
<td>MBA 690</td>
<td>Entrepreneurial Management Strategies</td>
</tr>
</tbody>
</table>

Two approved 600 level electives (6 credits)
Comprehensive Final Class “Capstone”
MBA 690, Entrepreneurial Management Strategies serves as the capstone for the M.B.A. Program and also serves as the entry point for the final exam. This final case requires each student to successfully respond to challenges in the critical areas of M.B.A. study: accounting/finance, strategy marketing, management, ethics, economics, and statistics. If the resolution of the final case is successfully completed then the student is finished and receives the M.B.A. degree. If a student has not successfully resolved the questions in this case, remediation is required. The student will be sent to the Director of the Program for appropriate assistance and then repeat the final class in its entirety to achieve the total requirements to receive the M.B.A.
ACADEMIC REQUIREMENTS FOR:
Master of Business Administration in
Entrepreneurial Thinking and Innovative Practices

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

<table>
<thead>
<tr>
<th>One-Year Sequence</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>Credits</td>
</tr>
<tr>
<td><strong>Graduate Session I</strong></td>
<td></td>
</tr>
<tr>
<td>MBA 600 Introduction to Entrepreneurial Thinking and Innovative Practices</td>
<td>3</td>
</tr>
<tr>
<td>MBA 633 Accounting for Decision Makers</td>
<td>3</td>
</tr>
<tr>
<td><strong>Graduate Session II</strong></td>
<td></td>
</tr>
<tr>
<td>MBA 620 Organizational Behavior and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MBA 607 Methods of Business Research and Analysis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Session III</strong></td>
<td></td>
</tr>
<tr>
<td>MBA 634 Entrepreneurial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 650 Special Topics or Graduate Level Elective</td>
<td>3</td>
</tr>
<tr>
<td>MBA 601 Entrepreneurial Marketing Strategies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Graduate Session IV</strong></td>
<td></td>
</tr>
<tr>
<td>MBA 650 Special Topics or Graduate Level Elective</td>
<td>3</td>
</tr>
<tr>
<td>MBA 640 Innovative Business Growth Strategies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
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<tr>
<td><strong>Graduate Session V</strong></td>
<td></td>
</tr>
<tr>
<td>MBA 630 Legal Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>MBA 680 Entrepreneurial Business Project Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Graduate Session VI</strong></td>
<td></td>
</tr>
<tr>
<td>MBA 650 Special Topics or Graduate Level Elective</td>
<td>3</td>
</tr>
<tr>
<td>MBA 690 Entrepreneurial Management Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

*All Graduate Level Electives must be approved by the Director of the Program.*
ACADEMIC REQUIREMENTS FOR:
Master of Business Administration in
Entrepreneurial Thinking and Innovative Practices

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

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>Fall Semester One</th>
<th>Credits</th>
<th>Fall Semester Two</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Graduate Session I</strong></td>
<td>MBA 600 Introduction to Entrepreneurial Thinking and Innovative Practices</td>
<td>3</td>
<td>MBA 633 Accounting for Decision Makers</td>
<td>3</td>
</tr>
<tr>
<td><strong>Graduate Session II</strong></td>
<td>MBA 620 Organization Behavior and Leadership</td>
<td>3</td>
<td>MBA 607 Methods of Business Research and Analysis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>MBA 650 Special Topics or Graduate Level Elective*</td>
<td>3</td>
<td>MBA 601 Entrepreneurial Marketing Strategies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Graduate Session IV</strong></td>
<td>MBA 634 Entrepreneurial Finance</td>
<td>3</td>
<td>MBA 640 Innovative Business Growth Strategies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td>MBA 630 Legal Issues in Business</td>
<td>3</td>
<td>MBA 680 Entrepreneurial Business Project</td>
<td>3</td>
</tr>
<tr>
<td><strong>Graduate Session VI</strong></td>
<td>MBA 650 Special Topics or Graduate Level Elective*</td>
<td>3</td>
<td>MBA690 Entrepreneurial Management Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

*All Graduate Level Electives must be approved by the Director of the Program.
Master of Fine Arts in Creative Nonfiction

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

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

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

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

Program Highlights

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

- develop and hone skills in writing, editing, and revision in creative nonfiction;
- recognize and write on the subject of the student’s choosing, or along the program tracks of women’s stories, travel and food, and spiritual nourishment;
- demonstrate knowledge of the history of nonfiction and how the student’s own work fits within that literary tradition;
- analyze and write with care about literary texts of considerable difficulty;
- recognize critical positions and literary arguments, including the student’s own critical and aesthetic position;
- demonstrate the ability to read and respond thoughtfully and critically to work.
Content Courses
The program offers an exceptional variety of electives, including “Generational Histories: Writing about Family,” “Women’s Spiritual Writing through the Ages,” “Travel Writing,” “Eat, Drink, Get Paid,” “Contemporary Women’s Stories,” “Arts and Culture Writing,” and “Writing the Personal Profile,” among others. Each course is taught by a nationally recognized faculty writer who has published widely on the topic and is an expert in the field. The MFA also offers an international study experience each summer, “Creative Writing Field Seminar,” an optional eight-day retreat held in Dingle, Ireland, and featuring a variety of guest writers and instructors.

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

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

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

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

## Curriculum Outline

### Major Required (Core) Courses*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFA 615*</td>
<td>Mentorship Lab I</td>
<td>3</td>
</tr>
<tr>
<td>MFA 620*</td>
<td>Mentorship Lab II</td>
<td>3</td>
</tr>
<tr>
<td>MFA 625*</td>
<td>Mentorship Lab III</td>
<td>3</td>
</tr>
<tr>
<td>MFA 630</td>
<td>Elective: Writing Contemporary Women’s Stories</td>
<td>3</td>
</tr>
<tr>
<td>MFA 635</td>
<td>Elective: Eat, Drink, Get Paid</td>
<td>3</td>
</tr>
<tr>
<td>MFA 640</td>
<td>Elective: Women’s Spiritual Writing Through the Ages</td>
<td>3</td>
</tr>
<tr>
<td>MFA 650</td>
<td>Elective: Travel Writing</td>
<td>3</td>
</tr>
<tr>
<td>MFA 660*</td>
<td>Creative Nonfiction Writing I: Form and Theory</td>
<td>3</td>
</tr>
<tr>
<td>MFA 661*</td>
<td>Creative Nonfiction Writing II: Form and Theory</td>
<td>3</td>
</tr>
<tr>
<td>MFA 665</td>
<td>Elective: Arts and Culture Writing</td>
<td>3</td>
</tr>
<tr>
<td>MFA 666</td>
<td>Elective: Generational Histories: Writing about Family</td>
<td>3</td>
</tr>
<tr>
<td>MFA 667</td>
<td>Elective: Health and Wellness Writing: Storytelling as a Healing Art</td>
<td>3</td>
</tr>
<tr>
<td>MFA 668</td>
<td>Elective: Creative Writing Field Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MFA 670</td>
<td>Elective: Getting Inside Lives</td>
<td>3</td>
</tr>
<tr>
<td>MFA 675</td>
<td>Professional Track: Learning to Teach</td>
<td>3</td>
</tr>
<tr>
<td>MFA 676</td>
<td>Professional Track: Teaching to Learn</td>
<td>3</td>
</tr>
<tr>
<td>MFA 680</td>
<td>Professional Track: Introduction to Publishing</td>
<td>3</td>
</tr>
<tr>
<td>MFA 681</td>
<td>Professional Track: Immersion in Publishing</td>
<td>3</td>
</tr>
<tr>
<td>MFA 690*</td>
<td>Thesis I</td>
<td>3</td>
</tr>
<tr>
<td>MFA 691*</td>
<td>Thesis II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Curriculum Summary

Required Core Courses: MFA 615, 620, 625, 660, 661, 690, 691
Professional Track Courses: MFA 675, 676, 680, 681 (must take 2)
Electives (MFA 630, 635, 640, 650, 665, 666, 667, 668, 670 (must take 4)

Total number of courses required for the degree 13
Total credit hours required for degree 39
Prerequisite, Concentration, Dissertation, or Other Requirements: None
# ACADEMIC REQUIREMENTS FOR:

**Master of Fine Arts in Creative Nonfiction**

**MFA Two-Year Sequence: 39 credits**

**Full-time at three courses per semester**

**Part-time option: two courses per semester over three or more years**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Year One</th>
<th>Credits</th>
<th>Fall Semester</th>
<th>Year Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad Session I</td>
<td>MFA 615 Mentorship Lab I</td>
<td>3</td>
<td>Grad Session I</td>
<td>MFA 650 Travel Writing or MFA 670 Getting Inside Lives</td>
<td>3</td>
</tr>
<tr>
<td>Grad Session II</td>
<td>MFA 630 Writing Contemporary Women’s Stories or MFA 665 Arts and Culture Writing</td>
<td>3</td>
<td>Grad Session II</td>
<td>MFA 675 Learning to Teach or MFA 680 Intro to Publishing</td>
<td>3</td>
</tr>
<tr>
<td>Grad Session III</td>
<td>MFA 660 Creative Nonfiction Writing I: Form and Theory</td>
<td>3</td>
<td>Grad Session III</td>
<td>MFA 690 Thesis I</td>
<td>3</td>
</tr>
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</table>

| January 11 – May 1 2015 | | January – May 2016 | |
|--------------------------|--------------------------|--------------------------|
| Spring Semester | Year One | Credits | Spring Semester | Year Two | Credits |
| Grad Session I | MFA 620 Mentorship Lab II | 3 | Grad Session I | MFA 676 Teaching to Learn or MFA 681 Immersion in Publishing | 3 |
| Grad Session II | MFA 635 Eat, Drink, Get Paid or MFA 666 Generational Histories: Writing about Family | 3 | Grad Session II | MFA 691 Thesis II | 3 |
| Grad Session III | MFA 661: Creative Nonfiction Writing II: Form and Theory | 3 |

<table>
<thead>
<tr>
<th>May 17 – July 9 2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Semester</td>
<td>Year One</td>
</tr>
<tr>
<td>Grad Session I</td>
<td>MFA 625 Mentorship Lab III</td>
</tr>
<tr>
<td>Grad Session II</td>
<td>MFA 640 Women’s Spiritual Writing through the Ages and/or MFA 667 Health and Wellness Writing: Storytelling as a Healing Art</td>
</tr>
<tr>
<td>Grad Session III</td>
<td>MFA 668 Creative Writing Field Seminar in Ireland (optional) – 9 days, held after July 24 - August 1</td>
</tr>
</tbody>
</table>
Master of Science in Communications and Information Management

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

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

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

Program Requirements
The Master of Science in Communications and Information Management requires successful completion of an Orientation Seminar, 36 credit hours of graduate course work, and a final portfolio which documents students' completion of the program goals. The portfolio must be posted in an electronic format and becomes the property of Bay Path University. The curriculum is structured on two levels (A) a core of eight courses which include four essential fundamental courses in communications and information and four integrative courses focusing on applications, problem solving, and decision making built on the base of communication and information theory, and (B) four elective courses chosen with the guidance and approval of a faculty member serving as the student’s program advisor.
Master of Science in Communications and Information Management Core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 601</td>
<td>Theories of Communication and Information Management</td>
</tr>
<tr>
<td>CIM 603</td>
<td>Professional Communication Strategies</td>
</tr>
<tr>
<td>CIM 605</td>
<td>Business Intelligence</td>
</tr>
<tr>
<td>CIM 607</td>
<td>Applied Research Strategies</td>
</tr>
<tr>
<td>CIM 610</td>
<td>Business Information Strategy in a Global Environment</td>
</tr>
<tr>
<td>CIM 634</td>
<td>Strategies for Fiscal Management</td>
</tr>
<tr>
<td>CIM 640</td>
<td>Strategic Innovation</td>
</tr>
<tr>
<td>CIM 670</td>
<td>Case Analysis Capstone</td>
</tr>
</tbody>
</table>
### ACADEMIC REQUIREMENTS FOR:
**Master of Science in Communication & Information Management**

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

**One-Year Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Graduate Session I | CIM 603 Professional Communications Strategies (3)  
|                  | CIM 605 Business Intelligence (3) |
| **Graduate Session II** | CIM 610 Business Information Strategy in a Global Environment (3)  
|                          | Graduate Level Elective * (3) |
| **Spring Semester** |                     |
| Graduate Session III | CIM 601 Theories of Communication (3)  
|                  | CIM 634 Strategies for Fiscal Management (3) |
| **Graduate Session IV** | CIM 607 Applied Research Strategies (3)  
|                          | CIM 640 Strategic Innovation (3) |
| **Summer Semester** |                     |
| Graduate Session V | Graduate Level Elective * (3)  
|                          | Graduate Level Elective (3) |
| **Graduate Session VI** | CIM 670 Case Analysis Capstone (3)  
|                          | Graduate Level Elective * (3) |

*All Graduate Level Electives must be approved by the Director of the Program.*
ACADEMIC REQUIREMENTS FOR:
Master of Science in Communication & Information Management

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

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Year One</strong></td>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>Graduate Session I</td>
<td>CIM 603 Professional Communications Strategies</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Session II</td>
<td>CIM 610 Business Information Strategy in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Graduate Session III</td>
<td>CIM 601 Theories of Communication</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Session IV</td>
<td>CIM 607 Applied Research Strategies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td><strong>Summer Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Graduate Session V</td>
<td>Graduate Level Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Session VI</td>
<td>Graduate Level Elective*</td>
<td>3</td>
</tr>
</tbody>
</table>

*All Graduate Level Electives must be approved by the Director of the Program.
Master of Science in Cybersecurity Management

The Master of Science in Cybersecurity Management is a comprehensive 36-credit-hour accelerated degree program that prepares graduates for positions at entry and early mid-career managerial positions in a rapidly growing field. Cyber attacks. Cyber incidents. Cyber intrusions. These are new words that are emerging as hot buttons in our daily language. Increasingly, we are learning how cyber threats are posing serious challenges to our businesses, organizations, and government. On all fronts, the need for cybersecurity professionals far outpaces the supply. In particular, the area of cybersecurity management is at the forefront in this domain.

Student Learning Outcomes
The totally online Master of Science in Cybersecurity Management cuts across organizational lines, taking a holistic approach to protecting digital assets (data, software programs, and networks). The emphasis is on developing cybersecurity leaders who:

- Evaluate technological developments and associated information, assurance and security risk;
- Develop effective risk assessment programs;
- Develop holistic governance programs for managing information risk;
- Integrate security into the organizational culture while engaging all organizational stakeholders;
- Assess the impact of human factors and security strategies and potential breaches of security;
- Understand legal and regulatory requirements in the United States and internationally;
- Develop and implement information assurance and security policies, including emergency management policies; and
- Develop and ensure quality control in information assurance and security management.

Program Requirements
To earn a Master of Science in Cybersecurity Management, all students must complete 36 hours (12 courses) of graduate coursework and a portfolio of graduate work.
### Master of Science in Cybersecurity Management Core:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBY 510</td>
<td>Foundations of Cybersecurity Management</td>
</tr>
<tr>
<td>CBY 515</td>
<td>Foundations of Data Protection</td>
</tr>
<tr>
<td>CBY 620</td>
<td>Compliance and Legal Issues</td>
</tr>
<tr>
<td>CBY 625</td>
<td>Financing, Cost Control and Project Management of Cybersecurity Organizations</td>
</tr>
<tr>
<td>CBY 630</td>
<td>Emerging Cyber Threats</td>
</tr>
<tr>
<td>CBY 635</td>
<td>Human Organizational Aspects of Cybersecurity</td>
</tr>
<tr>
<td>CBY 640</td>
<td>Information Assurance Management &amp; Analytics</td>
</tr>
<tr>
<td>CBY 645</td>
<td>Cyber Criminal and Civil Investigations</td>
</tr>
<tr>
<td>CBY 650</td>
<td>Strategic Cybersecurity Crisis Management</td>
</tr>
<tr>
<td>CBY 655</td>
<td>Digital Forensics</td>
</tr>
<tr>
<td>CBY 660</td>
<td>Cyber Policy</td>
</tr>
</tbody>
</table>

#### 600-level electives

**Comprehensive Final Class “Capstone”**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBY 670</td>
<td>Capstone I: Cyber Thesis</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CBY 675</td>
<td>Capstone II: Cyber Plan</td>
</tr>
</tbody>
</table>
# Academic Requirements for:

**Master of Science in Cybersecurity Management**

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

<table>
<thead>
<tr>
<th>One-Year Sequence</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Graduate Session I</td>
<td></td>
</tr>
<tr>
<td>CBY 510 Foundations of Cybersecurity Management</td>
<td>3</td>
</tr>
<tr>
<td>CBY 620 Compliance and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Session II</td>
<td></td>
</tr>
<tr>
<td>CBY 515 Foundations of Data Protection</td>
<td>3</td>
</tr>
<tr>
<td>CBY 625 Financing, Cost Control and Project Management of Cybersecurity Organizations</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Graduate Session III</td>
<td></td>
</tr>
<tr>
<td>CBY 630 Emerging Cyber Threats</td>
<td>3</td>
</tr>
<tr>
<td>CBY 635 Human and Organizational Aspects of Cybersecurity</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Session IV</td>
<td></td>
</tr>
<tr>
<td>CBY 640 Information Assurance Management &amp; Analytics</td>
<td>3</td>
</tr>
<tr>
<td>CBY 645 Cyber Criminal and Civil Investigations</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Graduate Session V</td>
<td></td>
</tr>
<tr>
<td>CBY 650 Strategic Cybersecurity Crisis Management</td>
<td>3</td>
</tr>
<tr>
<td>CBY 655 Digital Forensics</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Session VI</td>
<td></td>
</tr>
<tr>
<td>CBY 660 Cyber Policy</td>
<td>3</td>
</tr>
<tr>
<td>CBY 670 Capstone I: Cyber Thesis</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>CBY 675 Capstone II: Cyber Plan</td>
<td>3</td>
</tr>
</tbody>
</table>

*All Graduate Level Electives must be approved by the Director of the Program.*
### ACADEMIC REQUIREMENTS FOR:
**Master of Science in Cybersecurity Management**

_Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. Cybersecurity Management. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule._

#### Two-Year Sequence

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Year One</th>
<th>Credits</th>
<th>Fall Semester</th>
<th>Year Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Session I</strong></td>
<td></td>
<td></td>
<td><strong>Graduate Session I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBY 510 Foundations of Cybersecurity Management</td>
<td>3</td>
<td></td>
<td>CBY 620 Compliance and Legal Issues</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Session II</strong></td>
<td></td>
<td></td>
<td><strong>Graduate Session II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBY 515 Foundations of Data Protections</td>
<td>3</td>
<td></td>
<td>CBY 625 Financing, Cost Control and Project Management of Cybersecurity Orgs.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Session III</strong></td>
<td></td>
<td></td>
<td><strong>Graduate Session III</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBY 630 Emerging Cyber Threats</td>
<td>3</td>
<td></td>
<td>CBY 635 Human and Organizational Aspects of Cybersecurity</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Session IV</strong></td>
<td></td>
<td></td>
<td><strong>Graduate Session IV</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBY 640 Information Assurance Management and Analytics</td>
<td>3</td>
<td></td>
<td>CBY 645 Cyber Criminal and Civil Investigations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
<td></td>
<td><strong>Summer Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Session V</strong></td>
<td></td>
<td></td>
<td><strong>Graduate Session V</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBY 650 Strategic Cybersecurity Crisis Management</td>
<td>3</td>
<td></td>
<td>CBY 655 Digital Forensics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Session VI</strong></td>
<td></td>
<td></td>
<td><strong>Graduate Session VI</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBY 660 Cyber Policy</td>
<td>3</td>
<td></td>
<td>CBY 670 Capstone I: Cyber Thesis or CBY 675 Capstone II: Cyber Plan</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*All Graduate Level Electives must be approved by the Director of the Program.*
Master of Science in Developmental Psychology

The Master of Science in Developmental Psychology at Bay Path University is a 36-credit program that provides students with an integrated and comprehensive program of study that will amplify their understanding of developmental psychology and its impact on all phases of life within the context of wellness. Students are challenged to synthesize advanced theories and constructs and apply this information to practical situations whether in academic, professional, or community settings. This program enables students to strive for the highest levels of intellectual achievement as well as to develop a better understanding of health, relationships, curriculum that provides an expansive and broad-based educational experience in Psychology.

Student Learning Outcomes
Graduates of the M.S. in Developmental Psychology are expected to demonstrate achievement in all areas of the program. The track for the Master of Science in Developmental Psychology provides students with a solid foundation in developmental psychology as well as extensive research-based skills necessary for their success in applying their advanced knowledge of developmental psychology to careers, academic settings, and professional relationships (please see the student handbook).

Graduates of the Master of Science in Developmental Psychology are expected to:

- Articulate an understanding of the developmental theorists in psychology and how these theories apply in today’s world;
- Demonstrate appropriate critical thinking skills necessary for effectively analyzing personality differences and the reasons for such differences;
- Interpret assessment results for application and intervention purposes;
- Illustrate an understanding of scientific and statistical principles that underlie psychological research, including the ability to gauge the quality of such research;
- Appreciate issues related to culture, gender, sexual identity, the environment, and family, as they pertain to physical and psychological development;
- Demonstrate a thorough knowledge of ethical and professional behavior within the psychology profession;
- Explain the etiology, diagnostic process, prevalence of mental illness utilizing a medical model, and demonstrate an ability to conduct a differential diagnosis utilizing a multiaxial system of assessment and evaluation;
- Display a mastery of oral and written communication and presentation skills in accordance with established professional guidelines, utilizing APA format; and
- Successfully complete an approved 160 hour fieldwork placement.

Program Requirements
Students take 9 core courses and 3 elective courses for a total of 36 credits. A total of 160 hours of Community Based Field Work is required and is included in the 36 credits.

Graduate Course Requirements
The Master of Science in Developmental Psychology requires nine core courses (27 credits) and three elective courses (9 credits) for a total of 36 credits.

<table>
<thead>
<tr>
<th>Core Course Number</th>
<th>Core Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY500</td>
<td>Infant and Toddler Development</td>
</tr>
<tr>
<td>PSY515</td>
<td>Child and Adolescent Development</td>
</tr>
<tr>
<td>PSY620</td>
<td>Psychopathology</td>
</tr>
<tr>
<td>PSY625</td>
<td>Applied Research Methods in Developmental Psychology</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Name</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>PSY530</td>
<td>Adult Development and Aging</td>
</tr>
<tr>
<td>PSY535</td>
<td>Ethics and Professional Conduct in Psychology</td>
</tr>
<tr>
<td>PSY552</td>
<td>Bullying and Coercive Behavior</td>
</tr>
<tr>
<td>PSY662</td>
<td>Counseling Theories and Practice</td>
</tr>
<tr>
<td>PSY670</td>
<td>Fieldwork</td>
</tr>
</tbody>
</table>

**Recommended Elective Course Number**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY550</td>
<td>Family Systems</td>
</tr>
<tr>
<td>PSY654</td>
<td>Drugs, Medication, and Society</td>
</tr>
<tr>
<td>PSY658</td>
<td>Psychological Assessment</td>
</tr>
</tbody>
</table>
ACADEMIC REQUIREMENTS FOR:
Master of Science in Developmental Psychology

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of Master of Science in Developmental Psychology. This sequence assumes a fall semester start. Students wishing to take four courses within a given semester must have expressed permission from the Director of the program or their academic advisor.

<table>
<thead>
<tr>
<th>One-Year Sequence on Longmeadow Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td><strong>Graduate Session I</strong></td>
</tr>
<tr>
<td>PSY 500 Infant and Toddler Development</td>
</tr>
<tr>
<td>PSY 662 Counseling Theory and Practice</td>
</tr>
<tr>
<td>PSY 620 Psychopathology</td>
</tr>
<tr>
<td>PSY 552 Bullying &amp; Coercive Behavior</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td><strong>Graduate Session II</strong></td>
</tr>
<tr>
<td>PSY 515 Child and Adolescent Development</td>
</tr>
<tr>
<td>PSY 654 Drugs, Medication and Society</td>
</tr>
<tr>
<td>PSY 625 Applied Research Methods in Developmental Psychology</td>
</tr>
<tr>
<td>PSY 535 Ethics and Professional Conduct in Counseling</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
</tr>
<tr>
<td><strong>Graduate Session III</strong></td>
</tr>
<tr>
<td>PSY 530 Adult Development and Aging</td>
</tr>
<tr>
<td>PSY 550 Family Systems</td>
</tr>
<tr>
<td>PSY 658 Psychological Assessment in Counseling</td>
</tr>
<tr>
<td>PSY 670 Fieldwork: 160 hours</td>
</tr>
</tbody>
</table>

Schedule is subject to change without notice

*All Graduate Level Electives must be approved by the Director of the Program or Academic Advisor.
ACADEMIC REQUIREMENTS FOR:
Master of Science in Developmental Psychology

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

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>Credits</th>
<th>Fall Semester, Year Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Session I</strong></td>
<td></td>
<td><strong>Graduate Session I</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 500 Infant and Toddler Development</td>
<td>3</td>
<td>PSY 552 Bullying and Coercive Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 620 Psychopathology</td>
<td>3</td>
<td>PSY 662Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Semester, Year One</strong></td>
<td></td>
<td><strong>Spring Semester, Year Two</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Session II</strong></td>
<td></td>
<td><strong>Graduate Session II</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 515 Child and Adolescent Development</td>
<td>3</td>
<td>PSY 625 Applied Research Methods in Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 654 Drugs, Medication, and Society</td>
<td>3</td>
<td>PSY 535 Ethics and Professional Conduct in Counseling</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Semester, Year One</strong></td>
<td></td>
<td><strong>Summer Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Session III</strong></td>
<td></td>
<td><strong>Graduate Session III</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 530 Adult Development and Aging</td>
<td>3</td>
<td>PSY 658 Psychological Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 550 Family Systems</td>
<td>3</td>
<td>PSY 670 Fieldwork</td>
<td>3</td>
</tr>
</tbody>
</table>

Schedule is subject to change without notice
*All Graduate Level Electives must be approved by the Director of the Program.
Master of Science in Clinical Mental Health Counseling

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

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

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

- Demonstrate an understanding of the major theories of counseling and psychotherapy as they relate to treatment and prevention modalities;
- Articulate an understanding of development and how these experiences impact mental health;
- Demonstrate appropriate critical thinking skills necessary for effectively analyzing personality differences and the reasons for such differences as related to abnormal, deviant or psychopathological behavior;
- Appreciate issues related to culture, gender, sexual identity, the environment, and family, as they pertain to physical and psychological development;
- Demonstrate an appreciation of the field of psychology as it relates to helping clients recognize their unique potential;
- Synthesize an understanding of group interactive processes and dynamics that will enhance good behavioral health and wellbeing for the group participants;
- Analyze the challenges and stressors many families experience in balancing the demands of work and family life and mental illness;
- Understand the impact that substance abuse has on the mental health of members of society;
- Investigate the impact that bullying and coercive behavior has on mental health development;
- Interpret assessment results for application and intervention purposes;
- Demonstrate a thorough knowledge of ethical and professional behavior within the psychology profession;
- Illustrate an understanding of scientific and statistical principles that underlie psychological research, including the ability to measure the quality of such research;
- Successfully complete a minimum of an approved 100 hour supervised practicum within an academic or clinical placement;
• Successful completion of a minimum of an approved 600 hour supervised internship within an academic or clinical placement; and
• Display a mastery of oral and written communication and presentation skills in accordance with established professional guidelines, utilizing APA format.

Program Requirements

The Master of Science in Clinical Mental Health Counseling requires completion of a minimum of 48 semester hours of graduate level academic course credit, a practicum of at least 100 hours, and a 600 hour supervised internship, for a total of 60 hours.

Graduate Course Requirements

The Master of Science in Clinical Mental Health Counseling requires completion of a minimum of 48 semester hours of graduate level academic course credit, a practicum of at least 100 hours, and a 600 hour supervised internship, for a total of 60 hours.

<table>
<thead>
<tr>
<th>Core Course Number</th>
<th>Core Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY500</td>
<td>Infant and Toddler Development</td>
</tr>
<tr>
<td>PSY515</td>
<td>Child and Adolescent Development</td>
</tr>
<tr>
<td>PSY530</td>
<td>Adult Development and Aging</td>
</tr>
<tr>
<td>PSY535</td>
<td>Ethics and Professional Conduct in Counseling</td>
</tr>
<tr>
<td>PSY550</td>
<td>Family Systems</td>
</tr>
<tr>
<td>PSY658</td>
<td>Psychological Assessment in Counseling</td>
</tr>
<tr>
<td>PSY620</td>
<td>Psychopathology</td>
</tr>
<tr>
<td>PSY625</td>
<td>Applied Research Methods in Counseling</td>
</tr>
<tr>
<td>PSY660</td>
<td>Social and Cultural Foundations</td>
</tr>
<tr>
<td>PSY662</td>
<td>Counseling Theories and Practice</td>
</tr>
<tr>
<td>PSY664</td>
<td>Counseling Skills and Techniques</td>
</tr>
<tr>
<td>PSY665</td>
<td>Group Dynamics and Mental Health Counseling</td>
</tr>
<tr>
<td>PSY680</td>
<td>Practicum and Seminar (replaces the 160 hours of fieldwork)</td>
</tr>
<tr>
<td>PSY696</td>
<td>Counseling Internship and Seminar I</td>
</tr>
<tr>
<td>PSY697</td>
<td>Counseling Internship and Seminar II</td>
</tr>
<tr>
<td>PSY698</td>
<td>Counseling Internship and Seminar III</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Recommended Elective Course Number</th>
<th>Recommended Elective Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY552</td>
<td>Bullying and Coercive Behavior</td>
</tr>
<tr>
<td>PSY654</td>
<td>Drugs, Medication, and Society</td>
</tr>
<tr>
<td>PSY657</td>
<td>Counseling and Co-Occurring Disorders</td>
</tr>
<tr>
<td>PSY663</td>
<td>Career Development: Theory and Practice</td>
</tr>
</tbody>
</table>
ACADEMIC REQUIREMENTS FOR:
Master of Science in Clinical Mental Health Counseling

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

<table>
<thead>
<tr>
<th>Two-Year Sequence Master of Science in Clinical Mental Health Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester Year One</strong></td>
</tr>
<tr>
<td>Graduate Session I</td>
</tr>
<tr>
<td>PSY 500 Infant and Toddler Development</td>
</tr>
<tr>
<td>PSY 620 Psychopathology</td>
</tr>
<tr>
<td>PSY 552 Bullying and Coercive Behavior</td>
</tr>
<tr>
<td>PSY 662 Counseling Theory and Practice</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>Graduate Session II</td>
</tr>
<tr>
<td>PSY 515 Child and Adolescent Development</td>
</tr>
<tr>
<td>PSY 664 Counseling Skills and Techniques</td>
</tr>
<tr>
<td>PSY 535 Ethics and Professional Conduct in Counseling</td>
</tr>
<tr>
<td>PSY 654 Drugs, Medication, and Society</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
</tr>
<tr>
<td>Graduate Session III</td>
</tr>
<tr>
<td>PSY 530 Adult Development and Aging</td>
</tr>
<tr>
<td>PSY 550 Family Systems</td>
</tr>
<tr>
<td>PSY 680 Practicum and Seminar (100 hours)</td>
</tr>
</tbody>
</table>

Schedule is subject to change without notice; *All Graduate Level Electives must be approved by the Director of the Program.*
**Accelerated Bachelor’s/Master’s Degree Program**

The accelerated Bachelor’s/Master’s (ABM) degree program offers the unusually well-prepared Bay Path University undergraduate student who wishes to enter the field of psychology as a profession, the opportunity to work towards a master’s degree while still completing her bachelor’s degree. A student in this program completes the same requirements for each degree as would a student who undertakes the bachelor’s degree and then the master’s degree program. A student with a GPA of 3.7 or higher completes two graduate psychology classes as part of her undergraduate coursework during her last semester as an undergraduate student. A student needs to be fully accepted into the graduate program in order to be able to register for a graduate course.
Master of Science in Forensics

The Master of Science in Forensics provides students with an intensive and holistic criminalistics experience through a combination of didactic and practical educational and research experiences in forensic science education that enables students to reach the highest levels of their intellectual achievement and personal growth. The program requires completion of a total of 40 credits. Each student is required to successfully complete the core curriculum, which provides an expansive and broad-based educational experience in forensic science. Consequently, students are required to have a foundation consisting of various chemistry, biology, and mathematics, and courses equivalent to those in a forensics or biology undergraduate program to satisfy admissions requirements for entrance into the program. Students with undergraduate degrees in a field other than science must complete these foundation courses at the undergraduate level prior to admission into the program. The program courses are offered through a combination of on campus and online delivery with the on campus courses taught at Bay Path’s main campus in Longmeadow.

Student Learning Outcomes
The M.S. in Forensics provides students with a very strong foundation in criminalistics as well as extensive scientific analytical skills necessary for their success in forensic laboratory careers or advanced academic settings. Graduates of the M.S. program are expected to:

- Demonstrate an understanding of the scientific principles behind crime scene investigation and reconstruction, including proper procedures for the collection and preservation of multiple types of evidence.
- Complete intensive hands-on training in forensic laboratory methodologies employed in the analysis of evidence;
- Demonstrate appropriate oral communication skills necessary for effectively testifying in a court of law and demonstrate the ability to provide cogent testimony.
- Apply oral and written communication skills for presentation of their findings in accordance with the established professional guidelines.
- Demonstrate an understanding of what constitutes professionalism and ethical behavior in forensic science and the vital importance of these behaviors by demonstrating knowledge of codes of ethics outlined by major forensic science organizations.
- Demonstrate an understanding of the necessity and importance of effective interaction between forensic scientists, law enforcement personnel, and members of the legal profession.
- Acquire leadership skills appropriate to the Forensic field.

Program Requirements
To earn a Master of Science in Forensics, all students must complete 40 hours (12 courses) of graduate coursework as shown below. With the exception of FSC 500, all coursework is at the 600 level. Students must attain a minimum grade of B- in all courses. If a student receives a grade of less than a B- on a course in the M.S. in Forensics Program, the course must be repeated.

Twelve core courses (40 credits):
FSC500 Forensic Biology (4)
FSC600 Forensic Science Seminar I (2)
FSC605 Forensic Toxicology and Drug Analysis (4)
FSC610 Ethical and Legal Issues in Forensic Science (3)
FSC615 Forensic Science Seminar II (2)
FSC620 Advanced Criminalistics and Crime Scene Investigation and Reconstruction (4)
FSC630 Forensic Science Research Project I (3)
FSC640 Statistics (4)
FSC645 Forensic Science Administration (3)
FSC650 Forensic Science Research Project II (4)
FSC655 Advanced Forensic DNA Analysis (4)
FSC660 Trace Evidence Analysis and Microscopy (4)
FSC670 Forensic Capstone Seminar (3)

Graduate Portfolio Requirement
A final portfolio is a graduation requirement. The portfolio requires students to reflect on the student learning outcomes of the program and document their achievement in each area with supporting evidence drawn directly from course work completed throughout the program. It serves as verification of the student’s achievement and is evaluated by the graduate Forensics faculty and outside evaluators. Graduate students enrolled in the Master of Science in Forensics program are required to submit their portfolios in virtual format using course management software. The portfolio becomes the property of Bay Path University.

Prerequisite Competencies – Required Undergraduate Foundation Courses
As a minimum, a B.S. degree in forensic or natural science is required for entrance into the program as well as a cumulative GPA of 3.0 or above. Students from institutions other than Bay Path under consideration for acceptance must also undergo a successful interview with members of the forensic science faculty before admission into the program. The following courses are required at the undergraduate level for admission:

1. Two semesters of General Chemistry + labs
2. Two semesters of Organic Chemistry + labs
3. Two semesters of General Biology
4. Cell or Molecular Biology or Biochemistry
5. Statistics
ACADEMIC REQUIREMENTS FOR:
Master of Science in Forensics

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

<table>
<thead>
<tr>
<th>One-Year Sequence</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Credits</strong></td>
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<tr>
<td>Graduate Session I</td>
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<td>FSC 500 Forensic Biology of FSC 655 Advanced Forensic DNA</td>
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<td>FSC 605 Forensic Toxicology and Drug Analysis</td>
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<tr>
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<td>Graduate Session II</td>
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<td>FSC 660 Trace Evidence Analysis and Microscopy</td>
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<tr>
<td>Graduate Session III</td>
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<tr>
<td>FSC 610 Ethical and Legal Issues in Forensic Science</td>
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<tr>
<td>FSC 620 Advanced Criminalistics and Crime Scene Reconstruction</td>
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<td>FSC 645 Forensic Science Administration</td>
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<tr>
<td>FSC 670 Forensic Capstone Seminar</td>
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</table>
### ACADEMIC REQUIREMENTS FOR:
**Master of Science in Forensics**

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

#### Two-Year Sequence

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>One Credits</th>
<th>Fall Semester</th>
<th>Two Credits</th>
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<td></td>
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<tr>
<td>FSC 500 Forensic Biology</td>
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<td>FSC 605 Forensic Toxicology and Drug Analysis</td>
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<tr>
<td>FSC 600 Forensic Science Seminar I</td>
<td>4</td>
<td>FSC 630 Forensic Science Research Project I</td>
<td>3</td>
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</table>

|                      |             |             |               |             |
| **Spring Semester** |             |             |               |             |
|                      |             |             |               |             |
| **Graduate Session II** |           |             |               |             |
| FSC 640 Statistics | 4           | FSC 625 Trace Evidence and Microscopy | 4           |
| FSC 615 Forensic Science Seminar II | 2         | FSC 650 Forensic Science Research Project II | 3           |

|                      |             |             |               |             |
| **Summer Semester** |             |             |               |             |
|                      |             |             |               |             |
| **Graduate Session III** |           |             |               |             |
| FSC 620 Advanced Criminalistics and Crime Scene Investigation and Reconstruction | 4           | FSC 645 Forensic Science Administration | 3           |
| FSC 610 Ethical and Legal Issues in Forensic Science | 3           | FSC 671 Forensic Capstone Seminar | 3           |
Master of Science in Higher Education Administration

The M.S. in Higher Education Administration is designed for administrators, faculty, policy makers, and leaders in higher education who are interested in enhancing their leadership and management capabilities. The coursework focuses on the practical application of core competencies that are critical for effective leadership in higher education. The program combines courses specific to higher education with management coursework in leadership, finance, strategy, marketing, fundraising, and change management. The program is designed for working professionals. All courses are eight weeks long and are offered online only. The Master of Science in Higher Education Administration requires the completion of twelve, three-credit courses (36 total hours), a final capstone project and a final portfolio which documents students’ completion of the program’s learning outcomes. The capstone project is presented live online and the portfolio is posted in an electronic format. Both of these become the property of Bay Path University.

Students in the Higher Education Administration program choose among four concentrations:

- General Administration
- Institutional Advancement
- Online Teaching and Program Administration
- Enrollment Management

Each concentration features its own set of core (required) courses and electives.

Student Learning Outcomes

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

- Demonstrate an understanding of the administration of colleges and universities in modern-day America, including the roles and functions of the major administrative units and the interests of key stakeholders.
- Identify and analyze current issues and trends facing higher education.
- Communicate clearly and effectively using the professional standards of the field.
- Apply critical thinking and analytical methods to management problems in higher education.

Graduates in each concentration area develop knowledge and skills relevant to their specialty. In addition to the four learning outcomes above, concentration-specific learning outcomes round out graduates’ skills in each area (see below.)

Students in the General Administration concentration gain a broad exposure to issues of higher education management, governance, and leadership, and graduates are able to:

1. Compare and contrast the organizational structures and governance systems of different kinds of colleges and universities.
2. Articulate key legal and ethical issues in higher education.

Students in the Online Teaching and Program Administration concentration gain expertise in best practices for teaching in and managing online programs, and graduates are able to:
1. Demonstrate an understanding of principles, philosophies and pedagogy of online learning.
2. Evaluate learning theories and their use in online education, and analyze the effectiveness of various models of online education.
3. Develop well-designed online course modules that incorporate best practices in online teaching and foster active learning communities.

Students in the **Institutional Advancement concentration** explore functional areas of the advancement field, including fundraising and development, marketing and communications, alumni relations, and government and community affairs, and graduates are able to:

1. Effectively apply theory to create a comprehensive development program.
2. Analyze the organizational structure and reporting relationships in functional offices of higher education advancement.

Students in the **Enrollment Management concentration** learn fundamentals of student recruitment, changing demographics, financial aid and marketing essentials, and graduates are able to:

1. Apply theory and best practices to analyze existing enrollment management plans, including assessment of the financial assistance, recruitment, marketing and communications elements to predict success.
2. Employ marketing and communications principles to create a complete strategic marketing plan, including relevant goals, strategies, communications, and plan assessment.

Students will demonstrate their mastery of the four program learning outcomes as well as the program learning outcomes relevant to their concentration via the ePortfolio requirement. These proposed program learning outcomes are skill-specific rather than content-knowledge specific, in keeping with the standards and best practices of higher education assessment.

For program assessment purposes, the concentration-specific learning outcomes are measureable and map to specific course activities and assignments that are evaluated in the courses themselves.

**Concentration in General Administration**

The concentration in Higher Education Administration is designed for students seeking a broad exposure to issues in higher education management, governance and leadership. Graduates may pursue careers in various functional areas within colleges and universities, as well as in educational associations, government agencies and other nonprofit and for-profit organizations serving the higher education sector.

**Core Courses (8 courses):**

- MHE 600 Introduction to Higher Education Administration
- MHE 605 Organization and Governance of Higher Education
- MHE 610 Higher Education Curriculum Development
- MHE 620 The Contemporary University Student
- MHE 630 Law and Ethics in Higher Education
- MHE 640 History and Economics of Higher Education
- MHE 650 Leading Change in Higher Ed
- MHE 670 Advanced Management Seminar
Electives (students choose 4 courses): Students can select from a wide number of approved graduate electives, and can check with their advisor for help selecting electives from MHE, NMP, CIM, or MBA programs that interest them.

Concentration in Institutional Advancement
The concentration in Institutional Advancement is designed for students who are pursuing, or wish to pursue, careers in any of the functional areas within Institutional Advancement, including fund raising and development, marketing and communications, alumni relations, and government and community affairs. Students will gain a broad exposure to these areas, along with an appreciation for the historical, legal and sociological contexts in which they operate.

Core Courses (8 courses):
- MHE 600 Introduction to Higher Education Administration
- MHE 626 Introduction to Institutional Advancement
- MHE 640 History and Economics of Higher Education
- MHE 645 Higher Education Marketing and Communications
- NMP 621 Introduction to Philanthropy and Fundraising Fundamentals
- NMP 622 Donor Behavior and Giving Methodologies or NMP 656 Relationships, Communication and Philanthropy
- MHE 650 Leading Change
- NMP 670 Capstone: Advanced Fundraising Seminar

Electives (students choose 4 courses): Students can select from a wide number of approved graduate electives, and can check with their advisor for help selecting electives from MHE, NMP, CIM, or MBA programs that interest them.

Concentration in Online Teaching and Program Administration
The concentration in Online Teaching and Program Administration is designed for students seeking to gain expertise in online teaching and exposure to issues of higher education management and leadership. It helps the graduate to position themselves in their organizations as knowledgeable of trends and best practices in online teaching, curriculum development, designing and teaching online courses and building online communities. Students will gain an understanding of online educational pedagogy, course design and delivery, educational technologies, higher education management, and leadership.

Core Courses (8 courses):
- MHE 600 Introduction to Higher Education Administration
- MHE 605 Organization and Governance of Higher Education
- MHE 622 Foundations of Online Learning
- MHE 610 Higher Education Curriculum Development
- MHE 628 Designing and Teaching Online Courses
- MHE 632 Building Online Learning Communities
- MHE 650 Leading Change in Higher Ed
- MHE 670 Advanced Management Seminar

Electives (students choose 4 courses): Students can select from a wide number of approved graduate electives, and can check with their advisor for help selecting electives from MHE, NMP, CIM, or MBA programs that interest them.
Concentration in Enrollment Management
Designed for students interested in careers in college admissions, financial aid, and enrollment marketing. Students will gain an understanding of the fundamentals of student recruitment, changing demographics, the dynamic between admissions and financial aid, federal aid policy, and the marketing of colleges and universities to prospective students and families.

Core Courses (8 courses):

- MHE 600 Introduction to Higher Education Administration
- MHE 620 The Contemporary College Student
- MHE 627 Enrollment Management Principles and Practices
- MHE 635 Student Personnel Services in Higher Education
- MHE 640 History and Economics of Higher Education
- MHE 645 Higher Education Marketing and Communications
- MHE 650 Leading Change
- MHE 670 Advanced Management Seminar

Electives (students choose 4 courses): Students can select from a wide number of approved graduate electives, and can check with their advisor for help selecting electives from MHE, NMP, CIM, or MBA programs that interest them.

The Ruffalo Noel-Levitz Graduate Certificate in Enrollment Management (18 credits)
Ruffalo Noel-Levitz, a premier enrollment management firm, recognizes the acquisition of specific key enrollment management competencies with its Ruffalo Noel-Levitz Certificate in Enrollment Management.

Students who successfully complete Bay Path University's six-course series in enrollment management can apply to receive the Certificate from Ruffalo Noel-Levitz.

Applicable immediately to today’s Enrollment Management environment, the new six-course series focuses on distinctly relevant cutting-edge practices in the following areas: key enrollment management principles and practices, financial aid, technology, retention, marketing, and strategic enrollment management planning.

Students in Bay Path’s online graduate program can complete a master’s degree in Higher Education Administration with a concentration in enrollment management electing the EM six-course series, or they can enroll in just the six EM graduate courses listed below. Either makes them eligible for recognition by Ruffalo Noel-Levitz with its Certificate in Enrollment Management.

The six courses in Bay Path's EM curriculum series are:

- MHE 627 Enrollment Management Principles and Practices
- MHE 645 Higher Education Marketing and Communications
- MHE 656 Financial Assistance in Higher Education
- MHE 654 Technology Applications to Enrollment Management
- MHE 652 Retention in Higher Education
- MHE 658 Strategic Planning for Enrollment Management
ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
Concentration: General Administration

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>Fall Session 1 (Graduate Session I)</td>
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<tr>
<td>MHE 600 Introduction to Higher Education Administration</td>
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<tr>
<td>Graduate Level Elective*</td>
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<tr>
<td>Fall Session 2 (Graduate Session II)</td>
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<td>MHE 605 Organization and Governance of Higher Education</td>
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<td><strong>Spring Semester</strong></td>
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<tr>
<td>Spring Session 1 (Graduate Session III)</td>
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<td>MHE 620 The Contemporary College Student</td>
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<tr>
<td>Graduate Level Elective*</td>
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<tr>
<td>Spring Session 2 (Graduate Session IV)</td>
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<td>MHE 610 The Higher Education Curriculum</td>
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<td><strong>Summer Semester</strong></td>
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<tr>
<td>Summer Session 1 (Graduate Session V)</td>
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<td>MHE 630 Law and Ethics in Higher Education</td>
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<td>MHE 650 Leading Change in Higher Education</td>
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<tr>
<td>Summer Session 2 (Graduate Session VI)</td>
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<tr>
<td>MHE 640 History and Economics of Higher Education</td>
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<tr>
<td>MHE 670 Capstone: Advanced Management Seminar</td>
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</table>

*All Graduate Level Electives must be approved by the Director of the Program*
ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
Concentration: General Administration

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Higher Education Administration for students enrolled in the General Administration concentration. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

<table>
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<th>Two-Year Sequence</th>
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<tbody>
<tr>
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<td>Fall Session 1 (Graduate Session I)</td>
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<td>MHE 605 Organization and Governance of Higher Education</td>
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*All Graduate Level Electives must be approved by the Director of the Program.*
ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
Concentration: Enrollment Management

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

<table>
<thead>
<tr>
<th>One-Year Sequence</th>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>MHE 600 Introduction to Higher Education Administration</td>
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<td><strong>Fall Session 2 (Graduate Session II)</strong></td>
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<td>MHE 627 Enrollment Management Principles &amp; Practices</td>
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<td>MHE 635 Student Personnel Services in Higher Education</td>
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*All Graduate Level Electives must be approved by the Director of the Program.*
ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
Concentration: Enrollment Management

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

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>First Year</th>
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<th>Year 1</th>
<th>Credits</th>
<th>Second Year</th>
<th>Fall Semester</th>
<th>Year 2</th>
<th>Credits</th>
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<td><strong>Year 1</strong></td>
<td><strong>Fall Session 1 (Graduate Session I)</strong></td>
<td>MHE 600 Introduction to Higher Education Administration</td>
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<tr>
<td><strong>Second Year</strong></td>
<td><strong>Year 2</strong></td>
<td><strong>Fall Session 2 (Graduate Session II)</strong></td>
<td>MHE 627 Enrollment Management Principles &amp; Practices</td>
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<td><strong>Fall Session 2 (Graduate Session II)</strong></td>
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<tr>
<td><strong>Spring Semester</strong></td>
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<td>MHE 645 Higher Education Marketing and Communications</td>
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<td><strong>Summer Semester</strong></td>
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<td><strong>Summer Session 2 (Graduate Session VI)</strong></td>
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</table>

*All Graduate Level Electives must be approved by the Director of the Program.*
ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
Concentration: Enrollment Management
with courses to be eligible for a Certificate from Ruffalo Noel-Levitz

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Enrollment Management Concentration with the addition of the EM courses to receive a Certificate from Ruffalo Noel-Levitz. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

**One-Year Sequence**

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<tr>
<td><strong>Fall Session 1 (Graduate Session I)</strong></td>
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<td>MHE 627 Enrollment Management Principles &amp; Practices</td>
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<td>MHE 654 Technology Applications to Enrollment Management</td>
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<tr>
<td><strong>Spring Session 2 (Graduate Session IV)</strong></td>
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<tr>
<td>MHE 652 Retention in Higher Education</td>
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<tr>
<td>MHE 658 Strategic Planning for Enrollment Management</td>
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<tr>
<td><strong>Summer Semester</strong></td>
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<tr>
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<tr>
<td>MHE 635 Student Personnel Services in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>MHE 650 Leading Change in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Session 2 (Graduate Session VI)</strong></td>
<td></td>
</tr>
<tr>
<td>MHE 640 History and Economics of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>MHE 670 Advanced Management Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

*All Graduate Level Electives must be approved by the Director of the Program.*
ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
Concentration: Enrollment Management
with courses to be eligible for a Certificate from Ruffalo Noel-Levitz

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in Enrollment Management Concentration with the addition of the EM courses to receive a Certificate from Ruffalo Noel-Levitz. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>First Year</th>
<th>Credits</th>
<th>Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester Year 1</strong></td>
<td><strong>Fall Session 1 (Graduate Session I)</strong></td>
<td>MHE 600 Introduction to Higher Education Administration</td>
<td>3</td>
<td>MHE 656 Financial Assistance in Higher Education</td>
</tr>
<tr>
<td><strong>Fall Session 2 (Graduate Session II)</strong></td>
<td>MHE 627 Enrollment Management Principles &amp; Practices</td>
<td>3</td>
<td>MHE 654 Technology Applications to Enrollment Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>Spring Semester</td>
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<tr>
<td><strong>Spring Session 1 (Graduate Session III)</strong></td>
<td>MHE 645 Higher Education Marketing and Communications</td>
<td>3</td>
<td>MHE 620 The Contemporary College Student</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Session 2 (Graduate Session IV)</strong></td>
<td>MHE 652 Retention in Higher Education</td>
<td>3</td>
<td>MHE 658 Strategic Planning for Enrollment Management</td>
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</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td>Summer Semester</td>
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<tr>
<td><strong>Summer Session 1 (Graduate Session V)</strong></td>
<td>MHE 635 Student Personnel Services in Higher Education</td>
<td>3</td>
<td>MHE 650 Leading Change in Higher Education</td>
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<td><strong>Summer Session 2 (Graduate Session VI)</strong></td>
<td>MHE 640 History and Economics of Higher Education</td>
<td>3</td>
<td>MHE 670 Capstone: Advanced Management Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

*All Graduate Level Electives must be approved by the Director of the Program.*
**Six-Course Series in Enrollment Management**  
for students looking to be eligible for a Certificate from Ruffalo Noel-Levitz

Note: This schedule reflects the recommended sequence of Bay Path University courses in Enrollment Management for students looking to receive a Certificate from Ruffalo Noel-Levitz. This sequence assumes a fall semester start. Students who begin this six-course series in other sessions should consult with their faculty program advisor to plan their schedule.

<table>
<thead>
<tr>
<th>One-Year Course Sequence</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>Fall Session 1 (Graduate Session I)</td>
</tr>
<tr>
<td>MHE 627 Enrollment Management Principles &amp; Practices</td>
</tr>
<tr>
<td>Fall Session 2 (Graduate Session II)</td>
</tr>
<tr>
<td>MHE 654 Technology Applications to Enrollment Management</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>Spring Session 1 (Graduate Session III)</td>
</tr>
<tr>
<td>MHE 645 Higher Education Marketing and Communications</td>
</tr>
<tr>
<td>Spring Session 2 (Graduate Session IV)</td>
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<tr>
<td>MHE 652 Retention in Higher Education</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
</tr>
<tr>
<td>Summer Session 1 (Graduate Session V)</td>
</tr>
<tr>
<td>MHE 656 Financial Assistance in Higher Education</td>
</tr>
<tr>
<td>Summer Session 2 (Graduate Session VI)</td>
</tr>
<tr>
<td>MHE 658 Strategic Planning for Enrollment Management</td>
</tr>
</tbody>
</table>
Six-Course Series in Enrollment Management
for students looking to be eligible for a Certificate from Ruffalo Noel-Levitz

Note: This schedule reflects the recommended sequence of Bay Path University courses in Enrollment Management for students looking to receive a Certificate from Ruffalo Noel-Levitz. This sequence assumes a fall semester start. Students who begin this six-course series in other sessions should consult with their faculty program advisor to plan their schedule.

<table>
<thead>
<tr>
<th>Eight-Month Accelerated Option</th>
<th>Credits</th>
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<td><strong>Fall Semester</strong></td>
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<tr>
<td>Fall Session 1 (Graduate Session I)</td>
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<tr>
<td>MHE 656 Financial Assistance in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>Fall Session 2 (Graduate Session II)</td>
<td></td>
</tr>
<tr>
<td>MHE 627 Enrollment Management Principles &amp; Practices</td>
<td>3</td>
</tr>
<tr>
<td>MHE 654 Technology Applications to Enrollment Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
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<tr>
<td>Spring Session 1 (Graduate Session III)</td>
<td></td>
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<tr>
<td>MHE 645 Higher Education Marketing and Communications</td>
<td>3</td>
</tr>
<tr>
<td>Spring Session 2 (Graduate Session IV)</td>
<td></td>
</tr>
<tr>
<td>MHE 652 Retention in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>MHE 658 Strategic Planning for Enrollment Management</td>
<td>3</td>
</tr>
</tbody>
</table>
# ACADEMIC REQUIREMENTS FOR:
## Master of Science in Higher Education Administration
### Concentration: Institutional Advancement

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

<table>
<thead>
<tr>
<th>One-Year Sequence</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Fall Session 1 (Graduate Session I)</td>
<td></td>
</tr>
<tr>
<td>MHE 600 Introduction to Higher Education Administration</td>
<td>3</td>
</tr>
<tr>
<td>NMP 621 Intro to Philanthropy &amp; Fundraising Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>Fall Session 2 (Graduate Session II)</td>
<td></td>
</tr>
<tr>
<td>NMP 656 Relationships, Communication and Philanthropy</td>
<td>3</td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Spring Session 1 (Graduate Session III)</td>
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</tr>
<tr>
<td>NMP 622 Donor Behavior and Giving Methodology</td>
<td>3</td>
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<tr>
<td>Graduate Level Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Spring Session 2 (Graduate Session IV)</td>
<td></td>
</tr>
<tr>
<td>Graduate Level Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Level Elective*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Summer Session 1 (Graduate Session V)</td>
<td></td>
</tr>
<tr>
<td>MHE 645 Higher Education Marketing and Communications</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Level Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Summer Session 2 (Graduate Session VI)</td>
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<tr>
<td>MHE 640 History and Economics of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>NMP 675 Advanced Fundraising Seminar</td>
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</table>

*All Graduate Level Electives must be approved by the Director of the Program.
ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
Concentration: Institutional Advancement

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

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>First Year</th>
<th>Credits</th>
<th>Second Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Year 1</strong></td>
<td><strong>Fall Session 1 (Graduate Session I)</strong></td>
<td><strong>Fall Session 1 (Graduate Session I)</strong></td>
<td><strong>Fall Session 2 (Graduate Session II)</strong></td>
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<td>MHE 600 Introduction to Higher Education Administration</td>
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<td>Graduate Level Elective*</td>
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<td></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td><strong>Spring Session 1 (Graduate Session III)</strong></td>
<td><strong>Spring Session 2 (Graduate Session IV)</strong></td>
<td></td>
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</tr>
<tr>
<td>NMP 622 Donor Behavior and Giving Methodologies</td>
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<td>Graduate Level Elective*</td>
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</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td><strong>Spring Session 1 (Graduate Session III)</strong></td>
<td><strong>Spring Session 2 (Graduate Session IV)</strong></td>
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</tr>
<tr>
<td>NMP 621 Intro to Philanthropy &amp; Fundraising Fundamentals</td>
<td>3</td>
<td>Graduate Level Elective*</td>
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<td></td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td><strong>Summer Session 1 (Graduate Session V)</strong></td>
<td><strong>Summer Session 1 (Graduate Session V)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MHE 645 Higher Education Marketing and Communications</td>
<td>3</td>
<td>Graduate Level Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td><strong>Summer Session 2 (Graduate Session VI)</strong></td>
<td><strong>Summer Session 2 (Graduate Session VI)</strong></td>
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<td></td>
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<tr>
<td>MHE 650 Leading Change</td>
<td>3</td>
<td>MHE 670 Advanced Management Seminar</td>
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</table>

*All Graduate Level Electives must be approved by the Director of the Program.*
ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
Concentration: Online Teaching and Program Administration

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

<table>
<thead>
<tr>
<th>One-Year Sequence</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Session 1 (Graduate Session I)</strong></td>
<td></td>
</tr>
<tr>
<td>MHE 600 Introduction to Higher Education Administration</td>
<td>3</td>
</tr>
<tr>
<td>MHE 622 Foundations of Online Learning</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall Session 2 (Graduate Session II)</strong></td>
<td></td>
</tr>
<tr>
<td>MHE 605 Organization and Governance of Higher Education</td>
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<tr>
<td>Graduate Level Elective*</td>
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<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td><strong>Spring Session 1 (Graduate Session III)</strong></td>
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<tr>
<td>MHE 632 Building Online Learning Communities</td>
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<tr>
<td>Graduate Level Elective*</td>
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<tr>
<td><strong>Spring Session 2 (Graduate Session IV)</strong></td>
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<tr>
<td>MHE 610 Higher Education Curriculum Development</td>
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<td>Graduate Level Elective*</td>
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<td><strong>Summer Semester</strong></td>
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<tr>
<td><strong>Summer Session 1 (Graduate Session V)</strong></td>
<td></td>
</tr>
<tr>
<td>MHE Designing and Teaching Online Courses</td>
<td>3</td>
</tr>
<tr>
<td>MHE Leading Change in Higher Education</td>
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</tr>
<tr>
<td><strong>Summer Session 2 (Graduate Session VI)</strong></td>
<td></td>
</tr>
<tr>
<td>Graduate Level Elective*</td>
<td>3</td>
</tr>
<tr>
<td>MHE 670 Capstone: Advanced Management Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

*All Graduate Level Electives must be approved by the Director of the Program.
### ACADEMIC REQUIREMENTS FOR:
**Master of Science in Higher Education Administration**
**Concentration: Online Teaching and Program Administration**

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

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>First Year</th>
<th>Credits</th>
<th>Second Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall Semester Year 1</strong></td>
<td>Fall Semester Year 2</td>
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<tr>
<td><strong>Fall Session 1 (Graduate Session I)</strong></td>
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<tr>
<td>MHE 600 Introduction to Higher Education Administration</td>
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<td>MHE 622 Foundations of Online Teaching</td>
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</tr>
<tr>
<td><strong>Fall Session 2 (Graduate Session II)</strong></td>
<td>Fall Session 2 (Graduate Session II)</td>
<td></td>
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<td></td>
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<td>MHE 605 Organization and Governance of Higher Education</td>
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<tr>
<td>MHE 638 Building Online Learning Communities</td>
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<tr>
<td><strong>Spring Session 2 (Graduate Session IV)</strong></td>
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<tr>
<td>MHE 610 Higher Education Curriculum Development</td>
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<td><strong>Summer Semester</strong></td>
<td>Summer Semester</td>
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<tr>
<td><strong>Summer Session 1 (Graduate Session V)</strong></td>
<td>Summer Session 1 (Graduate Session V)</td>
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<tr>
<td>MHE 628 Designing and Teaching Online Courses</td>
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<td>MHE 650 Leading Change in Higher Education</td>
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<tr>
<td><strong>Summer Session 2 (Graduate Session VI)</strong></td>
<td>Summer Session 2 (Graduate Session VI)</td>
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<tr>
<td>Graduate Level Elective*</td>
<td>3</td>
<td>MHE 670 Capstone: Advanced Management Seminar</td>
<td>3</td>
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</tr>
</tbody>
</table>

*All Graduate Level Electives must be approved by the Director of the Program.*
Students may pursue a Master of Science in Education (M.S.Ed.) or a Specialist in Education (Ed.S.) degree. Each program of study is individually designed with a program advisor, can be completed on a full-time or part-time basis and includes the option of either licensure or non-licensure. Most classes are held on a Friday evening-Saturday weekend model with some courses being held on a Sunday, weeknight, or week-long option with varying formats to include on-ground, online and hybrid.

All students are required to sign a School of Education and Psychology Program Requirement form (back of catalog) prior to beginning the program that specifies additional program requirements for each course of study.

**TWO DEGREE OPTIONS:**

**Specialist in Education (Ed.S.) – Programs in Special Education**

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

An Education Specialist degree (Ed.S.) is designed for educators seeking a post-master's degree program that emphasizes both professional practice and scholarship. The program requires a minimum of 39 credits (including SPE 540 as a required course) beyond a master’s degree for moderate, severe, and non-licensure programs. Each program of study is individually designed in consultation with a program coordinator and can be completed on a full-time or part-time basis.

**Master of Science in Education (M.S. Ed.) – Programs in Special Education**

The Master of Science in Education is designed to prepare professionals for careers in education and related fields. The 39-credit degree includes options for individuals with a bachelor’s degree that leads to careers in education in pre-school through secondary levels. While the M.S. in Education seeks to provide graduates with the skills, knowledge, and creativity needed for success in the classroom, community, and organizations, the specializations, certifications and licensure provide depth in a particular area of educational practice, policy, curriculum, and state-of-the-art inclusionary best practices.

If you are enrolled in a combined M.S.Ed / Ed.S. Degree Program, you must be accepted in both degree programs and enrolled in courses every semester if you are combining courses and/or degree. Please see admissions for additional information. It is the student’s responsibility to work with advisor each semester prior to registering for courses.

**PROGRAM OPTIONS WITHIN EACH DEGREE:**

1. Licensure in Moderate Disabilities Levels PreK-8, 5-12
2. Licensure in Severe Disabilities Levels PreK-12
3. Graduate Degree Program in Special Education – Non-licensure
4. Post-baccalaureate in Special Education with Massachusetts Licensure – No Master’s Degree
5. Applied Behavior Analysis
6. Certificates:
   a) Language and Literacy
   b) Autism Spectrum Disorders
1. Licensure in Moderate Disabilities (Levels PreK-8, 5-12)
Coursework for the Moderate Disabilities program provides practitioners with age-appropriate strategies for education students with disabilities in the least restrictive environment. The program focuses on current issues in special education, best practices for inclusive education, including law nondiscriminatory assessment, issues of cultural and linguistic diversity, classroom and behavioral adaptations, integration of new technologies and collaboration with families and service providers. This program includes a yearlong practicum.

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

3. Graduate Degree program in Special Education – Non-Licensure
Students who already hold a license and do not want any additional license or students who are interested in working with persons with special needs such as in the area of human services would pursue this option. This option does not include a practicum.

4. Post-baccalaureate in Special Education with Massachusetts Licensure – No degree
Students complete the seven required core courses required for the specific license, the two pre-practica classes (SPE 554 and SPE 555) and four practicum/seminar classes for a total of 33 credits. Students do not receive a degree with this option.

5. Applied Behavior Analysis (ABA)
The Graduate Program in Applied Behavior Analysis (ABA) is a 36 credit, 5-semester program that fulfills both the coursework and supervision requirements necessary to pursue certification in ABA. The ABA Program at Bay Path includes a carefully crafted sequence of courses, pre-approved by the Behavior Analyst Certification Board (BCBA©), interwoven with a supervised learning experience (75 hours of supervision during 1500 supervised independent fieldwork hours over-seeing all required supervision activities). The program is designed to prepare educators, special educators, clinicians, and practitioners to apply behavioral principles to instruction, treatment of problem behavior, and special learning and behavior challenges.

Student Learning Outcomes
Graduates of the Program in Special Education are expected to demonstrate achievement in all areas of the program. Specifically, graduates will be able to:

- Prepare students to meet Massachusetts Department of Elementary and Secondary Professional Standards for Teachers by planning curriculum and instruction.
- Prepare students to meet Massachusetts Department of Elementary and Secondary Professional Standards for Teachers by delivering effective instruction.
- Prepare students to meet Massachusetts Department of Elementary and Secondary Professional Standards for Teachers by promoting equity.
- Prepare students to meet Massachusetts Department of Elementary and Secondary Professional Standards for Teachers by meeting professional responsibilities.
- Demonstrate effective oral and written communication skills through in-class assignments and presentations, to be applied in the teaching-learning process.
Program Requirements
There are four options within the Graduate Program in Special Education degree program. These options are described below:

Option 1: Special Education with Massachusetts Initial Licensure
(Requires Pre-practica, Practicum and MTELs)
Teacher of Students with Moderate Disabilities (Levels: PreK-8) or
Teacher of Students with Moderate Disabilities (Levels: 5-12)

Option 2: Special Education with Massachusetts Initial Licensure
(Requires Pre-practica, Practicum and MTELs)
Teacher of Students with Severe Disabilities (Levels: All)

Option 3: Special Education with no Massachusetts Licensure
(Does not require Practicum or MTELs)

Option 4: Post-baccalaureate in Special Education with Massachusetts Licensure
Not a degree program, 33-credit program; no electives, requires Pre-practicum, Practicum and MTELs
Three Tracks:
Teacher of Students with Moderate Disabilities (Levels: PreK-8)
Teacher of Students with Moderate Disabilities (Levels: 5-12)
Teacher of Students with Severe Disabilities (Levels: All)

Option 1 and 2: Special Education with Massachusetts Licensure
The Graduate Program in Special Education with options for Massachusetts licensure in special education is designed to provide students with the option to pursue Massachusetts educator licensure in one of the following areas:
   a. Teacher of Students with Moderate Disabilities (Levels: PreK-8),
      Initial, Post-Baccalaureate
      Teacher of Students with Moderate Disabilities (Levels: 5-12),
      Initial, Post-Baccalaureate
   b. Teacher of Students with Severe Disabilities (Levels: All),
      Initial, Post-Baccalaureate

Option 1. Teacher of Student with Moderate Disabilities
   Subject/Topic Matter
   All students seeking initial licensure must:
   ● Hold a Bachelor’s degree from an accredited University or university;
   ● Complete seven 3-credit courses in moderate disabilities;
   ● Complete two 3-credit electives in special education;
   ● Complete two pre-practicum classes: SPE 554 and SPE 555;
   ● Complete a supervised pre-practicum/practicum/seminar in moderate disabilities.

   Subject Matter/Topic Test Scores
   All students seeking Initial licensure must also pass all MTEL tests required by the Massachusetts Department of Elementary and Secondary Education prior to entering pre-practicum.
Required Courses and Practicum
All students must complete the following courses (each course is 3 credits):
SPE 505 Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 510 Managing Challenging Behaviors
SPE 515 Foundations for Understanding Inclusive Schools
SPE 520 Learners with Special Needs
SPE 525 Working with Struggling Readers
SPE 530 Curriculum Design and Assessment
SPE 548 Reading and Language Arts for English Language Learner

Plus two additional electives in special education (6 credits)

Students enroll in one of the following for two consecutive semesters:
SPE 558/528/538 Practicum and seminar – Moderate Disabilities PreK-8 (12 cr.)
SPE 559/529/539 Practicum and seminar – Moderate Disabilities 5-12 (12 credits)

Option 2. Teacher of Students with Severe Disabilities

Subject/Topic Matter
All students seeking Initial licensure must:
• Hold a Bachelor’s degree from an accredited University or university;
• Complete seven 3-credit courses in severe disabilities;
• Complete two 3-credit electives in special education;
• Complete two pre-practicum classes: SPE 554 and SPE 555; and
• Complete a supervised pre-practicum/practicum/seminar in severe disabilities.

Subject Matter/Topic Test Scores
All students must pass all MTEL tests required by the Massachusetts Department of Elementary and Secondary Education prior to entering the pre-practicum.

Required Courses and Practicum
All students must complete the following courses for Initial licensure:
SPE 505 Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPE 511 The Science of ABA Concepts and Principles
SPE 515 Foundations for Understanding Inclusive Schools
SPE 520 Learners with Special Needs
SPE 525 Working with Struggling Readers
SPE 531 Teaching and Assessing Students with Severe Disabilities
SPE 548 Reading and Language Arts for English Language Learner

Electives in special education (6 credits)

Students enroll in the following for two consecutive semesters:
SPE 557/527/537 Practicum and seminar – Severe Disabilities PreK-12 (12 cr.)
Option 3: Special Education with no Massachusetts Licensure
This degree option consists of thirteen, three-credit courses for a total of 39 credits. The program will be offered mostly on a weekend model, allowing students to complete the program in one year, and provide the opportunity for the student to be employed during the school year. Students who are interested in working with individuals with special needs and are in the human service field would pursue this option. Students will work with the program director to design course of study. Most students complete the following courses, though they are not required:

- SPE 505 Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
- SPE 510 Managing Challenging Behaviors
- SPE 511 The Science of ABA Concepts and Principles
- SPE 515 Foundations for Understanding Inclusive Schools
- SPE 520 Learners with Special Needs
- SPE 525 Working with Struggling Readers
- SPE 530 Curriculum Design and Assessment
- SPE 548 Reading and Language Arts for English Language Learner
- SPE 531 Teaching and Assessing Students with Severe Disabilities
- Four Electives

Option 4: Post-baccalaureate in Special Education with Massachusetts Licensure – No Master’s Degree
The Post-baccalaureate program in special education is designed to provide students with the option to pursue Massachusetts educator licensure in one of the following areas:

- Teacher of Students with Moderate Disabilities (Levels: PreK-8), Initial, Post-Baccalaureate
- Teacher of Students with Moderate Disabilities (Levels: 5-12), Initial, Post-Baccalaureate
- Teacher of Students with Severe Disabilities (Levels: All), Initial, Post-Baccalaureate

The licensure program consists of 7 required three-credit courses (see required courses listed above in option 1 and option 2), two pre-practica courses (SPE 554 and SPE 555) and one 12-credit practicum/seminar for a total of 33 credits. Courses and requirements are listed under Option 1. Students would have the opportunity to complete two additional elective courses to receive a master’s degree. Please graduate program director for specific program sequence of courses.

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 for the April 2012 report 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 = 48
- Pass Rate on the MTEL = 100%
Accelerated Bachelor’s/Master’s Degree Program
The accelerated Bachelor’s/Master’s (ABM) degree program offers the unusually well-prepared Bay Path University undergraduate student who wishes to enter the educational field as a profession the opportunity to work towards a master’s degree while still completing her bachelor’s degree. A student in this program completes the same requirements for each degree as would a student who undertakes the bachelor’s degree and then the master’s degree program. A student with a GPAs of 3.7 or higher completes two graduate education classes as part of her undergraduate coursework during her last semester as an undergraduate student. A student needs to be fully accepted into the graduate program in order to be able to register for a graduate course.

As of July 1, 2014 each student in a licensure program will be required to complete SPE 548 or its equivalent in order to seek initial licensure. Please see program director for specifics.
ACADEMIC REQUIREMENTS FOR:
Specialist in Education (Ed.S.)
Master of Science in Special Education (M.S.Ed.)
Moderate Disabilities, PreK-8, 5-12

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Ed.S. or M.S.Ed. for licensure in Moderate Disabilities PreK-8, 5-12. This sequence assumes a fall semester start. Students in the graduate program in Special Education can begin with any course except the pre-practicum, practicum and seminar courses. To qualify for the scholarship or Stafford loan, you must take at least 2 courses every semester. All courses are 3 credits unless otherwise noted. Please see program director for specific course sequence.

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester Year One</strong></td>
<td><strong>Fall Semester Year Two</strong></td>
<td></td>
</tr>
<tr>
<td>SPE 525 Working with Struggling Readers</td>
<td>3</td>
<td>Note: Practicum will begin end of August/beginning of September 558/559 and 528/529 Practicum and Seminar (held on weeknight)</td>
</tr>
<tr>
<td>SPE 505 Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum</td>
<td>3</td>
<td>SPE 510 Managing Challenging Behaviors</td>
</tr>
<tr>
<td><strong>Spring Semester Year One</strong></td>
<td><strong>Spring Semester Year Two</strong></td>
<td></td>
</tr>
<tr>
<td>SPE 515 Foundation for Understanding Inclusive Schools</td>
<td>3</td>
<td>SPE 558/559 and 538/539 Practicum and Seminar (held on weeknight)</td>
</tr>
<tr>
<td>SPE 520 Learners with Special Needs</td>
<td>3</td>
<td>SPE 530 Curriculum Design and Assessment</td>
</tr>
<tr>
<td>SPE 548 Reading and Language Arts for English Language Learner</td>
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<td></td>
</tr>
<tr>
<td>SPE 554 Pre-Practicum I</td>
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<tr>
<td><strong>Summer Semester Year One</strong></td>
<td><strong>Summer Semester Year Two</strong></td>
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<tr>
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<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPE 555 Pre-practicum II</td>
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</tr>
</tbody>
</table>

If part of a weekend class is cancelled due to weather, the class will be held on Sunday of that weekend. Course schedule is subject to change. Please see School of Education Community Group for course schedule. This is only a sample schedule of classes. Course offerings will vary by campus.

Please note attendance policy on program requirement form.

As of July 1, 2014 each student in a licensure program will be required to complete SPE 548 or its equivalent in order to seek initial licensure. Please see program director for specifics.
ACADEMIC REQUIREMENTS FOR:
Specialist in Education (Ed.S.)
Master of Science in Education (M.S.Ed.)
Severe Disabilities, PreK-12

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Ed.S. or M.S. in Special Education Severe Disabilities PreK-12. This sequence assumes a fall semester start. Students in the graduate program in Special Education Program can begin with any course except the pre-practicum, practicum and seminar courses. To qualify for the scholarship or Stafford loan, you must take at least 2 courses every semester. All courses are 3 credits unless otherwise noted. Please see program director for specific course sequence.

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>Credits</th>
<th>Fall Semester Year Two</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall Semester One</strong></td>
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<td></td>
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<tr>
<td>SPE 525 Working with Struggling Readers</td>
<td>3</td>
<td>Note: Practicum will begin end of August/beginning of September</td>
<td></td>
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<tr>
<td>SPE 505 Inclusion, Consultation &amp; Collaboration for Meaningful Access to Curriculum</td>
<td>3</td>
<td>SPE 557 Practicum</td>
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<td></td>
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<td>SPE 527 Seminar (held on weeknight)</td>
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<td></td>
<td></td>
<td>SPE 511 Applied Behavior Analysis (3 weekends)</td>
<td>3</td>
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<tr>
<td><strong>Spring Semester Year One</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SPE 515 Foundation for Understanding Inclusive Schools</td>
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<td>SPE 557 Practicum</td>
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</tr>
<tr>
<td>SPE 520 Learners with Special Needs</td>
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<td>SPE 537 Seminar (held on weeknight)</td>
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<td>SPE 548 Reading and Language Arts for English Language Learner</td>
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<td>SPE 531 Teaching and Assessing Students with Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 554 Pre-practicum I</td>
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<tr>
<td><strong>Summer Semester Year One</strong></td>
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<tr>
<td>Elective</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SPE 555 Pre-practicum II</td>
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<td></td>
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</tbody>
</table>

If part of a weekend class is cancelled due to weather, the class will be held on Sunday of that weekend. Course schedule is subject to change. Please see School of Education Community Group for course schedule. This is only a sample schedule of classes. Course offerings will vary by campus.

Please note attendance policy on program requirement form.

As of July 1, 2014 each student in a licensure program will be required to complete SPE 548 or its equivalent in order to seek initial licensure. Please see program director for specifics.
ACADEMIC REQUIREMENTS FOR:
Specialist in Education (Ed.S.)
Master of Science in Special Education (M.S. Ed.) No Licensure

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Ed.S. or M.S. Ed. in Special Education. This sequence assumes a fall semester start. Students cannot take any course that has the words pre-practicum, practicum or seminar in the title. To qualify for the scholarship or Stafford loan, you must take at least 2 courses every semester. All courses are 3 credits unless otherwise noted. Please see program director for specific course sequence.

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>Credits</th>
<th>Fall Semester One Year</th>
<th>Credits</th>
<th>Fall Semester Two Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td></td>
<td>SPE 525 Working with Struggling Readers</td>
<td>3</td>
<td>SPE 510 Managing Challenging Behaviors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPE 505 Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum</td>
<td>3</td>
<td>SPE 511 Applied Behavior Analysis</td>
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<td></td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td>SPE 515 Foundation for Understanding Inclusive Schools (3 weekends)</td>
<td>3</td>
<td>SPE 530 Curriculum Design and Assessment (3 weekends)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPE 548 Reading and Language Arts for English Language Learner</td>
<td>3</td>
<td>SPE 531 Teaching and Assessing Students with Severe Disabilities</td>
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<tr>
<td></td>
<td></td>
<td>SPE 520 Learners with Special Needs</td>
<td>3</td>
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<td></td>
<td>3</td>
<td></td>
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<tr>
<td>Summer Semester</td>
<td></td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
</tr>
</tbody>
</table>

If part of a weekend class is cancelled due to weather, the class will be held on Sunday of that weekend. Course schedule is subject to change. Please see School of Education Community Group for course schedule. This is only a sample schedule of classes and should not be considered required courses. Course offerings will vary by campus. Please contact graduate program director to discuss course schedule.

Certificates
A graduate certificate with the degree program consists of four courses. The School of Education and Psychology offers the following two graduate certificates:

a. Certificate in Autism Spectrum Disorders
The following four courses are required to complete this certificate: SPE 546, SPE 501 or 511, SPE 552, and SPE 560. Some courses are only offered every other semester.
b. Certificate in Language and Literacy
The certificate requires four specific graduate courses. Please see Graduate Program Director for specific courses. Some courses are only offered once a year.

Academic Requirements for:
Master of Science in Education/ ABA
Master of Science in Education/ ABA-Autism
Education Specialist/ ABA

The Graduate Program in Applied Behavior Analysis (ABA) is a 36 credit (M.S.Ed) or 39 credit (Ed.S), 5-semester program that fulfills both the coursework and supervision requirements necessary to pursue certification in ABA. The ABA Program at Bay Path includes a carefully crafted sequence of courses, pre-approved by the Behavior Analyst Certification Board (BCBA©), interwoven with a supervised learning experience (75 hours of supervision during 1500 supervised independent fieldwork hours over-seeing all required supervision activities). The program is designed to prepare educators, special educators, clinicians, and practitioners to apply behavioral principles to instruction, treatment of problem behavior, and special learning and behavior challenges. If you are enrolled in a combined M.S.Ed / Ed.S. Degree Program, you must be accepted in both degree programs and enrolled in courses every semester if you are combining courses and/or degree. Please see admissions for additional information. It is the student’s responsibility to work with advisor each semester prior to registering for courses.

Combined/Dual Degree or Certification Options:
M.S. in Moderate or Severe Special Education / Ed.S. in Applied Behavior Analysis (66 credits)
M.S. in Non-licensure Special Education / Ed.S. in Applied Behavior Analysis (66 credits)
M.S. in ABA / Autism Spectrum Disorders (45 credits)

Student Learning Outcomes:
By the completion of the ABA Graduate Program, students will be able to:

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

Note: This schedule reflects a possible sequence of courses to be taken in fulfillment of the Ed.S. or M.S. Ed. in Special Education. This sequence assumes a fall semester start. Students cannot take any course that has the words pre-practicum, practicum or seminar in the title. To qualify for the scholarship or Stafford loan, you must take at least 2 courses every semester. All courses are 3 credits unless otherwise noted.

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>Credits</th>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester – Year One</strong></td>
<td></td>
<td><strong>Fall Semester – Year Two</strong></td>
<td></td>
</tr>
<tr>
<td>SPE 502: Ethical Practice in Applied Behavior Analysis - online or onsite (four weekends)</td>
<td>3</td>
<td>SPE 610: Supervision 3 in ABA (1:1 supervision in ABA with BCBA©)</td>
<td>2</td>
</tr>
<tr>
<td>SPE 607: Pre-Supervision in Applied Behavior Analysis</td>
<td>0</td>
<td>SPE 620: Group Supervision 1 in Applied Behavior Analysis</td>
<td>2</td>
</tr>
<tr>
<td><strong>Spring Semester – Year One</strong></td>
<td></td>
<td><strong>Spring Semester – Year Two</strong></td>
<td></td>
</tr>
<tr>
<td>SPE 604: Behavioral Assessment and On-Going Evaluation (hybrid)</td>
<td>3</td>
<td>SPE 606: Behavioral Systems in Education (hybrid)</td>
<td>3</td>
</tr>
<tr>
<td>SPE 608 Supervision 1 in ABA (1:1 supervision in ABA with BCBA©)</td>
<td>5</td>
<td>SPE 611: Supervision 4 in Applied Behavior Analysis (1:1 supervision in ABA with BCBA©)</td>
<td>2</td>
</tr>
<tr>
<td>SPE 546 (ABA/ Autism only)</td>
<td>3</td>
<td>SPE 621: Group Supervision 2 in Applied Behavior Analysis</td>
<td>2</td>
</tr>
<tr>
<td><strong>Summer Semester – Year One</strong></td>
<td></td>
<td><strong>Summer Semester Year Two</strong></td>
<td></td>
</tr>
<tr>
<td>SPE 603: – Research Methods in Applied Behavior Analysis (hybrid)</td>
<td>3</td>
<td>SPE 560 (ABA/ Autism only)</td>
<td>3</td>
</tr>
<tr>
<td>SPE 609: Supervision 2 in ABA (1:1 supervision in ABA with BCBA©)</td>
<td>5</td>
<td>SPE 552 (ABA/ Autism only)</td>
<td>3</td>
</tr>
<tr>
<td>SPE 540: Research in Education (Ed.S only)</td>
<td>3</td>
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</tbody>
</table>

Upon completion of the ABA Program, the student will earn either a M.S. Ed. or Ed.S. Degree in ABA, and will be eligible to take BCBA© examination for achieving certification in ABA.
**Master of Science in Education-Curriculum and Instruction**

**Elementary Initial Licensure Levels: 1-6 or Professional Licensure**

The Master of Science in Education (Curriculum and Instruction) will provide students with an intensive study of content and pedagogy for improved classroom practice. The program is intended to deepen the content/subject matter knowledge base for teachers at the elementary level. Didactic and pedagogical applications enable students to consider new practices that result in improved classroom performance.

**Two program options:**
- Master of Science in Education, with Massachusetts Initial Licensure, Elementary Levels: 1-6
- Master of Science in Education, with Massachusetts Professional Licensure

Each program of study is individually designed with a program advisor, can be completed on a full-time or part-time basis. Most classes are held on a Friday evening-Saturday weekend model with some courses being held on a Sunday, weeknight, or week-long option with varying formats to include on-ground, online and hybrid.

All students are required to sign a Program Requirement form (back of catalog) prior to beginning the program that specifies additional program requirements for each course of study.

**Option 1: Initial Licensure Option – Elementary Education Levels: 1-6**
- Designed for candidates who are seeking initial a MA teaching license in elementary education;
- Degree program consists of 39 credits;
- Student will complete a semester-long practicum or a year-long internship experience; and
- Candidates seeking a first Massachusetts license (initial license) in elementary education (post-baccalaureate option with master’s degree – practicum or internship option) the following courses are required:

<table>
<thead>
<tr>
<th>Initial License with Master’s Degree – 39 credits – Practicum Option</th>
<th>Initial License with Master’s Degree – 39 credits – Internship Option</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete the following courses:</strong></td>
<td><strong>Complete the following courses:</strong></td>
</tr>
<tr>
<td>• EDU 562 English Language Arts Content, Applications and Assessment</td>
<td>• EDU 562 English Language Arts Content, Applications and Assessment</td>
</tr>
<tr>
<td>• SPE 544 Mathematics Content, Applications and Assessment</td>
<td>• SPE 544 Mathematics Content, Applications and Assessment</td>
</tr>
<tr>
<td>• EDU 564 Science Content, Applications and Assessment</td>
<td>• EDU 564 Science Content, Applications and Assessment</td>
</tr>
<tr>
<td>• EDU 566 Social Studies Content, Applications and Assessment</td>
<td>• EDU 566 Social Studies Content, Applications and Assessment</td>
</tr>
<tr>
<td>• EDU 506 Learning Theory and Designing Instruction for the Inclusive Classroom</td>
<td>• EDU 506 Learning Theory and Designing Instruction for the Inclusive Classroom</td>
</tr>
<tr>
<td>• SPE 510 Managing Challenging Behaviors</td>
<td>• SPE 510 Managing Challenging Behaviors</td>
</tr>
<tr>
<td>• SPE 520 Learners with Special Needs</td>
<td>• SPE 520 Learners with Special Needs</td>
</tr>
<tr>
<td>• SPE 525 Working with Struggling Readers</td>
<td>• SPE 525 Working with Struggling Readers</td>
</tr>
<tr>
<td>• SPE 548 Reading and Language Arts for English Language Learners</td>
<td>• SPE 548 Reading and Language Arts for English Language Learners</td>
</tr>
<tr>
<td>• One Special Education course</td>
<td>• EDU 554 Pre-practicum and Seminar I – 0</td>
</tr>
</tbody>
</table>
• EDU 554 Pre-practicum and Seminar I - 0 Credits
• EDU 555 Pre-practicum and Seminar II - 0 Credits
• EDU 568 Practicum (9 credits-16 weeks)
  Meet the following criteria prior to practicum:
  • Pass MTEL (Communication & Literacy, General Curriculum, Foundations of Reading).
  • Completion of prerequisite courses above.
  • Hold a cgpa of 3.0 (B) or better.

Option 2: Professional Licensure Option
• Eligible student must hold a Massachusetts initial teaching license in elementary education;
• Degree program consists of 39 credits;
• Program satisfies the course work requirement for obtaining a MA professional teaching license;
• Candidate must meet School based requirements which include: completion of a one-year induction program with a mentor; at least three full years of employment under an initial license; at least 50 hours of a mentored experience beyond the induction year to be eligible to pursue professional licensure;
• Apply to DESE for professional licensure;
• No Massachusetts MTELS or practicum required; and
• Option for a Certificate in Literacy or Certificate in Autism Spectrum Disorders.

Student Learning Outcomes
Graduates of the Program in Special Education are expected to demonstrate achievement in all areas of the program. Specifically, graduates will be able to:

• Prepare students to meet Massachusetts Department of Elementary and Secondary Professional Standards for Teachers by planning curriculum and instruction.
• Prepare students to meet Massachusetts Department of Elementary and Secondary Professional Standards for Teachers by delivering effective instruction.
• Prepare students to meet Massachusetts Department of Elementary and Secondary Professional Standards for Teachers by promoting equity.
• Prepare students to meet Massachusetts Department of Elementary and Secondary Professional Standards for Teachers by meeting professional responsibilities.
• Demonstrate effective oral and written communication skills through in-class assignments and presentations, to be applied in the teaching-learning process.

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:
• Number of Program Completers = 48
● Pass Rate on the MTEL = 100%

Accelerated Bachelor’s/Master’s Degree Program
The accelerated Bachelor’s/Master’s (ABM) degree program offers the unusually well-prepared Bay Path University undergraduate student who wishes to enter the educational field as a profession the opportunity
### ACADEMIC REQUIREMENTS FOR:
Master’s Degree in Education: Elementary Education

**Possible Sequence of Courses** - Please see program director for specific course sequence.

<table>
<thead>
<tr>
<th>Fall Semester Year One</th>
<th>Credits</th>
<th>Spring Semester Year One</th>
<th>Credits</th>
<th>Summer Semester Year One</th>
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<tbody>
<tr>
<td>SPE 525</td>
<td>3</td>
<td>EDU 562</td>
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<td>EDU 506</td>
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<td>EDU 566</td>
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<td>EDU 564</td>
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<td>SPE 510</td>
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<td>SPE 548</td>
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<td>SPE 544</td>
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<td>SPE 520</td>
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<table>
<thead>
<tr>
<th>Fall Semester Year One</th>
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<tbody>
<tr>
<td>EDU 568</td>
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**Initial Licensure in Elementary - Two Year Sequence with Internship Option**

<table>
<thead>
<tr>
<th>Fall Semester Year One</th>
<th>Credits</th>
<th>Spring Semester Year One</th>
<th>Credits</th>
<th>Summer Semester Year One</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPE 525</td>
<td>3</td>
<td>EDU 562</td>
<td>3</td>
<td>EDU 506</td>
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<tr>
<td>EDU 566</td>
<td>3</td>
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**Two-Year Sequence Curriculum and Instruction**

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### Initial Licensure in Elementary – One Year Sequence with Practicum Option

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### One Year Sequence Curriculum and Instruction

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Master of Science in Communications

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

Student Learning Outcomes:

Students will be able to:

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

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# Academic Requirements for:
## Master of Science in Communications

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**Master of Science in Information Management**

Information technology will provide the foundation for data storage, retrieval and timely decision-making; but, without management teams that share the same vision, own their goals and objectives, recognize the interdependencies of the organization and all of its stakeholders, and know how to address problems systematically, an organization cannot effectively manage change. This program will introduce you to the nature and scope of the most popular information management and decision-making systems used throughout business and the non-profit sector; utilize dashboards and decision-support applications that will keep your organization on plan and help it to make more timely mid-course corrections; support a cyber-safe culture in your organization, recognizing that most cyber breaches are caused by human error; and employ project management techniques ensure on-time and on-budget completion of challenging assignment.

**Student Learning Outcomes:**

Students will be able to:

- Demonstrate an ability to articulate, assess, and apply appropriate theories and principles of information management.
- Demonstrate an understanding of cultural and global perspectives as they apply to modern business, the management of information, and communications with a wide range of stakeholders.
- Demonstrate an understanding of the interdisciplinary nature of communications and its influence on incremental and disruptive innovation.
- Demonstrate an understanding of appropriate research methods used to collect and analyze data for decision-making and communications; inclusive of traditional and digital forms of communication.
- Demonstrate knowledge of the underlying principles and evaluation methods for analyzing information for financial decision-making, investing, capital budgeting, and forecasting.
- Demonstrate an understanding of communication, information and decision theories and practices as they relate to managerial decision-making and the establishment of a sustainable competitive advantage by leveraging market-industry forces; organizational, human and knowledge resources; core competencies; and value adding activities.
- Articulate and evaluate appropriate legal and ethical standards pertaining to business, communications, and network security.
- Demonstrate presentation proficiency for written, oral, and visual communications in the context of traditional and digital forms of communications.
# ACADEMIC REQUIREMENTS FOR:
Master of Science in Information Management

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Master of Science in Leadership and Negotiation

Much has been made of the need for managers to excel in leadership and negotiation in the face of the new challenges of increased diversity, less hierarchical structures and the growing need to manage people from afar. The body of literature associated with leadership and negotiations has changed dramatically over the past decade to reflect the range of options available to attend to these challenges. The content and skills provided through this program will help graduates lead and negotiate more confidently and effectively in this complex, rapidly changing world.

Student Learning Outcomes:
Upon successful completion of the M.S. in Leadership and Negotiation, graduates will:

- Understanding of Concepts, Practices, Theories: Articulate and demonstrate an understanding of core leadership and negotiation models, theories, and practices as they relate to intrapersonal, interpersonal and organizational levels.
- Analysis: Exhibit the capacity to assess a situation and recognize verbal, behavioral and structural indicators of problems, decipher the interests and needs of different stakeholders in any given setting, which sets the stage for appropriate leadership and negotiating actions.
- Application of Practices: Demonstrate the ability to set realistic and achievable goals and objectives, utilize appropriate leadership and/or negotiating processes and skills to fit the current challenge, develop a strategic plan of action with acceptable contingencies for various possible occurrences.
- Research: Investigate and accurately assess the benefits and barriers associated with any given goal or objective; including formal preparation before meeting with various stakeholders and making the necessary adjustments on an ongoing basis as new information is uncovered during the process.
- Problem-Solving: Display the aptitude to accurately assess the gaps between expectations and reality on an ongoing, iterative basis, and develop creative ideas that address difficult and challenging dilemmas.
- Communications Skills: Develop proficiency in, and understand the limitations of, all forms of communications; i.e., verbal, nonverbal, virtual, etc... to achieve goals and objectives.
- Ethics and Standards: Demonstrate capability to use ethical standards to support value-based decisions and behavior within a rapidly changing interconnected global environment.
- Reflective Global Perspective: Become aware of, and gain respect for, cultural norms and behavioral expectations during all phases of the leadership and negotiating process. Possess the ability to convey sincere interest in multi-cultural pluralism and a willingness to adapt leadership and negotiations accordingly.

Program Requirements
To earn a Master of Science in Leadership and Negotiation, all students must complete 36 hours of graduate coursework at the 600 level.

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<th>Course Number</th>
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<td>MLN 610</td>
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<td>MLN 615</td>
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MLN 625  Gender, Leadership, and Negotiation
MLN 630  Leadership and Negotiation Lab 1: Planning and Preparation Skills
MLN 635  Leadership and Negotiation Lab 2: Relational Skills
MLN 640  Leadership and Negotiation Lab 3: Challenging Situation Skills
MLN 645  Leadership and Negotiation Lab 4: Intangible Skills
MLN 650  Case Studies of Leadership and Negotiation
MLN 670  Leadership/Negotiation Application Project and Capstone
**ACADEMIC REQUIREMENTS FOR:**
*Master of Science in Leadership and Negotiation*

*Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Leadership and Negotiation. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.*

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*All Graduate Level Electives must be approved by the Director of the Program.*
Master of Science in Nonprofit Management and Philanthropy

The Master of Science in Nonprofit Management and Philanthropy degree is designed to prepare individuals to move into or to advance to middle and senior management positions in not-for-profit organizations. This program provides recognized professional academic credentials and advanced skills and expertise for seasoned professionals in the field, as well as an introduction to nonprofit management and oversight for those who serve on boards of nonprofit organizations or work for foundations which support nonprofit entities. The degree provides critical management skills and knowledge to prepare ethical, skilled, and knowledgeable leaders in nonprofit management and philanthropy.

The Master of Science in Nonprofit Management and Philanthropy requires 36 credit hours of graduate course work and a final portfolio, which documents students’ completion of the program goals. The portfolio is posted in an electronic format and becomes the property of Bay Path University. Online students must also successfully complete EXT 099: Orientation for Online Learning prior to enrollment in their first online course.

Program Goals
Graduates of the M.S. in Nonprofit Management and Philanthropy program are expected to demonstrate achievement in all areas of the program. Specifically, graduates of the program are expected to:

- Articulate an understanding of the history, theory, scope, unique role, and significance of philanthropy, voluntarism, and nonprofit sector organizations within the North American and global context;
- Demonstrate knowledge and awareness of the standards and codes of conduct that are appropriate to professionals and volunteers in philanthropy and the nonprofit sector;
- Develop a thorough understanding of the various technical, functional, and operational areas of a nonprofit organization and be able to apply this knowledge to organizational practice and planning;
- Describe the history, role, and function of governance and executive leadership in achieving the mission and vision of nonprofit organizations;
- Understand and adhere to the appropriate legal, financial, and ethical frameworks under which nonprofit organizations operate and are regulated;
- Apply appropriate analytic methods to management problems in a nonprofit organizational context and design solutions to problems;
- Analyze, design, implement, maintain, and evaluate problems/solutions in the key nonprofit functional areas including fundraising, planning, financial management, board governance, volunteer management, and information management;
- Demonstrate knowledge of the role and function of financial literacy and stewardship in the effective oversight and management of nonprofit organization resources; and
- Apply financial management and revenue generation principles and concepts in the nonprofit organizational context.
Program Requirements
To earn a Master of Science of Nonprofit Management and Philanthropy, all students must complete 36 hours of graduate coursework at the 600 level and a portfolio of graduate work.

Eight core courses (24 credits) which include:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMP 600</td>
<td>Foundation of Nonprofit Management</td>
</tr>
<tr>
<td>NMP 605</td>
<td>Financial Decision Making for Nonprofits</td>
</tr>
<tr>
<td>NMP 621</td>
<td>Introduction to Philanthropy and Fundraising Fundamentals</td>
</tr>
<tr>
<td>NMP 625</td>
<td>Strategic Management of Nonprofit Organizations</td>
</tr>
<tr>
<td>NMP 635</td>
<td>Board Governance and Volunteer Management</td>
</tr>
<tr>
<td>NMP 665</td>
<td>Law, Policy, and Governance Relations in Nonprofit Organizations</td>
</tr>
<tr>
<td>NMP 650</td>
<td>Leading Change in Nonprofit Organizations</td>
</tr>
<tr>
<td>NMP 670*</td>
<td>Capstone: Advanced Management Seminar</td>
</tr>
</tbody>
</table>

Four 600-level electives (12 credits)

*While enrolled in NMP 670, students complete a final project and the master portfolio and essay. These are graduation requirements and serve as documentation of students’ learning in the NMP Program.
ACADEMIC REQUIREMENTS FOR:
Master of Science in Nonprofit Management and Philanthropy

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Nonprofit Management and Philanthropy. This sequence assumes a fall semester start. Students who begin the program in other semesters should consult with the program director to plan their schedule.

<table>
<thead>
<tr>
<th>One-Year Sequence</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>Graduate Session I</td>
<td></td>
</tr>
<tr>
<td>NMP 600 Introduction to Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Level Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Session II</td>
<td></td>
</tr>
<tr>
<td>NMP 621 Introduction to Philanthropy &amp; Fundraising</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Level Elective*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
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<tr>
<td>Graduate Session III</td>
<td></td>
</tr>
<tr>
<td>NMP 605 Financial Decision Making in Nonprofits</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Level Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Session IV</td>
<td></td>
</tr>
<tr>
<td>NMP 625 Strategic Management of Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Level Elective*</td>
<td>3</td>
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<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
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<tr>
<td>Graduate Session V</td>
<td></td>
</tr>
<tr>
<td>NMP 635 Board Governance and Volunteer</td>
<td>3</td>
</tr>
<tr>
<td>NMP 650 Leading Change in Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Session VI</td>
<td></td>
</tr>
<tr>
<td>NMP 665 Law, Policy, Government Relations &amp; Nonprofits</td>
<td>3</td>
</tr>
<tr>
<td>NMP 670 Advanced Management Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

*All Graduate Level Electives must be approved by the Director of the Program.*
ACADEMIC REQUIREMENTS FOR:
Master of Science in Nonprofit Management and Philanthropy

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Nonprofit Management and Philanthropy. This sequence assumes a fall semester start. Students who begin in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence

<table>
<thead>
<tr>
<th>Fall Semester One</th>
<th>Credits</th>
<th>Fall Semester Two</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Graduate Session I</td>
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<td>NMP 600 Introduction to Nonprofit Management</td>
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<td>Graduate Level Elective*</td>
<td>3</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>NMP 621 Introduction to Philanthropy and Fundraising</td>
<td>3</td>
<td>Graduate Level Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
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<td>Spring Semester</td>
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<tr>
<td>Graduate Session III</td>
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<td>Graduate Session III</td>
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</tr>
<tr>
<td>NMP 605 Financial Decision Making in Nonprofits</td>
<td>3</td>
<td>Graduate Level Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Session IV</td>
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</tr>
<tr>
<td>NMP 625 Strategic Management of Nonprofits</td>
<td>3</td>
<td>Graduate Level Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Summer Semester</td>
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<td>Summer Semester</td>
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</tr>
<tr>
<td>Graduate Session V</td>
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<td>Graduate Session V</td>
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</tr>
<tr>
<td>NMP 635 Board Governance and Volunteer Management</td>
<td>3</td>
<td>NMP 650 Leading Change in Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Session VI</td>
<td></td>
<td>Graduate Session VI</td>
<td></td>
</tr>
<tr>
<td>NMP 665 Law, Policy, Government and Nonprofits</td>
<td>3</td>
<td>NMP 670 Capstone: Advanced Management Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

*All Graduate Level Electives must be approved by the Director of the Program.
Master of Science in Advanced Occupational Therapy

Note: Bay Path is not currently enrolling students in this program.

A growing health care profession providing services in a variety of living and working environments, occupational therapy helps individuals with physical, developmental, emotional, and/or mental disabilities achieve productive and satisfying lives.

The M.S. in Advanced Practice Occupational Therapy recognizes the diversity of the role of the occupational therapist by offering an advanced degree that incorporates foundation courses reflecting the latest in O.T. theory and practice, coupled with a specialized research project in the graduate student’s chosen field of practice. Designed as a \textit{weekend retreat style program} to fit into a working O.T.’s schedule, the M.S. expands on the knowledge base of practitioners and also prepares them for leadership roles and advancement in the profession.

The M.S. in Advanced Practice Occupational Therapy is a \textit{retreat-style, weekend program} that has been developed to allow occupational therapists to continue their clinical practice while pursuing an advanced degree. Enrollment in the program is part-time, and the degree can be completed in two to four years depending on enrollment status.

- The program is open to men and women.
- Classes are held on Saturday and Sunday, one weekend per month.
- Students can register for one or two classes per semester.
- Calendar years consist of three semesters (fall, winter, and summer).
- Classes are conveniently located on the Bay Path University campus

\textbf{Student Learning Outcomes}

As occupational therapy professionals, your experiences and insight are valued components of the learning process. Classes are focused and intensive with an emphasis on participation, group projects and active learning. In pursuing the M.S. in Advanced Practice Occupational Therapy, the goals of the program are to provide you with the tools and the knowledge that you can apply immediately to your work environment, while developing your career potential. Specifically, the program is structured to guide and encourage students to:

- Understand, articulate and relate occupational therapy theory to the specifics of clinical practice;
- Apply theory and frames of reference to a variety of healthcare environments requiring occupational therapy;
- Understand and apply the role of activity to health and wellness and recognize its direct relationship to meaningful occupation;
- Provide clients with effective and efficient treatment with the latest in technology and equipment;
- Learn and develop marketing and management strategies to enhance or promote occupational therapy services in existing and alternative practice areas;
- Demonstrate problem solving, critical analysis, reflection, and active experimentation of evidence-based practice;
- Understand, respect, and use research in the occupational therapy field;
- Demonstrate entry-level clinical research skills;
- Develop a professional support network with like-minded peers.
Program Requirements
The M.S. in Advanced Practice Occupational Therapy requires an orientation seminar and 36 credits of graduate course work. The curriculum is structured as follows:

- Orientation seminar (no credits are granted for this seminar)
- 6 essential and fundamental core courses in occupational therapy theory and practice
- 2 research courses with a focus on practice driven research
- 4 Occupational Therapy Specialty electives (With approval of the program director, students may substitute two courses from the Master of Science in Communications and Information Management (CIM) for elective credit in the M.S. of Advanced Practice Occupational Therapy)

Advance Practice Occupational Therapy Core:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>OTP 600</td>
<td>Theoretical Approaches to Occupational Therapy</td>
</tr>
<tr>
<td>OTP 605</td>
<td>Evidence-based Practice in Occupational Therapy</td>
</tr>
<tr>
<td>OTP 610</td>
<td>Leadership and Marketing in Occupational Therapy</td>
</tr>
<tr>
<td>OTP 620</td>
<td>Fieldwork, Education and Supervision</td>
</tr>
<tr>
<td>OTP 630</td>
<td>Statistics for Occupational Therapists</td>
</tr>
<tr>
<td>OTP 631</td>
<td>Research Methods in Practice</td>
</tr>
</tbody>
</table>

Supported Research:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>OTP 690</td>
<td>Thesis Proposal Preparation</td>
</tr>
<tr>
<td>OTP 691</td>
<td>Thesis Defense Preparation</td>
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</tbody>
</table>

Advanced Practice Occupational Therapy Electives to choose from:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>OTP 625</td>
<td>The Occupational Therapy Educator</td>
</tr>
<tr>
<td>OTP 640</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>OTP 641</td>
<td>Women’s Health Issues</td>
</tr>
<tr>
<td>OTP 660</td>
<td>Special Topics in Occupational Therapy</td>
</tr>
<tr>
<td>OTP 670</td>
<td>Independent Study</td>
</tr>
<tr>
<td>OTP 671</td>
<td>Advanced Practice Internship</td>
</tr>
</tbody>
</table>
ACADEMIC REQUIREMENTS FOR:
Master of Science in Advanced
Practice Occupational Therapy

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Advanced Practice Occupational Therapy. This sequence assumes a fall semester start. Students who begin the in other sessions should consult with their faculty program advisor to plan their schedule.

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>Credits</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester One</strong></td>
<td>OTP 600 Theoretical Approaches to Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OTP 605 Evidence-based Practice in Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OTP 690 Thesis Proposal Preparation</td>
<td>3</td>
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<tr>
<td></td>
<td>OTP___ Occupational Therapy Elective*</td>
<td>3</td>
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<tr>
<th><strong>Spring Semester</strong></th>
<th><strong>Spring Semester</strong></th>
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</thead>
<tbody>
<tr>
<td>OTP 610 Leadership and Marketing in Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>OTP 620 Field work, Education and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>OTP___ Occupational Therapy Elective*</td>
<td>3</td>
</tr>
<tr>
<td>OTP___ Occupational Therapy Elective*</td>
<td>3</td>
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</tbody>
</table>

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<tr>
<th><strong>Summer Semester</strong></th>
<th><strong>Summer Semester</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>OTP 630 Statistics for Occupational Therapists</td>
<td>3</td>
</tr>
<tr>
<td>OTP 631 Research Methods in Practice</td>
<td>3</td>
</tr>
<tr>
<td>OTP 691 Thesis Defense Preparation</td>
<td>3</td>
</tr>
<tr>
<td>OTP___ Occupational Therapy Elective*</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Note: Currently we are not enrolling students in this program.

Accreditation
The M.S. in Advanced Practice Occupational Therapy is part of the Graduate School at Bay Path University. The Entry-Level Occupational Therapy Program has been granted and accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA’s phone number is (301) 652-AOTA.
Master of Occupational Therapy

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

B.A./M.O.T. 5-year Program
Students in this program enroll as undergraduate students at Bay Path University majoring in Pre-OT Studies. They begin 500-level M.O.T. courses in the summer before the start of their Senior year. At the completion of 4 years, they receive a B.A degree. Students continue on as M.O.T. students in their final year of the program, receiving an M.O.T. degree after completing all additional graduate course requirements. The undergraduate coursework can be found in the Bay Path University Undergraduate Course Catalog and includes the prerequisites required for the graduate O.T. courses.

M.O.T. Program
Individuals who have completed a B.S. or B. A. degree may enroll in the M.O.T. program after satisfactory completion of the prerequisite courses and acceptance into the M.O.T program.

Program Prerequisites
The following courses must be competed with a minimum grade of B- or higher:

- Two semesters of anatomy & physiology (with labs)
- Human development through the lifespan (may be competed in 1 or 2 semesters)
- Statistics
- Sociology, culture, or anthropology

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

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

Program Requirements
The M.O.T. degree requires 85 credits of graduate level work. Courses must be taken
sequentially. The sequence of courses for this two year program can found on the academic plan
two-year sequences.
ACADEMIC REQUIREMENTS FOR:
Master Science in Occupational Therapy

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Advanced Practice Occupational Therapy. This sequence assumes a summer semester start. Students who begin the program in other sessions should consult with their faculty program advisor to plan their schedule.

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>Credits</th>
<th>Summer Semester</th>
<th>Year Two</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Summer Semester Year One</strong></td>
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<tr>
<td>OTP 500 Intro. to Occupational Therapy</td>
<td>2</td>
<td>OTP 521 Level I FW: Psychosocial Rehabilitation</td>
<td>2</td>
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<tr>
<td>OTP 503 Models of Practice in Occupational Therapy</td>
<td>2</td>
<td>OTP 509 Professional Development III</td>
<td>2</td>
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<tr>
<td>OTP 505 Prof. Dev./Leadership Competencies</td>
<td>1</td>
<td>OTP 5XX Pediatric Assessment and Intervention</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>OTP 520 Occupation Purpose and Meaningfulness</td>
<td>2</td>
<td>OTP 5XX Psychosocial Assessment and Intervention</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester Year One</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>OTP 510 Professional Development I</td>
<td>3</td>
<td>OTP 513 Professional Development IV</td>
<td>3</td>
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<tr>
<td>OTP 504 Foundations of Neuroscience</td>
<td>2</td>
<td>OTP 551 Developmental Components of Living I with lab</td>
<td>4</td>
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<tr>
<td>OTP 530 Psychological/Social/Cognitive Components of Living I with lab</td>
<td>4</td>
<td>OTP 542 Sensorimotor Components of Living III with lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>OTP 540 Sensorimotor Components of Living I with lab</td>
<td>4</td>
<td>OTP 560 Occupation and Technology</td>
<td>3</td>
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<tr>
<td>OTP 502 Integrated Anatomy with lab</td>
<td>4</td>
<td>OTP 562 Current Issues in OT</td>
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<tr>
<td><strong>Spring Semester Year One</strong></td>
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<tr>
<td>OTP 511 Professional Development II</td>
<td>3</td>
<td>OTP 590 Level II Fieldwork</td>
<td>8</td>
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</tr>
<tr>
<td>OTP 522 Level I Fieldwork: Childhood Occupations</td>
<td>2</td>
<td>OTP 591 Level II Fieldwork</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>OTP 531 Psychological / Social /Cognitive Components of Living II with lab</td>
<td>4</td>
<td>OTP 570 Advanced Seminar in OT</td>
<td>1</td>
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<tr>
<td>OTP 541 Sensorimotor Components of Living II with lab</td>
<td>4</td>
<td></td>
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</tbody>
</table>
Accreditation
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Graduates of the program will be able to sit for the national certification examination for the occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). (A felony conviction may affect a graduate’s ability to sit for NBCOT certification examination or attain state licensure). After successful completion of this examination, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. The NBCOT can be contacted at www.nbcot.org.
The Master of Science in Physician Assistant Studies

The Master of Science in Physician Assistant Studies curriculum is an innovative 24-month period of intense study to prepare the graduate for an entry level position in health care as a certified physician assistant. The program provides instruction with the use of cutting edge technology, a cadre of medical professional in their field of practice and collaboration with community health care partners. This multi-faceted training will prepare the graduate for success on the National Commission for the Certification of Physician Assistants (NCCPA) board exam.

PA Program Mission and Vision

Mission
Bay Path University Physician Assistant Program educates a diverse student body to provide compassionate, culturally aware healthcare providers who advocate for their patients, provide their communities with the highest quality and ethical standards of care, and fosters the advancement of and leadership in the physician assistant profession.

Vision
Bay Path University strives to empower physician assistant students to take ownership of their learning by engaging them in a transformative, highly personalized educational experience utilizing technology and innovative teaching strategies to provide PA students with the necessary knowledge, skills and abilities to be team-based lifelong learners capable of adapting to the changing health care environment.

Program Goals
- Recruit a diverse student body with a commitment to professional involvement and service;
- Instill the virtues of professional responsibility and ethics;
- Foster the development of compassionate, culturally aware healthcare providers;
- Provide physician assistant students with the superior knowledge and skills in the evaluation, monitoring, diagnoses, treatment, and counseling across the lifespan;
- Prepare physician assistant students to function effectively as members of the healthcare team;
- Impart a responsibility to lifelong development, both personal and professional.

Student Learning Outcomes for the Bay Path University Physician Assistant Graduate
The Bay Path University Physician Assistant Graduate must be able to function in various clinical environments and situations. The graduate must be able to identify and critically analyze the solution of medical problems. The graduate’s outcomes are divided into seven categories: professional responsibility, evaluation, monitoring, diagnostics, therapeutics, counseling, and referral.

- Professional Responsibility: The graduate shall have the duty to respect the law, to uphold the dignity of the physician assistant profession, and to accept its ethical principles. The physician assistant shall not participate in or conceal any activity that will bring discredit or dishonor to the physician assistant profession and shall expose, without fear or favor, any illegal or unethical conduct in the medical profession.
• **Evaluation:** The graduate will be able to perform an accurate and comprehensive history and physical examination for patients of any age, in any health care setting, and to be able to recognize and interpret pertinent factors in the patient’s history and physical findings.

• **Monitoring:** The graduate will be able to manage health care activities in the acute care, long term care, home care and outpatient settings by making routine rounds, ordering needed diagnostic tests and therapies, accurately recording progress notes and other documentation, providing services necessary for continuity of care, nursing homes and house calls.

• **Diagnostics:** The graduate will be able to initiate requests for routine diagnostic procedures, assist with obtaining quality specimens and/or performing common laboratory and diagnostic procedures, and establish priorities for appropriate diagnostic and laboratory testing.

• **Therapeutics:** The graduate will be able to perform routine therapeutic and/or diagnostic procedures including injections, immunizations, applying and removing casts and splints, debriding and repairing minor lacerations and wound care, managing and caring for simple conditions, assisting surgeons, and assisting in the management of complex illnesses and injuries such as: initiating evaluation and management of acute life-threatening situations from motor vehicle accidents and trauma injuries, cardiac arrest, respiratory failure and other life-threatening situations.

• **Counseling:** The graduate will be able to provide patient education and counseling services, such as instructing preventive medicine measures and the impact of habits and life styles on health; fostering an awareness of signs, symptoms and precautions for certain diseases common to certain age groups; helping patients and families understand issues of normal growth and development; working sensitively with patients making family planning decisions; helping patients cope with emotional problems of daily living; helping patients and family members cope with the emotional issue of the dying patient; discussing implications of certain diagnostic and therapeutic procedures, diseases, and medications.

• **Referral:** The graduate will be able to recognize their own limitations and the limitations of their practice setting, facilitating timely referral of patients to appropriate physicians and others in the interdisciplinary health care team and social service agencies.
Program Requirements and Sequence:

Summer
PAS500 Professional Practice in the 21st Century (1 credit)
PAS510 Integrated Medical Science (14 credits)
PAS520 Evidence Based Medicine (1 credit)
PAS530 Pharmacology (2 credits)

Fall I
PAS522 Public Health Seminar I (1 cr.)
PAS540 Clinical Medicine I (5 credits)
PAS540L Clinical Medicine I Lab (1 cr.)
PAS550 Patient Assessment I (2 credits)
PAS560 Therapeutics I (2 credits)

Fall II
PAS524 Public Health Seminar II (1 cr.)
PAS541 Clinical Medicine II (5 credits)
PAS541L Clinical Medicine II Lab (1 cr.)
PAS551 Patient Assessment II (2 credits)
PAS561 Therapeutics II (2 credits)

Spring I
PAS526 Public Health Seminar III (1 cr.)
PAS570 Clinical Medicine III (5 credits)
PAS570L Clinical Medicine III Lab (1 credit)
PAS580 Patient Assessment III (2 credits)
PAS590 Therapeutics III (2 credits)
PAS 600 Introduction to Clinical Practice (4 credits)

Clinical
PAS 610 Psychiatry Clerkship (4 credits)
PAS 620 Family/Ambulatory Care Clerkship (8 credits)
PAS 630 Emergency Medicine Clerkship (4 credits)
PAS 640 Surgery Clerkship (8 credits)
PAS 650 Inpatient Medicine Clerkship (4 credits)
PAS 670 Pediatrics Clerkship (8 credits)
PAS 680 Women’s Health Clerkship (4 credits)
PAS 690 Elective Clerkship I (4 credits)
PAS 691 Physician Assistant Clinical Seminar I (2 credits)
PAS 692 Physician Assistant Clinical Seminar II (2 credits)
PAS 693 Physician Assistant Clinical Seminar III (1 credit)
PAS 698 Capstone (1 credit)

Total Credit Hours: 116
Master of Science in Strategic Fundraising and Philanthropy

The Master of Science in Strategic Fundraising and Philanthropy is designed to prepare individuals to move into the field of fundraising or to advance to middle and senior management fundraising positions in not-for-profit organizations. The degree provides critical management skills and knowledge to prepare ethical, skilled, and knowledgeable leaders in the field of fundraising.

The Strategic Fundraising and Philanthropy program is a highly focused, rigorous course of study designed to educate students about how to be more strategic and intentional in leveraging philanthropic resources on behalf of the nonprofit organization and its mission and cause. The Master of Science in Strategic Fundraising and Philanthropy requires the completion of twelve, three-credit courses (36 total hours) of graduate course work and a final portfolio which documents students’ completion of the program goals.

Program Goals
Graduates of the M.S. in Strategic Fundraising and Philanthropy program are expected to demonstrate achievement in all areas of the program. Specifically, graduates of the M.S. in Strategic Fundraising and Philanthropy program are expected to:

- Articulate an understanding of the history, theory, scope, and significance of philanthropy in the nonprofit organizational setting within the North American context and throughout the world;
- Demonstrate knowledge and awareness of the standards and codes of conduct that are appropriate to professionals and volunteers in philanthropy and the nonprofit sector;
- Develop a thorough understanding of the various technical, functional, and operational areas of fundraising management and be able to apply this knowledge to organizational practice and planning;
- Describe the history and role of the fundraising function in achieving the mission and vision of nonprofit organizations;
- Understand and adhere to the appropriate legal, financial, and ethical frameworks under which fundraisers operate and are regulated;
- Apply appropriate research methods to fundraising management problems in a nonprofit organizational context and design solutions to problems;
- Analyze, design, implement, maintain, and evaluate problems/solutions in the management of the fundraising function within a nonprofit organization; and
- Demonstrate knowledge of the role and function of financial literacy and stewardship in the effective oversight and management of nonprofit organization resources.

Program Requirements
To earn the M.S. in Strategic Fundraising and Philanthropy, students must complete 36 hours of graduate coursework at the 600 level including the graduate portfolio with the coursework distributed as shown below. Students choose from one of two tracks: 1) Nonprofit Fundraising, 2) Higher Education Fundraising.

Track 1: Nonprofit Fundraising

I. Nonprofit Management and Administration Core (9 credits)
Two required courses:
NMP 600 Foundations of Nonprofit Management
NMP 635 Board Governance and Volunteer Management
Choose one from*:

*Please refer to the catalog for the most current information and requirements.
NMP 605 Financial Decision Making for Nonprofits
NMP 625 Strategic Planning for Nonprofits
NMP 645 Marketing for Nonprofits
NMP 665 Law, Policy, and Government Relations
CIM 642 Project Management

*or other NMP course as approved by the program director

II. Organizational Behavior and Person Effectiveness Core (6 credits)
One required course:
NMP 650 Leading Change of Nonprofit Organizations

Choose one from:
NMP 655 Leadership and Personal Effectiveness
MBA 620 Organizational Behavior and Leadership
NMP 656 Relationships, Communication and Philanthropy
NMP 609 Organizations and Applied Leadership

III. Philanthropic Studies Core (15 credits)
Three required courses:
NMP 621 Introduction to Philanthropy and Fundraising Fundamentals
NMP 622 Donor Behavior and Giving Methodologies
NMP 675 Capstone: Advanced Fundraising Seminar

Choose two from:
NMP 631 Grant Writing for Corporations and Foundations
NMP 641 Capital Campaign and Major Giving Management
NMP 651 Annual Giving and Donor Relations
NMP 623 Resource Development Management

IV. Electives (6 credits)

Track 2: Higher Education Fundraising

I. Higher Education Administration Core (9 credits)
Two required courses:
MHE 600 Introduction to Higher Education Administration
MHE 626 Introduction to Institutional Advancement

Choose one from*:
MHE 605 Organization and Governance of Higher Education
MHE 610 Higher Education Curriculum Development
MHE 620 The Contemporary C Student
MHE 627 Enrollment Management Principles and Practices
MHE 630 Law and Ethics in Higher Education
MHE 640 History and Economics of Higher Education
MHE 645 Higher Education Marketing and Communications

* or other MHE course as approved by the program director

II. Organizational Behavior and Person Effectiveness Core (6 credits)
One required course:
NMP 650 Leading Change for Nonprofit Organizations

Choose two from:
NMP 655 Leadership and Personal Effectiveness
MBA 620 Organizational Behavior and Leadership
NMP 656 Relationships, Communication and Philanthropy
NMP 609 Organizations and Applied Leadership

III. Philanthropic Studies Core (15 credits)

Three required courses:
NMP 621 Introduction to Philanthropy and Fundraising Fundamentals
NMP 622 Donor Behavior and Giving Methodologies
NMP 675 Capstone: Advanced Fundraising Seminar

Choose two from:
NMP 631 Grant Writing for Corporations and Foundations
NMP 641 Capital Campaigns and Planned Giving
NMP 651 Annual Giving and Donor Relations
NMP 623 Resource Development Management

IV. Electives (6 credits)
ACADEMIC REQUIREMENTS FOR:
Master of Science in Strategic Fundraising
& Philanthropy: Nonprofit Fundraising Track

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Strategic Fundraising and Philanthropy Fundraising Track. This sequence assumes a fall semester start. Students who begin the program in other semesters should consult with their faculty program advisor to plan their schedule.

<table>
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<tr>
<th>One-Year Sequence</th>
<th>Credits</th>
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<td><strong>Fall Semester</strong></td>
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<tr>
<td>Graduate Session I</td>
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<tr>
<td>NMP 600 Foundations of Nonprofit Management</td>
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<td>Graduate Level Elective*</td>
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<td>Graduate Session II</td>
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<td>NMP 621 Introduction to Philanthropy and Fundraising Fundamentals</td>
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<td>Graduate Session IV</td>
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<td><strong>Summer Semester</strong></td>
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<td>NMP 635 Board Governance and Volunteer Management</td>
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<tr>
<td>NMP 650 Leading Change of Nonprofit Organizations</td>
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<tr>
<td>Graduate Session VI</td>
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<tr>
<td>NMP 622 Donor Behavior and Giving Methodologies</td>
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<tr>
<td>NMP 675 Advanced Fundraising Seminar</td>
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*All Graduate Level Electives must be approved by the Director of the Program.
ACADEMIC REQUIREMENTS FOR:
Master of Science in Strategic
Fundraising & Philanthropy: Nonprofit

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. Strategic Fundraising and Philanthropy Nonprofit Fundraising Track. This sequence assumes a fall semester start. Students who begin the program in other semesters should consult with their faculty program advisor to plan their schedule.

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<th>Two-Year Sequence</th>
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<td>NMP 621 Introduction to Philanthropy and Fundraising Fundamentals</td>
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# ACADEMIC REQUIREMENTS FOR:
Master of Science in Strategic Fundraising and Philanthropy: Nonprofit Higher Education Track

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Strategic Fundraising & Philanthropy Higher Education Track. This sequence assumes a fall semester start. Students who begin the program in other semesters should consult with their faculty program advisor to plan their schedule.

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ACADEMIC REQUIREMENTS FOR:
Master of Science in Strategic Fundraising and Philanthropy: Nonprofit Higher Education Track

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. in Strategic Fundraising & Philanthropy Higher Education Track. This sequence assumes a fall semester start. Students who begin the program in other semesters should consult with their faculty program advisor to plan their schedule.

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<td>Graduate Session VI</td>
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<td>NMP 675 Advanced Fundraising Seminar</td>
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*All Graduate Level Electives must be approved by the Director of the Program.
GRADUATE CERTIFICATES

The following certificates are available: Strategic Fundraising, Organizational Effectiveness, Entrepreneurial and Innovative Process, Leadership and Personal Effectiveness, Management of Faith-Based Organizations, Nonprofit Governance, Organizational Development, Nonprofit Management, Higher Education Administration, Online Teaching, Online Teaching Administration, and Autism Spectrum Disorders.

See page 15 for graduate admission requirements. These certificates can be taken as stand-alone coursework or may be applied towards the completion of a Bay Path graduate degree upon approval by the appropriate graduate program director.

Requirements for Graduate Certificates

Certificate in Strategic Fundraising (15 credits):

Required Courses (12 credits):
- NMP 621 Introduction to Philanthropy and Fundraising Fundamentals
- NMP 622 Donor Behavior and Giving Methodologies
- NMP 623 Resource Development Management
- NMP 656 Relationships, Communication and Philanthropy

Electives (choose one):
- NMP 631 Grant Writing for Corporations and Foundations
- NMP 641 Capital Campaign & Major Giving Fund
- NMP 651 Annual Giving and Donor Relations

Certificate in Organizational Effectiveness (12 credits):
- NMP 646 Healthy Solutions for Nonprofits in Challenging Times
- NMP 647 Quality Principles and Practices
- MBA 620 Organizational Behavior and Leadership
- MBA 633 Accounting for Decision Makers

Certificate in Entrepreneurial and Innovative Process (12 credits):
- MBA 600 Introduction to Entrepreneurial Thinking and Innovative Practices
- NMP 647 Quality Principles and Practices
- CIM 654 Knowledge Management
- MBA 601 Entrepreneurial Marketing Strategies

Certificate in Leadership and Personal Effectiveness (15 credits):
- NMP 655 Leadership and Personal Effectiveness
- MBA 620 Organizational Behavior and Leadership
- CIM 659 Collaborations and Coalitions
- MBA 653 Intercultural Communication in the Workplace — or —
- NMP 610 Managing Diversity in Today’s Nonprofit
- MBA 652 High Performance Management Strategies

Certificate in Management of Faith-Based Organizations (15 credits)
- NMP 615 Development and Management of Faith-Based Organizations
- NMP 616 Advanced Management Principles and Practices for Faith-Based Organizations
- NMP 605 Financial Decision Making for Nonprofits
- NMP 621 Introduction to Philanthropy and Fundraising Fundamentals
- NMP 635 Board Governance and Volunteer Management
<table>
<thead>
<tr>
<th>Certificate in Nonprofit Governance (15 credits)</th>
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<tbody>
<tr>
<td>NMP 600 Foundations of Nonprofit Management</td>
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<td>NMP 605 Financial Decision Making for Nonprofits</td>
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<td>NMP 635 Board Governance and Volunteer Management</td>
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<tr>
<td>NMP 665 Law, Policy, and Government Relations in Nonprofit Organizations</td>
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<th>Certificate in Organizational Development (15 credits)</th>
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<tr>
<td>MBA 655 Organizational Development Principles and Practices</td>
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<tr>
<td>MBA 633 Accounting for Decision Makers</td>
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<tr>
<td>MBA 620 Organizational Behavior and Leadership</td>
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<tr>
<td>MBA 635 Human Resources: Best Practices and Techniques</td>
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<tr>
<td>NMP 647 Quality Principles and Practices</td>
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<th>Certificate in Nonprofit Management (15 credits):</th>
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<td>NMP 600 Foundations of Nonprofit Management</td>
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<td>NMP 635 Board Governance and Volunteer Management</td>
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<td>NMP 605 Financial Decision Making for Nonprofits</td>
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<td>NMP 625 Strategic Planning for Nonprofits</td>
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<th>Certificate in Higher Education Administration (15 credits):</th>
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<td>MHE 600 Introduction to Higher Education Administration</td>
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<td>MHE 605 Organization and Governance of Higher Education</td>
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<td>MHE 620 The Contemporary College Student</td>
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<td>MHE 630 Law and Ethics in Higher Education</td>
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<tr>
<th>Graduate Certificate in Institutional Advancement (15 credits)</th>
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<td>Required Courses (12 credits):</td>
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<td>MHE 626 Introduction to Institutional Advancement</td>
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<tr>
<td>MHE 645 Higher Education Marketing and Communications</td>
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<tr>
<td>NMP 621 Introduction to Philanthropy and Fundraising Fundamentals</td>
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<td>NMP 622 Donor Behavior and Giving Methodologies</td>
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<th>Electives (choose one):</th>
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<tbody>
<tr>
<td>MHE 605 Organization and Governance of Higher Education</td>
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<td>MHE 625 Women in Higher Education Administration</td>
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<tr>
<td>MHE 627 Enrollment Management Principles and Practices</td>
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<td>NMP 623 Resource Development Management</td>
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<td>NMP 625 Strategic Planning for Nonprofits</td>
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<td>NMP 631 Grant Writing for Corporations and Foundations</td>
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<td>NMP 656 Relationships, Communication and Philanthropy</td>
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</table>
### Graduate Certificate in Enrollment Management (15 credits)

**Required Courses (12 credits)**
- MHE 627 Enrollment Management Principles and Practices
- MHE 645 Higher Education Marketing and Communications
- MHE 652 Retention in Higher Education
- MHE 654 Technology Applications for Enrollment Management
- MHE 656 Financial Assistance in Higher Education
- MHE 658 Strategic Planning for Enrollment Management

### Graduate Certificate in Online Teaching (15 credits)

**Required Courses (12 credits)**
- MHE 622 Foundations of Online Learning
- MHE 628 Designing and Teaching Online Courses
- MHE 632 Building Online Learning Communities
- MHE 634 Innovations in Educational Technology

**Electives (choose one):**
- MHE 605 Organization and Governance of Higher Education
- MHE 610 Curriculum Development in Higher Education
- MHE 625 Women in Higher Education Administration
- MHE 630 Law and Ethics in Higher Education
- MHE 650 Leading Change in Higher Education
- NMP 605 Financial Decision Making for Nonprofits
- NMP 609 Organizations and Applied Leadership
- NMP 610 Managing Diversity in Today’s Nonprofit
- NMP 623 Resource Development Management
- NMP 625 Strategic Planning for Nonprofits
- NMP 646 Healthy Solutions for Nonprofits in Challenging Times
- NMP 655 Leadership and Personal Effectiveness
- NMP 665 Law, Policy, and Government Relations in Nonprofit Organizations

### Graduate Certificate in Online Teaching and Program Administration (15 credits)

**Required Courses (15 credits)**
- MHE 622 Foundations of Online Learning
- MHE 628 Designing and Teaching Online Courses
- MHE 632 Building Online Learning Communities
- MHE 634 Innovations in Educational Technology
- MHE 638 Online Education Management and Leadership

### Graduate Certificate in Autism Spectrum Disorders (12 credits)

- SPE 546 Teaching Children with Autism Spectrum Disorders
- SPE 511/501 Applied Behavior Analysis
- SPE 552 Problem Solving and Program Analysis in Autism
- SPE 560 Advanced Techniques and Process for Behavior Change

### Graduate Certificate in Literacy (12 credits)

- SPE 525 Working with Struggling Readers
- SPE 548 Reading and Language for ELL Learners
- SPE 543 Teaching of Writing
- SPE 547 Structure of Language for Educators
English Communications Skills Certificate for Graduate Study

English Communications Skills for Graduate Study is a series of four (4) graduate-level, two-credit courses designed for non-native and bilingual adult students at Bay Path University. Students who successfully complete all four courses will earn a certificate in English Communications Skills for Graduate Study. A Foundations class focuses on assessing students’ strengths and encouraging the development of a plan to introduce fluency and literacy. Effective English Communications courses focus on improving writing for graduate study, and presentation skills for graduate study. Strategic and Collaborative Communications for Graduate Study will enable students to develop and apply skills that will result in effective collaboration and group projects.

Foundations of English Communications for Graduate Study (2 credits)
In the foundational course of the English Communications Skills course series for graduate learners, students will first be assessed using the TABE (Test of Adult Basic Education – CLAS E) to determine their strengths and areas for improvement in fluency and literacy in English. Assessment results will be used in the development of an individualized plan that enables students to focus on skill development and deeper practice of English communications skills in the academic context. Students will engage in integrated skill development, including practice in aural learning, reading, speaking, writing, and grammar skills necessary for academic success. The TABE will be taken as a post-test to assess growth. Prerequisite: None

Effective English Communications I: Writing for Graduate Study (2 credits)
This course focuses on developing writing skills necessary for graduate-level writing, with focus on (a) practicing discipline-specific writing including persuasive text and supporting a position; (b) understanding writing conventions in one’s discipline; (c) research writing skills including the use of an appropriate documentation style; (d) text organization and language structure in texts such as summaries, routine communications, critiques, and data analysis; (e) reflective writing. Students will also practice collaborative writing and peer editing. Prerequisite: Foundations of English Communications

Effective English Communications II: Presenting for Graduate Study (2 credits)
This course is designed to improve students’ presentation skills. Assignments will include practice in (a) the creation and delivery of presentations in their disciplines; (b) participation in small and large groups; (c) pronunciation and fluency; (d) leading discussions. Prerequisite: Foundations of English Communications

Strategic and Collaborative Communications for Graduate Study (2 credits)
The final course in the English Communications Skills course series focuses on advanced level skill application. Students will learn about and apply skills in (a) group development and group dynamics; and (b) collaborative problem-solving. Prerequisite: Foundations of English Communications
GRADUATE COURSE DESCRIPTIONS

ACCOUNTING

ACC 630 (3 credits)

Government and Nonprofit Accounting
This course will provide an in depth study of state and local government accounting and reporting as well as accounting for not-for-profit organizations including colleges, universities and health care organizations. Federal government accounting and special auditing considerations related to government and nonprofit accounting will also be covered.

ACC 635 (3 credits)

Advanced Financial Reporting
This course emphasizes the fundamental techniques of financial statement analysis. Building upon core accounting and investment concepts, the course covers the analysis (including ratio analysis) and interpretation of financial accounting information including the balance sheet, income statement, and statement of cash flows. The course also examines the use of accounting information in investment and credit decisions.

ACC 640 (3 credits)

Gift and Estate Taxation
This course examines Federal tax law as it relates to gift and estate taxes. Topics include basic estate planning concepts, gift planning fundamentals, and planning issues related to closely held business interests. The unified transfer tax, gift and estate taxes, and the taxation of trusts will also be covered.

ACC 645 (3 credits)

Advanced Taxation for Corporations and Pass-Through Entities
This course examines advanced issues related to corporations such as reorganizations, liquidations, mergers, acquisitions and the consolidated tax return. Advanced issues related to partnerships and limited liability companies such as special basis adjustment elections, allocation of nonrecourse liabilities, property contributions with built-in gains and losses, the admission of a new partner and exit strategies are also covered.

ACC 647 (3 credits)

Legal Issues in Accounting: Including Business Ethics & Social Responsibility
This course involves a broad survey of legal problems encountered in business transactions; emphasis on implications to accountants and auditors. The course will cover contracts, sales, commercial paper, secured transactions, and surety ship and creditors' rights. As well as agency, bankruptcy, securities, and CPA legal liability. The course will also discuss ethics and social responsibility.

ACC 650 (3 credits)

Controllership
This course focuses on the Controller’s role in the development and growth of today’s businesses. Topics include planning and control, financial reporting and interpretation, tax administration,
development of accounting systems and controls, strategic planning, and e-business. Oversight of the internal and EDP audit functions will also be covered.

**ACC 655 (3 credits)**
**Advanced Auditing**
This course takes a case approach to the attestation function where students will plan, organize and perform audit examinations. Case simulations will require students to put auditing concepts into practice by analyzing risk, assessing the implications of Sarbanes-Oxley, performing analytical procedures and preparing audit reports. The course will also utilize electronic working papers for documentation purposes.

**ACC 660 (3 credits)**
**Advanced Cost Accounting**
This course involves the in-depth study of the principles and objectives of the techniques and theories used in managerial accounting. Topics such as capital budgeting, manufacturing accounting, management control systems, performance measurement, and quantitative techniques for planning and control will be discussed. The strategic and behavioral implications and impacts of planning and control will form the context for study.

**ACC 665 (3 credits)**
**IT for Accountants**
This course involves understanding organization needs assessment, systems design and other elements, information technology security, internet implications for business, types of information systems and technology risks, disaster recovery and business continuity.

**ACC 670 (3 credits)**
**Forensics Accounting/Systems**
This course will cover a variety of facets related to Information Technology (IT) Auditing and Forensic Accounting especially fraud audits), from simple to complex computer systems. The course will present tools, concepts, and techniques necessary to properly audit IT. Introduction to the practice of forensic accounting and its relationship to auditing in settings characterized by extensive reliance on information technology. An emphasis on audit methodology as applied to accounting information systems.

**ACC 675 (3 credits)**
**Fraud Examination**
This course helps students understand the growing significance of fraud in business. Students will examine the nature of fraud, the various types of fraud including e-fraud as well as the detection, investigation, resolution and prevention of fraud. The use of technology in the commission and detection of fraud will be covered as well as forensic analysis techniques.

**ACC 699 (3 credits)**
**Contemporary Issues in Accounting**
This course examines current developments in the accounting industry including recent FASB pronouncements and their effects on financial reporting, changes in auditing standards, tax law changes, international accounting standards and issues surrounding the Sarbanes-Oxley Act. Professional ethics and the various services a public accountant may provide will also be discussed. A research project to serve as a capstone to the Master of Science in Accounting and Taxation program will be the primary focus of the course.
CBY 510 (3 credits)
Foundations of Cybersecurity Management
This course provides an understanding of IT infrastructure and services, their vulnerabilities as well as the size and complexity of security threats faced by enterprises. The course will focus on the tenants of cybersecurity of confidentiality, integrity, availability and governance. Building on an understanding of these infrastructures, the development of security practices, policies, and awareness and compliance programs, with an introductory look at legal and regulatory issues will be examined in the context of assurance and security. Issues of access and authentication; data confidentiality and integrity; data availability; and networking and routing will also be addressed.

CBY 515 (3 credits)
Foundations of Data Protection
This course provides students with an understanding of fundamental data protection techniques for protecting data at rest, data in motion, and data in processing. Techniques of data protection such as a basic overview and understanding of cryptology, encryption and other protection schemas and systems, which are important for managers to understand, will be considered. The course will also examine access controls; availability, authentication, confidentiality, data integrity, and non-repudiation are covered as well as an overview of defenses against DDOS and other data attacks. Security by diversity and security in depth will be presented as fundamental requirements. Issues of access and authentication; data confidentiality and integrity; data availability; and networking and routing will also be addressed.

CBY 620 (3 credits)
Compliance and Legal Issues
This course examines legal, privacy, and compliance environments facing US-based organizations. Students will build an understanding of the complexities of these compliance and legal obligations starting with a general foundation of laws and industry standards that apply across most organizations. The course will review the legal aspects of customer information safeguards. Examination of industry verticals will expand the student’s knowledge of particular federal and state regulatory and industry-based obligations. This course will also introduce the relevant laws and regulations with regard to law enforcement and civil investigation of digital crimes.

CBY 625 (3 credits)
Financing, Cost Control and Project Management of Cybersecurity Organization
This course explores Information Assurance Management through finance and cost controls. The course will look at the strategic costs, financing and project management of important organizational IT functions. The course will also explore the aspects, methods, and alternatives in financing and cost control in information assurance management and compares/utilizes them with respect to non-IT-related expenses and costs. This seminar will also discuss and develop how to determine the costs and management of projects and compliance. The course also explores alternatives in building support and consensus for projects and activities, and focuses heavily on adding value to the organization. Moreover, the course explores methods to build support and consensus for projects and activities while adding value to the organization. Financing and cost are explored both in terms of measuring business impact, problem solving and project management.
CBY 630 (3 credits)
Emerging Cyber Threats
This course examines the current topics of cybersecurity attacks and defenses from a global perspective. Security incidents will be analyzed and technologies and processes studied to better understand how to prevent or minimize a similar threat in the future. The course will be a mixture of traditional concerns around virus protection and spam prevention with new threats introduced by technology, such as mobile devices and cloud computing.

CBY 635 (3 credits)
Human and Organizational Aspects of Cybersecurity
This course investigates the relationships between human and organizational behavior and cybersecurity. Emphasis is on the human and OB elements of cyber-crimes. Topics will include ethics, psychology, sociology, hacker and organizational culture. Motivations for cybercrime and breaches of cybersecurity will be investigated. This course will consider social psychology and positive psychology and how behaviors influence the effectiveness of security practices. The courses will talk about best employment and risk management practices and policies to support information assurance and security including social network and email policies. The focus is on the ways that business objectives, user attitudes and user activities significantly influence both the development of an information assurance program and successful implementation of such programs.

CBY 640 (3 credits)
Information Assurance Management and Analytics
This seminar is arranged beginning with examining and exploring Information Assurance Management and Analytics from a strategy perspective and gradually narrowing down to the tactical level, including the management of projects and compliance; leadership and policy development; relationship building in an organization; and organizational education. The course will also review customer information safeguards. The curriculum explores the aspects, methods, and alternatives in information assurance management and compares/utilizes them with respect to non-IT-related management approaches and styles. Additionally, it explores alternatives in building support and consensus for projects and activities and focuses heavily on adding value to the organization. Developing an information assurance management plan is examined and is used to help identify techniques of improving the information assurance awareness. Analytics are explored both in terms of measuring business impact, and problem solving and project management techniques and alternatives are included.

CBY 645(3 credits)
Cyber Criminal and Civil Investigations
In this course, the student will accomplish in-depth studies of the theory and practice of digital investigations in criminal and civil cases on a local, state, national, and global basis. Topics include cyber terrorism, cybercrime and cyber warfare. Discussions will also include identification, collection, acquisition, authentication, preservation, examination, analysis and presentation of evidence for prosecution purposes. In addition students will discuss the elements of management and leadership required in the field of investigations.

CBY 650 (3 credits)
Strategic Cybersecurity Crisis Management
This course focuses on operational cybersecurity management issues in business continuity planning, disaster recovery, identity management, change management, metrics, accreditation, certification, and validation. The course examines in detail effective risk assessment programs, disaster recovery planning, how to interpret the sources and levels of risk, how to apply appropriate defensive systems employing security in depth and diversity concepts, and back-up
and recovery procedures. Students are required to examine cybersecurity at a program and architectural level regarding issues such as risk management, audit, privacy, Information Security Management System (ISMS), and identify how management will respond to a disaster within an organizational context. Students will also be able to limit and mitigate loss, teach security awareness, metrics and develop educational strategies, and then present a plan to the executive board for approval.

*Prerequisite: CBY 640*

**CBY 655 (3 credits)**
**Digital Forensics**
This course provides an analysis of the use of industry tools, technologies, and practices involved in gathering, protecting and analyzing digital evidence. The class uses industry tools to perform forensic analysis and examines how various operating systems store data on storage media – hard disk drives and other digital media. The course will highlight how computers are used in crimes and how this can be linked to criminal motivations to focus a digital investigation. Students will gain an in-depth study of the theories and practices for the prevention of cyber-attacks. Countermeasures discussed include training, encryption, virtual private networks, policies, practices, access controls, secure systems development, software assurance arguments, verification and validation, firewall architectures, anti-virus, patching practices, personnel security practices, and physical security practices. Business continuity plans and disaster recovery plans are also discussed. Strategies for large-scale prevention are also discussed, such as critical infrastructure protection, international collaboration and law enforcement. Emphasis is on methods to identify system vulnerabilities and threats and prevent attacks.

*Prerequisite: CBY 510 and 515*

**CBY 660 (3 credits)**
**Cyber Policy**
This course will examine the role of various official and non-official agencies, domestic, international, governmental and non-governmental in setting cybersecurity policy. This is a dynamic examination of the issues surrounding cyber policy issues and includes: intellectual property and civil liberties, privacy concerns and national security issues. Given the fluidity of the field an examination of current laws, policies and standards is undertaken.

**CBY 670 (3 credits)**
**Capstone I: Cyber Thesis**
A study of an exercise in developing, leading, and implementing effective enterprise level cybersecurity programs in a real-life setting. Focus is on establishing programs that combine technological, policy, training, auditing, personnel, and physical elements. Challenges within specific industries are discussed. Topics include enterprise architecture, risk management, vulnerability assessment, threat analysis, crisis management, security architecture, security models, security policy development and implementation, security compliance, information privacy, identity management, incident response, disaster recovery, and business continuity planning. A project paper is the major focus of the learning experience as it will reflect integration and synthesis of the entire cybersecurity curriculum. As part of this project the student will be able to define a program for one or a variety of users and/or develop sophisticated implementation policies for companies, agencies or governments. Must be taken as the last course in the program. Students must take either CBY 670 or CBY 675, not both.

**CBY 675 (3 credits)**
**Capstone II: Cyber Plan**
This course presents a study of and an exercise in developing, leading, and implementing effective enterprise level cybersecurity programs in a real life setting. Focus is on establishing
programs that combine technological, policy, training, auditing, personnel, and physical elements. Challenges within specific industries are discussed. Topics include enterprise architecture, risk management, vulnerability assessment, threat analysis, crisis management, security architecture, security models, security policy development and implementation, security compliance, information privacy, identity management, incident response, disaster recovery, and business continuity planning. A project plan for an existing organization will be developed and it will reflect integration and synthesis of the entire cybersecurity curriculum. The student will be able to define a plan for one or a variety of users and/or develop sophisticated implementation policies for companies, agencies or governments. Prior to beginning the plan, the student should select and meet with the company to receive permission to do this study. The information, if proprietary, may require certain confidentiality agreements and privacy restrictions between the professor, the company and you. Must be taken as the last course in the program. Student must take either CBY 670 or CBY 675, not both.

COMMUNICATIONS AND INFORMATION MANAGEMENT

CIM 601 (3 credits)
Theories of Communication and Information
In the spirit of understanding that sound theoretical foundations lead to good professional practices, this course studies the theories of human communications and information systems. It provides frameworks defining both the scope and history of both fields, the former dating back almost 3000 years and the latter an emerging field with roots stemming to the 1950’s. Through a series of frameworks and traditions in human communications and information systems, students engage in the analysis and evaluation of the nature and role of the communications and information management theories, the myriad approaches to understanding language and communication, and the relationship between human and technological channels of communications. Students pay special attention to theories of communications and information management as related to systems theory and the relationships among and between communications, information management, business, and other professional organizations such as health, education, and government.

CIM 603 (3 credits)
Professional Communications Strategies
Writing, speaking, listening, reading, and presenting well are the keys to advancement in any profession. Thus, this course pushes students to hone these communications skills in business and professional contexts for both professional/technical and non-specific professional audiences. Students analyze their audiences, determine the appropriate medium — oral or written — they require, and compose, edit, proofread, and present communications in professional settings. By participating in peer reviews, students hone their skills in analyzing, critiquing, and revising communications. Class members also learn to collaborate on projects, working as part of a professional team. Throughout the course, students develop problem-solving strategies for communicating in both national and international contexts.

CIM 605 (3 credits)
Business Intelligence
Business Intelligence is a process that helps managers make evidence-based, rational decisions by applying an analytic approach to decision making. Good business decisions should lead to efficient operations, effective utilization of scarce resources, satisfied customers, and increased profits. The course examines two logical components of management information systems: the
structured decision system which lends itself to providing actual computer-generated decisions, and decision support systems, in which computer-based systems aid decision makers in confronting problems through direct interaction with data and analytic models. Several of the topics covered in this course include: decision theory, data warehousing and data mining, business analytics (i.e., descriptive and predictive statistics), rational and behavioral economic theories of decision-making.

CIM 607 (3 credits)
Applied Research Strategies
Applied Research Strategies provides students with strategies for designing, conducting and evaluating research so that they can solve problems and recommend solutions pertaining to communications and information science. Students acquire the knowledge and skills to formulate research problems; plan studies; gather, organize, analyze and interpret results; prepare research reports; and present findings and recommendations in professional contexts. Specific areas include: qualitative and quantitative research, sampling, measurement techniques, data collection, observational methods, and general principles of research design. Students use bibliographies and other print and computerized databases in conducting research. Throughout the course, students broaden and deepen their understanding of the relationships between research and theory.

CIM 610 (3 credits)
Business and Information Strategy in a Global Environment
Modern organizations are faced with a variety of rapidly changing communication and information technologies that can threaten the very core competencies upon which the organization had been built. Add to this the rise in global competition and a persuasive argument could be made that today’s managers are facing bigger threats and challenges than ever before. Drawing from relevant conceptual frameworks this course will examine business and information techniques for implementing effective strategies in today’s global environment. Several of the topics covered in this course are: Supply Chain Management, Enterprise Resource Planning, Customer Relationship Management, industry analysis, the Value Chain and SWOT analysis techniques.

CIM 612 (3 credits)
Information Design and Usability Testing
The digital information age requires professionals to understand and apply design and testing practices to any information disseminated via print, audio, Internet, and other digitized media. Thus, this course enables students to design information effectively for a variety of these media, to present findings about a document or other mediated message by collecting, analyzing, and interpreting data of real users, and to identify and specify user needs or information requirements and their practical consequences. Students learn to use respected testing methods, research approaches, and practices related to the design of text and other forms of messages communicated through electronic media. As part of this course, students learn to understand, apply, and present design and usability strategies and practices. As part of the process students work together in testing teams to investigate usability and its practical consequences for information design in regard to hard copy documents, screen displays, presentational materials, and other digitized user interfaces through information systems displays and reports. Students emerge from the course with a hands-on, practical set of tools that only the best communications specialists and researchers know how to use.
CIM 614 (3 credits)
Networks and Data Communications
This course provides the student with terminology and concepts related to data communications in an Internet-driven world. Emphasis is placed on the integration of software and hardware considerations with systems analysis and design for computer networks. The role of telecommunications in systems design for networking and distributed processing is presented, along with the architecture of data communication systems ranging from local area networks to international wide area networks. Current technologies that include hardware, software, and protocols are presented, and an emphasis is placed on the application of the technology to the solution of problems. Other topics include the definition of network requirements, evaluation of technology, design and installation of the network, security management, and network performance.

CIM 621 (3 credits)
Designing Effective Web Sites
Effective web design for a highly networked and socially connected environment presents a major challenge for modern business. Web design and business strategy should be highly correlated. Today’s global organizations require dynamic web sites that establish robust connections with customers, suppliers and employees. This course examines the historical roots of the Internet and the World Wide Web; Internet and Web standards; and n-tier client server environments.

CIM 626 (3 credits)
Database Management Systems
This course presents the concept of a database environment and the spectrum of capabilities considered to be part of the database management system. The course provides an overview of topics and related issues in planning, designing, implementing and managing a database. While all four models of database are examined, the course emphasizes and provides experience with the relational model and with an SQL-compliant database management system.

CIM 630 (3 credits)
Legal Issues in Communications and Information Management
This course considers a variety of judicial cases to review and discusses the impact of responsible legal and ethical decision-making in areas of communications and information in a variety of business environments. Issues to be addressed include intellectual property, copyright issues, and communication and information ethics.

CIM 633 (3 credits)
Strategies for Internet Commerce
This course provides students with a background in the theory and practice of doing business over the Internet and World Wide Web. Topics include an introduction to electronic commerce technologies and the elements of its infrastructure, electronic commerce security issues, and electronic payment systems. Business strategies are addressed, including: branding, technology-enabled relationship management, purchasing, electronic data interchange, supply-chain management, auction sites, virtual communities, and Web portals. Ethics in the computer field, and specifically the electronic commerce area, are addressed.

CIM 634 (3 credits)
Strategies for Fiscal Management
This course focuses on the communication and use of financial information for the purpose of making sound economic decisions. Students learn to read and analyze financial information as presented in a firm’s annual report and SEC 10K with a concentration on Financial Statements,
Income Statement, Balance Sheet and Statement of Cash Flow. Financial analysis techniques are used to interpret this information and evaluate the performance and financial health of a business. Students will examine the financial decision-making processes to determine capital budget project selection and capital budget financing. This course emphasizes analysis, real-world application, and communication.

**CIM 640 (3 credits)**

**Strategic Innovation**

The major impact of growing information technology, whose core is innovation, has resulted in the great change it has caused in the way the world now conducts business. Students in this course study and apply three different strategic approaches to innovation: From a historical perspective, students learn about the major issues and developments in technology and their various effects in the market on individuals, organizations, society, and culture. From the analytical perspective of the “innovator’s dilemma,” students learn about both incremental and radical innovation in both service and manufacturing industries. And finally, from a creative perspective, students learn how to bring to market a “revolutionary new business concept” that forces most organizations to change their ways of seeing and conducting their businesses. Information technology’s impact upon organizational and societal structures sits at the heart of strategic innovation, and students emerge from this course knowing how to identify, analyze, and apply it to both historical and contemporary ventures while maintaining legal and ethical values.

*Prerequisite: Successful completion of 5 CIM courses*

**CIM 642 (3 credits)**

**Project Management**

Students focus on project management through critical examination of project planning, design, production, documentation, and presentation techniques. The course distinguishes among the three primary purposes of project management: (1) planning and scheduling project tasks, (2) critical diagnosis and prediction of success or failure in meeting schedules, and (3) estimation of requirements for the project. Topics include: problem identification and definition, project design and analysis, feasibility measures, project charting methods (PERT, GANTT, CPM), process documentation techniques, information modeling, project design specifications and error diagnosis, and task monitoring. Various software packages are used as tools to assist in all phases of project management, development, and presentation.

**CIM 654 (3 credits)**

**Knowledge Management**

This course develops the student’s understanding of how intellectual capital is created, shared, stored and manipulated. Students are required to do scholarly research on critical theories and applications of knowledge management in organizations. Special emphasis is placed on knowledge creation, the evaluation of knowledge as an organizational asset, and the transfer of knowledge within learning organizations.

**CIM 655 (3 credits)**

**Advanced Graphic Design and Visual Communication**

This course introduces a variety of theories and practices for planning and revising visual design and will focus on the core concepts and skills required to understand and control visual language in the design process, providing an experience that examines theoretical and practical aspects of visual communication. Topics include discussions of graphic devices such as grid systems, typography, illustrations, and icons. Particular emphasis is placed on detecting, diagnosing and solving visual design problems. Semiotic concepts will be introduced and assignments developed to provide exposure to critical aspects of visual thinking and its relationship to design.
CIM 656 (3 credits)
Strategies for Network Security
This course defines security and risk management principles using the context of a wireless network computer environment. Students will have the opportunity through case studies and guest speakers to investigate more fully issues such as how security threats are handled for computer operating systems and network environments by considering security regulations, cryptography, and business practices for electronic commerce.

CIM 658 (3 credits)
Strategies of Information Management
This course considers the parameters an organization may use to identify strategic information and integrate information throughout all functions and processes of the business. Information flow and strategic integration of information as well as business management processes and change management are stressed.

CIM 670 (3 credits)
Case Analysis Capstone
At the end of the program, students synthesize what the CIM program is about from a management and leadership perspective and refine strategies for applying the degree in a range of contexts. They use the theory and practice learned throughout the program, applying these to their current work or to their aspired field of work. The means for achieving the course outcomes includes students analyzing, summarizing, and synthesizing cases relevant to communication and information problem solving in professional and business settings, and demonstrating their competence in communications, information management, and business as managers and leaders. The course requires a major project relevant to students' experience and/or current work situation and a final essay with a portfolio in which students reflect upon the goals of the program and their personal goals, demonstrate how they met these goals, and what work supports their arguments.

Prerequisite: Completion of 10 graduate courses (seven required CIM core courses and three electives) and an overall 3.0 GPA

COMMUNICATIONS

COM 600 (3 credits)
Emerging Media
Web 2.0 technology has enabled the development of a wide variety of social media; including, but not limited to Facebook™, Twitter™, Pinterest™, SnapChat™, Linked-In™ and a myriad of topical blog sites. Communications professionals must understand the nature and scope of these media as well as the strong likelihood that these media will soon morph into new forms as the Internet continues to evolve. This course allows students to understand the strengths and weaknesses of all forms of emerging media as well as the need for next generation capabilities.

COM 620 (3 credits)
Media Preferences
Marketing campaigns have always focused on target markets and the media preferences of the membership of these markets. But as Web 2.0 technology based media become user-friendly, their usage is becoming more pervasive. That said, the rate of adoption of the various forms of media is not as predictable as one might imagine. This course informs participants of the current media preferences of selected target markets as well as the factors that are impinging upon these preferences and initiatives underway to influence these preferences.
COM 645 (3 credits)
Social Media Campaigns
Marketing campaigns have generally focused on the problems, interests and needs of customers in a given target market. And the goal of MARCOM has always been to persuade customers to make an increasingly stronger commitment to a brand and its related offerings. Social Media is disrupting this paradigm; perhaps best exemplified by the strong likelihood today that many customers will check out what others are saying about a brand or its offerings before making further commitments/purchases. Campaigns must be designed to capitalize on this trend in order to be successful. This course provides case studies that demonstrate the successful incorporation of early adopters and thought leaders into campaign development strategies.

COM 650 (3 credits)
Integrated Marketing Communications
While social media has become an increasingly significant factor in the buying process, perhaps to the point of being a dominant influence in some target markets, it is less significant in others. Traditional media (TV, Radio and Newspapers) still accounts for upwards of 65% of all media advertising. It follows that marketing managers must carefully coordinate their campaigns across all forms of media in accordance with the media preference of their sometimes diverse target markets. Communications professionals must understand the language of all forms of media as well as the preferences of their target markets in order to optimize the MARCOM strategy.

COM 660 (3 credits)
Social Media Analytics
Traditional marketing campaigns continue to be measured by the degree to which they are able to call customers to action (i.e., shop for the product or service being promoted). But where do customers shop today? Certainly in retail stores; but are those brick and mortar stores or online stores? Or both? And what process do they go through before they make a decision to buy. Google was only the first to provide data about the decision-making processes of consumers. Now, virtually all social media sites provide data about the behavioral preferences of their followers. This course informs students of the range of analytical tools available and the degree to which they can be utilized, often collectively, to determine the type of experience that a consumer is having with a brand and the primary sources of influence (including campaigns of all kinds) on that experience.

EDU 506 (3 credits)
Learning Theory and Designing Instruction for the Inclusive Classroom
The design of curriculum and instruction for diverse learners in inclusive classrooms is the focus of this course. Course participants investigate universally designed approaches that draw on learning theories, differentiated instruction, multiple intelligences approaches, and new technologies to respond to the needs of all learners, including students with disabilities and students who are culturally and/or linguistically diverse. Course participants will be introduced to Response to Intervention as well as to evidence-based practices that provide access to the curriculum for all learners.

EDU 520 (3 credits)
Empowerment through Education
This course will examine effective ways to empower students to make real life connections with their academic material, by providing strategies and tips for teachers to continue the learning
process outside the confines of the classroom. This course draws on the literature about teaching and learning in classrooms and the connection between ethnically diverse classrooms and the larger social context. To stimulate student involvement, the course will explore effective activities to engage family and community involvement, to establish partnerships and collaborations, to design inclusive environments, and to illustrate how to incorporate guest speakers and field trips into the curriculum and demonstrate the importance of empowering students in a social impact project.

EDU 521 (3 credits)
Creating Collaborative Classrooms
This course will examine effective ways to empower students to make real life connections with their academic material, by providing strategies and tips for teachers to continue the learning process outside the confines of the classroom. This course draws on the literature about teaching and learning in classrooms and the connection between ethnically diverse classrooms and the larger social context. Students will develop plans on how to establish partnerships and collaborations and how to design inclusive environments.

EDU 554
Pre-Practicum and Seminar I
Pre-practicum and seminar class meets four times during the spring semester and is designed to get the student ready for the pre-practicum and seminar II experience.

EDU 555
Pre-Practicum and Seminar II
Pre-practicum hours begin the beginning of the public school year (September) and this experience gives the student a consistent, supervised experience in a public school/Chapter 766 school setting. A minimum of 80 hours is required in the appropriate school setting beginning the first week of September and ending the last week in September. Six seminar classes will be offered between June and October.
Prerequisite: EDU 554, passing scores on all MTELs for the license sought that need to be submitted to the program in elementary education prior to beginning this course.

EDU 562 (3 credits)
English Language Arts Content, Applications and Assessment
An in-depth examination of English Language arts content and applications using technology as viewed through The Guiding Principles and Learning Standards in the English Language arts Curriculum Framework, Massachusetts Department of Elementary and Secondary Education. Included is an examination of reading content, methodology and comprehension strategies, as well as an examination of oral language, literature, composition and media as appropriate to deep understanding and excellence in pedagogical practice. Includes formal and informal assessment. Technology based course.

EDU 564 (3 credits)
Science Content, Applications and Assessment
An in-depth examination of English Language arts content and applications using technology as viewed through The Guiding Principles and Learning Standards in the Science and Technology/Engineering Framework, Massachusetts Department of Elementary and Secondary Education. Through a theoretical frame of inquiry based investigation, student will examine life science; earth and space science; physical science; and technology/engineering for deep understanding and excellence in pedagogical practice. Includes formal and informal assessment. Technology based course.
EDU 566 (3 credits)
Social Studies Content, Applications and Assessment
An in-depth examination of science and technology engineering content and applications using technology as viewed through The Guiding Principles and Learning Standards in the History and Social Science Framework, Massachusetts Department of Elementary and Secondary Education. Included is an examination of themes and concepts that deepen the understanding of facts of history and promote excellence in pedagogical practice. Includes form and informal assessment. Technology based course.

EDU 568 (9 credits)
Practicum in Elementary Education (with Seminar)
For students seeking initial licensure in elementary education (16 weeks)
Students complete a four-week, full-time, supervised pre-practicum immediately followed by a twelve-week practicum, minimum of 300 hours, in a public school setting. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. A seminar accompanies the pre-practicum experience.

EDU 569 (12 credits)
Practicum/Internship in Elementary Education (with Seminar)
For students seeking initial licensure in elementary education (year-long experience from September to June) Students complete a year-long practicum experience from September to May in a public school setting. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirement as mandated by a school district. A Seminar accompanies the pre-practicum experience. Practicum students are supervised jointly by the school supervising practitioner and college program supervisor. Students will have a minimum of three observations and participate in a minimum of three conferences during the semester. Students must demonstrate competence of the Preservice Performance Assessment, based on subject matter knowledge and the professional standards for teachers as defined by the Massachusetts Department of Elementary and Secondary Education.
Prerequisites: pga of 3.0 or better; passing scores on the mTEL for Elementary Education; Communication and Literacy, General Curriculum and Foundations of Reading; and the approval of the Education Department Chair or Coordinator of the Graduate Program.

FORENSICS

FSC 500 (4 credits)
Forensic Biology
This course provides the framework for 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. The principles and techniques of current methods of forensic DNA analysis will be taught and discussed.

FSC 592/FSC593/FSC594 (2-4 credits)
Graduate Internship in Forensic Science
The internship provides students an opportunity to gain experience in the field of forensic science. All internships must be approved in advance by the director of the program and must follow the guidelines established by the career services department. Upon completion of the experience the student will submit to his/her graduate faculty advisor a written report evaluating the experience in relation to the objectives of the program and give an oral presentation on their experience.
FSC600 (2 credits)
**Forensic Science Seminar I**
This course features presentations by faculty, students, visiting lecturers, and crime lab staff on current topics and research in forensic science. Students will also choose a research project topic as a result of exposure to the topics covered in this seminar.

FSC 605 (4 credits)
**Forensic Toxicology and Drug Analysis**
This course introduces students to principles and methods employed in forensic toxicological assays. Principles in pharmacology and toxicology will be presented in the context of abused and toxic substances commonly encountered in forensics. The methods for collecting and analyzing substances such as hallucinogens, amphetamines, marijuana, cocaine, opioids, barbiturates, benzodiazepines, and alcohol will be discussed.

FSC 610 (3 credits)
**Ethical and Legal Issues in Forensic Science**
This course examines the professional code of ethics and the role of the forensic scientist in litigation. Rules of evidence as applied to forensic science will be explored as well as guidelines for professionalism, appropriate expert witness conduct, and what makes good as well as bad science. Students will take part in a moot court exercise.

FSC 615 (2 credits)
**Forensic Science Seminar II**
This course involves an examination of current issues in forensic science practice and research and in the analysis of evidence from crime scene investigations. Presentations from students on their master’s research projects will also be discussed.

FSC 620 (4 credits)
**Advanced Criminalistics and Crime Scene Investigation and Reconstruction**
This course represents an in-depth study of crime scene procedures including recognition, protection, documentation, and collection of physical evidence; scene documentation, scene search procedures; and reconstructions from evidence and scene patterns. Laboratory exercises will include the microscopic, chemical, biological and immunological analysis of blood, semen and other body fluids.

FSC 625 (3 credits)
**Advanced Microscopy**
Advanced Microscopy provides an in-depth examination of the theory and practical application of various types of microscopy methodologies used in forensics and other laboratory sciences, including scanning electron, light, fluorescence, and polarizing microscopy. Micro-FTIR and microspectrophotometry will also be discussed. The course consists of laboratory exercises and demonstrations that examine the application of microscopy to forensic biology, firearms examinations, trace evidence, documents, and controlled substances.

FSC 630 (3 credits)
**Forensic Science Research Project I**
This course engages students in laboratory research in a particular area of forensic science. The data generated will form the basis of an on-going research project necessary for degree completion.
FSC 640 (3 credits)
Research Methods in Statistics
Research Methods in Statistics introduces students to methods in experimental design, data collection, and data analysis with an emphasis on using and developing approaches to specific science problems. The course has a large data-analytic component using a statistical computing software package.

FSC 645 (3 credits)
Forensic Science Administration
This course provides students with the opportunity to explore the practical applications of managing a forensic science laboratory. Topics such as budgeting, resource allocation, managing personnel, issues involving facilities and safety agency compliance, dealing with outside agencies, and other pertinent issues will be discussed.

FSC 650 (4 credits)
Forensic Science Research Project II
This course continues to work on the research project initiated in the spring semester. Data collected will be presented to graduate faculty and/or at a forensic science professional conference utilizing standard scientific presentation format.

FSC 660 (4 credits)
Trace Evidence Analysis and Microscopy
Trace Evidence Analysis and Microscopy provides an in-depth examination of the proper collection, preservation, identification and comparison of items such as hair, paint, glass, fibers, and soil and the techniques used to analyze these types of trace evidence. The theory and practical application of various types of microscopy methodologies used in trace analysis are discussed.

FSC 665 (4 credits)
Statistics and Advanced Forensic DNA Analysis
Combines the latest techniques in DNA analysis including mitochondrial DNA sequencing, Y-STR typing, and kinship analysis with statistical principles used for the specific tests as well as for research and validation projects. Additional subjects may include low-copy number analysis and mixture interpretation.

FSC 670 (3 credits)
Forensic Capstone Seminar
This course provides students with the opportunity to apply and demonstrate the knowledge and skills that they have acquired in the program. The required case studies are applied research projects that will include unknown samples that must be analyzed successfully. These projects include the requirements of researching the literature, study of cases, collecting and analyzing evidence, and presenting an oral and written report.
BUSINESS ADMINISTRATION/ENTREPRENEURIAL THINKING
AND INNOVATIVE PRACTICES

MBA 600 (3 credits)
Introduction to Entrepreneurial Thinking
This course focuses on introducing the concepts of entrepreneurial thinking, innovation and diversity in the entrepreneurial experience. Entrepreneurial diversity is addressed from two perspectives, the types of entrepreneurial ventures and the demographic distinctions of people engaged in this experience. Demographic characteristics of age, gender, ethnic background, and disability are considered in terms of the potential for entrepreneurial and innovative approaches to employment and creative ventures. Topics such as entrepreneurs, social entrepreneurs, and incubation of entrepreneurial ventures will also be discussed. The course also serves as the foundation for the MBA program dealing with a variety of subjects including business and academic writing, effective team work, and exploration of personal entrepreneurial opportunities.

MBA 601 (3 credits)
Entrepreneurial Marketing Strategies
This course focuses on recognizing and capitalizing on new opportunities by exploring unique marketing strategies necessary for new business startups, growth businesses, or launching new products; strategies that are often constrained by limited resources. Topics covered include creating a marketing concept and competitive distinction, understanding the similarities and differences between consumer and business behaviors in order to develop market potential as identified in market research, developing pricing policy, and delivering the final service and/or product to the customer. A strong emphasis is placed on branding as a strategy.

MBA 607 (3 credits)
Methods of Business Research and Analysis
This course provides students with strategies for designing, conducting and evaluating quantitative and qualitative research so they can solve problems and recommend solutions pertaining to organizational strategy for new and ongoing ventures. Students use bibliographies and other print and computerized databases in conducting research. Throughout the course, students broaden and deepen their understanding of the relationships between research and theory. Ethical research practices are emphasized.

MBA 620 (3 credits)
Organizational Behavior and Leadership
The “individual” and employee-management relations are examined so the student can develop an understanding of interpersonal interactions and behavior within entrepreneurial businesses. Both theory and practical perspectives are used. Topics include: motivating and inspiring employees, leadership development, group and team dynamics, human resources systems, decision-making, conflict management, negotiation strategy, intercultural relations, communication in the workplace, innovation and entrepreneurial thinking, and managing change. Learning is reinforced through case studies and experiential exercises.

MBA 630 (3 credits)
Legal Issues in Business
Students develop a fundamental understanding of the interactive relationship between business and the law. Students learn how the legal system functions in order to help business professionals become effective and responsible business managers. Topics include the law of contracts, legal issues related to for profit and nonprofit organizations, mergers and acquisitions, employment law, intellectual property, agent-principal relationships, and bankruptcy law. Students learn how various methods of dispute resolution, including litigation and arbitration impact business planning. Special attention is given to emerging issues in business law.

MBA 633 (3 credits)
Accounting for Decision Makers
An introduction to financial accounting and managerial accounting, covering the accounting cycle and resulting financial statements, and understanding of cost behaviors and tools for analysis.

MBA 634 (3 credits)
Entrepreneurial Finance
Students learn how companies, individual entrepreneurs, and capital providers manage the entrepreneurial process and its financial aspects, domestically and internationally. Initiatives related to the acquisition and management of financial capital, including influx of cash from venture capitalists and “angels,” are discussed. Financial statement analysis is covered in depth, encompassing an accounting perspective for the entrepreneur.

MBA 640 (3 credits)
Innovative Business Growth Strategies
The focus of this course is on preserving and stimulating innovative, value-based solutions and creative problem-solving in businesses. The course explores the strategic challenges growing enterprises face while implementing new technologies or ideas as they strive to take advantage of new opportunities.
Prerequisite: MBA 601 and MBA 620

MBA 642 (3 credits) (qualifies as an elective)
Project Management
Students focus on Project Management through critical examination of project planning, design, production, documentation, and presentation techniques. The course distinguishes among the three primary purposes of project management: (1) planning and scheduling project tasks, (2) critical diagnosis and prediction of success or failure in meeting schedules, and (3) estimation of requirements for the project. Topics include: problem identification and definition, project design and analysis, feasibility measures, project charting methods (PERT, GANTT, CPM), process documentation techniques, information modeling, project design specifications and error diagnosis, and task monitoring. Various software packages are used as tools to assist in all phases of project management, development, and presentation.

MBA 650-654(3 credits)
Special Topics
MBA special topics courses provide students with an opportunity to expand knowledge and extend skills and abilities in focused areas relevant to entrepreneurial and innovative business strategies. Specific course offerings are developed based upon the recommendations and needs of students enrolled in the program and are rotated on a regular basis. Topics could include such areas as diversity in entrepreneurial activities; social entrepreneurship; international business issues; running the family business; values-based leadership; strategies for change management; global marketing; and financial issues in the global economy.
Prerequisites: To be determined based on course offering
**MBA 651 (3 credits)**

**High Performance Management Strategies**

The focus of this MBA elective course is to have students exposed to distinctive high performance entrepreneurial thinking relating to management. In truth everyone seeks high performance and excellence versus being good enough. The difficulty is we don’t always have the tools or experience to get there. This course will utilize a number of critically acclaimed books on management to expose the students to best practices and processes. The singular goal of this course is to have students continue to develop and refine their management style for the advancement of their projects, companies and entrepreneurial endeavors.

**MBA 654 (3 credits)**

**Job Searching in the New Millennium**

Today, no matter what your profession or your education, you just might find yourself needing to search for a new job. Unfortunately no one is really prepared to search even with great skills and a strong background. So what do you do? This course provides students with a focused approach from analyzing how the student approaches job search, the feelings, and the concerns about what outcomes can be expected or hoped for. Students will progress through their job search by using the tenets of strong MBA study such as finance, marketing, management, economic trends and statistics. From networking to closing a deal, this course is an MBA search for the right position for the right person.

**MBA 675 (3 credits)**

**Independent Research**

This applied course provides students who have considerable work experience with the opportunity to plan, research, produce, and present an approved independent research project under the supervision of a graduate faculty advisor. The research project should focus on a clearly defined problem or issue, effectively relate this topic to the areas of graduate study completed to date and extend the student’s knowledge, skills, and abilities in his/her area of specialization or in an area of new endeavor. As part of the course, the student will present and defend a report on the outcomes of the chose study. To obtain approval for the independent research project, the student must have completed the following at least one month in advance of the anticipated start of the project: (1) meet with the faculty advisor to discuss the project; (2) develop a proposal to include a list of specific learning outcomes; (3) prepare a summary that identifies what will be produced; the research process to be undertaken, and the timeline for completion; (4) obtain the faculty advisor’s written approval of the project; and (5) submit all of the above paperwork to the Director of the program for approval. Upon final approval of the student’s proposed independent research project, the MBA Director signs and forwards the appropriate course form to the faculty advisor who submits it to the Registrar. The student completes the regular registration process. Prerequisites: Successful completion of 10 graduate level courses and permission of the Director of the MBA Program

**MBA 680 (3 credits)**

**Entrepreneurial Business Project Development**

This applied course enables students who have limited experience with the construction of a business plan to work individually to investigate and develop a plan for presentation. This project will draw on the various competencies developed in previous classes and offer students an opportunity to take advantage of potential opportunities through the elements of a well-constructed business plan. Prerequisites: Successful completion of 10 graduate level courses and permission of the director of the graduate MBA program
MBA 690 (3 credits)
Entrepreneurial Management Strategies
In this capstone course of the MBA program, students adopt the perspective of the entrepreneurial manager and analyze contemporary problems of managing businesses in today’s dynamic, global economic environment. The course focuses on integrating management, marketing, product development, finance, information management, economics, ethical decision-making, and operations strategies as applied to real situations. Students demonstrate their mastery of the goals and outcomes of the MBA program through the following: discussions of the applications and synthesis of the principles of good management; analysis of relevant cases, simulations, projects and presentations; and reflection on previously completed MBA program courses. *Prerequisite: MBA 680*

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**CREATIVE NONFICTION**

MFA 615 (3 credits)
Mentorship Lab I
Each student works individually and in a small group with a faculty mentor who guides him or her through the writing process. Via the Internet, for each of the subsequent four months, the student will submit to his or her mentor online written assignments designed to improve writing and critical thinking skills related to producing small written pieces to book-length projects. The mentor will also assign published online reading materials which students will critically assess. The mentor will provide feedback and be available to mentees by e-mail, telephone or by Skype to answer questions, work on problems, and give advice on submitting work for publication.

MFA 620 (3 credits)
Mentorship Lab II
Each student works individually and in a small group with a faculty mentor who guides him or her through the writing process. Via the Internet, for each of the subsequent four months, the student will submit to his or her mentor online written assignments designed to improve writing and critical thinking skills related to producing small written pieces to book-length projects. The mentor will also assign published online reading materials which students will critically assess. The mentor will provide feedback and be available to mentees by e-mail, telephone or by Skype to answer questions, work on problems, and give advice on submitting work for publication.

MFA 625 (3 credits)
Mentorship Lab III
Each student works individually and in a small group with a faculty mentor who guides him or her through the writing process. Via the Internet, for each of the subsequent four months, the student will submit to his or her mentor online written assignments designed to improve writing and critical thinking skills related to producing small written pieces to book-length projects. The mentor will also assign published online reading materials which students will critically assess. The mentor will provide feedback and be available to mentees by e-mail, telephone or by Skype to answer questions, work on problems, and give advice on submitting work for publication.

MFA 690 and 691 (3 credits per course)
Thesis I and II
This two-course sequence represents the culmination of a program-long process of working toward the completion of a book length piece of creative nonfiction. Via the internet, students
will further develop the craft of shaping a book-length nonfiction project by working individually with a faculty mentor, and by discussing their shared writing experiences with student peers. Though each student will actively work toward the creation of new pieces of nonfiction, and toward the revision of individual works, the primary emphasis of the course will be on developing the student's ability to shape a book-length collection of writing into an aesthetic construct that is at once informed by, and larger than, the sum of its parts. Regular online workshops will be provided for peer feedback and critique.

MFA 660 and 661 Creative Nonfiction Writing I and II: Form and Theory (3 credits per course)
These introductory seminar courses are aimed at intensive study of and experimentation with the forms and techniques of nonfiction. Reading assignments will be delivered online and original work might include a braided essay, a memory told in second person, an in-depth interview. Discussion of reading assignments will occur online via the Bay Path University online educational delivery system.

MFA 630 (3 credits)
Writing Contemporary Women’s Stories
Women’s stories are rife with the truth and grit and beauty of real life. Writing personal narrative, such as memoir and personal essays, or writing pieces on a remarkable woman’s story, can be a transformative act. The writing returns us to our true selves and reminds us of our unique voice and creative vision. Students will craft real-life experiences into essays, or the stories of others into long-form journalism. Writing by authors including Jo Ann Beard, Barbara Ehrenreich, Sharline Chiang, Cheryl Strayed, Marie Myung-Ok Lee, and Faith Adiele will be studied, discussed online and written about as inspiration, and as stepping stones to the latest contributions to this category of nonfiction.

MFA 635 (3 credits)
Eat, Drink, Get Paid
Whether a chef, home cook, restaurant employee or simply a fan of food, students in this course will learn how to break into the growing world of food writing. The menu will include restaurant reviewing and memoir, recipes, blogs and travel-related stories. Students will learn how to target editors and iron-chef the competition with tasty food writing, plus a delicious query letter to land that dream publication. They also will be encouraged to unearth family recipes, visit the local butcher, hang out in farmers’ markets or get creative in the kitchen, then use the material collected in their preparation of online essays, feature stories and book chapters. Inspiration will be drawn from the Food Network, culinary magazines and writers such as M.F.K. Fisher, Ernest Hemingway, Molly O’Neil, and Colette.

MFA 640 (3 credits)
Women’s Spiritual Writing through the Ages
Students will trace the legacy of the spiritual/devotional writing of women through the ages, from Greek poet Sappho through Sufi and Hindu writers, Christian mystics of the Middle Ages, Jewish writers of their time, to contemporary writers including Anne Lamott and Joan Chittister. Native American women’s voices, as well as Mexican (Juana Inés de la Cruz), Pagan, Latina and Buddhist (Joan Halifax) will be explored. Eco-Spiritualists such as Alice Walker and also Marian Wright Edelman could be included. Students will write responses to the critical spiritual questions affecting women posed by their instructor.
MFA 650 (3 credits)
Travel Writing
Traveler informs life and certainly informs a writer’s creative perspectives. This course will examine the various methods travel writers use to describe the people and places they encounter. Student will learn to prepare travel narratives that are real and organic. As writers of literary journalism, students will be particularly interested in narrative strategies that allow a long piece of narrative prose to be generated and sustained. Short and long forms of travel writing will be created, from blog posts to book chapters and all will be submitted via internet through the Bay Path University online educational delivery system. Well known authors in this field will be scheduled for periodic online “chats.”

MFA 675 (3 credits)
Learning to Teach
The course will prepare students to confidently step to the head of a creative writing classroom (online or face-to-face) and positively impact their own students. Through online instruction, students will become skilled in creating course syllabi, in selecting appropriate reading material (especially that of a digital nature), structuring class time, and leading face-to-face as well as cyber workshops. They will also learn to effectively respond to all types of classroom challenges as they prepare digital responses to the important and relevant teaching practices provided by the instructor.

MFA 676 (3 credits)
Teaching to Learn
Building upon the learning from MFA 670, students will apply their skills in a semester-long practicum during which they gain hands on experience (in both face-to-face and digital settings) in teaching creative writing. Students will have the option of co-teaching a college-level creative writing course in the undergraduate program at Bay Path University. An alternative would be offering a semester long writing workshop to an underserved population, including new citizens, and residents of shelters, housing projects, nursing homes and hospitals. 
Prerequisite: MFA 670

MFA 680 (3 credits)
Introduction to Publishing
This course will demystify the journey to publication through examinations of the steps involved on the writer’s behalf; the structure of the publishing industry; the parts played by agent, editor, publicist, sales representatives and other key figures; and the all-important steps an author can take after publication to give a book the best opportunity for success. Information about online publishing as well as digital self-publication techniques will be offered through the Bay Path University online educational delivery system. Cyber visits by agents and editors will also be included.

MFA 681 (3 credits)
Immersion in Publishing
This course will provide first-hand experience in the electronic book world, via a semester-long internship at a publishing house, a literary agency, or in an independent bookstore or an editor’s office. A detailed essay on the experience will be submitted by the students through the Bay Path University online educational delivery system.
Prerequisite: MFA 680
MFA 665 (3 credits)
Arts and Culture Writing
Do you have strong opinions about the books you read and the films and plays you see? Do you enjoy reading reviews and discussing your ideas about literature and the arts with others? Writing reviews, opinion pieces, and artist profiles is both an excellent way to develop your writer’s voice and to explore avenues for print and online publication. This course focuses on several forms of writing about arts and culture: book, film and theater reviews, artist interviews and profiles, and cultural criticism. We will read the work of influential arts writers in the fields of literature, film, and theater; view films and watch videos of plays (or attend live theater if feasible); and produce original written work in the following genres:
• A book review of a contemporary novel, based on a study of the book and the critical response to it
• A review of the film version of that book
• A theater review based on a live or live-captured performance
• A profile of a working artist in any field, based on personal interviews or, if that’s not possible, online and library research
• A critical essay on an issue suggested by the semester’s readings and discussions, and/or a topic that engages you, e.g., a current cultural or literary trend; a social or aesthetic controversy within the literary or arts world; a thematic or comparative exploration of a genre, “school” or group of related works. In addition to these formal assignments, students will write weekly responses to the readings and participate in online discussions of the works in question. Active participation will determine a significant portion of the final grade.

MFA 666 (3 credits)
Generational Histories: Writing About Family
This course focuses on research and writing about family history through the generations. We will focus on the numerous sources of family stories: oral histories, diaries and letters, newspaper articles and announcements, videos and photographs, interviews, census records, legal documents, and archival materials. Through readings and discussion of the literature of ancestry—family memoirs, essays, and histories—we will gain an understanding of writing as a tool for biographical exploration and a means of artistically interpreting our own histories. We will also conduct our own ancestral research and interviews and write three biographical essays, each exploring a different aspect of family history.

Throughout the course, we will focus on the essentials of good biographical writing: attention to the telling detail; a balance between technical objectivity and emotional subjectivity; an awareness of the “so what” question, or why this story is important to others and not just the writer; insight into the human struggles of the individuals being described; a perspective that allows for moral complexity (as opposed to villain/victim narratives); an understanding of the difference between “foreground” and “background” information; the judicious use of humor (when appropriate), metaphorical language, and emotional speculation; and clear and vivid prose. We will also focus on the ethics involved in biographical writing about others and the ways in which different writers have resolved or negotiated this issue.

Writers we will study and discuss include James McBride, Mary Karr, Geoffrey Woolf, Maxine Hong Kingston, Marjane Satrapi, Augusten Burroughs, David Sedaris, Mary Gordon, and Martin Sixsmith. At the conclusion of the course, students will know how to initiate a family research project, what distinguishes a literary family biography from a straightforward historical account, how to choose a focus and develop a theme when writing about personal material, and how to gauge whether an essay has the potential to be developed into a book-length work.
MFA 667 (3 credits)
Health and Wellness Writing: Storytelling as a Healing Art
This course focuses on writing about the journey from illness to health, both of the body and of the mind and emotions. Sometimes referred to as “narrative medicine,” health and wellness stories emphasize the personal aspect of healing, or how the individual experiences and negotiates the path toward wellness. We will read and discuss the work of writers who have documented their wellness journeys in books, essays, and articles; examine the common themes among these narratives; and produce original written work about our own—or a loved one’s—passage from illness or injury to health.

Throughout the course, we will explore the nature of the body and mind, the role of the body in literary art, the depiction of mental and emotional imbalance in contemporary literature, and the creative relationship between healing and writing. We will also learn the essentials of good health and wellness writing: specificity of sensory detail; avoidance of editorializing; vivid and convincing dialogue; a willingness to express and explore difficult truths; both grace and boldness in describing physical experience (i.e. a balance between excessive reserve, on one hand, and gratuitous detail, on the other); honesty and candor; and a well-constructed narrative that creates a story with an emotional arc, rather than an accumulation of incident.

MFA 668 (3 credits)
Creative Writing Field Seminar
Travel with faculty and other students to Ireland and generate creative work about the experience. A ten-day travel experience, the seminar will include daily workshops, lectures, readings, and ample time for immersion in the local culture. Enrollment will be limited to 20 participants. Costs of travel and lodging are not included in the tuition fee for this course.

MFA 670 (3 credits)
Getting Inside Lives
This course essentially “reports” from inside the minds, hearts, and life experiences of people. Whether the prescribed subjects are people of great distinction, or ordinary folk, students will come to know them intimately. Subjects might include a principal, a politician, a prison inmate, a disaster survivor, a refugee, an activist, or someone who lives on the margins of society. No matter who the subject is, students will be challenged to capture the internal and external conflict in that individual’s story, and their emotional depth. Instructors will ensure that students will not just focus on capturing the exterior details of a person in their reporting (describing movements, mannerisms, language, clothes, physical traits, or their professional resumes), but that they will also uncover their subjects’ “internal resumes,” the cathartic moments that shaped and changed them, as well as the social milieu which influenced their values, morals, and belief systems. As a result, students will be able to depict the “unvarnished” essence of their subject’s life. The instructor will also provide tools by which the students will conduct psychological interviewing and intimate reporting, and learn to “dig” into personal memories of their subjects. Students will learn how to investigate online personal writings, photographs, emails, and other documents that reveal character.
HIGHER EDUCATION ADMINISTRATION

MHE 600 (3 credits)
Introduction to Higher Education Administration
This course provides a basic introduction to the administration of colleges and universities in modern-day America, including the role and purpose of various functions and departments and major organizational participants (e.g., faculty, students, administration/staff, board). Current topics affecting University and university operation are reviewed and the impact of state and federal policy on institutions is explored.

MHE 605 (3 credits)
Organization and Governance of Higher Education
This course provides an overview of the organizational characteristics and processes of colleges and universities with an emphasis upon the governance structure, i.e., the process for making major policy decisions. Additionally, students will be introduced to the sources of power and influence typically found in academic organizations, along with the primary issues related to organization and governance of higher education.

MHE 610 (3 credits)
Higher Education Curriculum Development
This course provides a comprehensive understanding of curricula found in higher education. The course will briefly examine the historical and philosophical foundations from which current curricular models developed. Also included will be coverage of current practices in curriculum development in colleges and universities. Specific attention will be given to the role and impact of assessment and accreditation as related to curriculum development.

MHE 620 (3 credits)
The Contemporary College Student
This course provides an overview of the diverse groups (traditional and otherwise) who currently comprise the student population of colleges and universities, campus environments and their varied impact on student learning and identity formation, and the various cultural contexts which shape and influence student life and identity. Specific attention will be given to the implications for various areas of administrative practice within colleges and universities, (e.g. student affairs, development and alumni relations, enrollment management, academic affairs, and marketing).

MHE 622 (3 credits)
Foundations of Online Learning
Provides an overview of the history, principles, philosophies, and pedagogy of online learning and how it differs from traditional face-to-face instruction. The role of the instructor, students, curriculum and technology will be closely examined. The applications of various learning theories, including adult learning theory, and their relationship to online education will also be explored. Students will evaluate the need for online learning opportunities and analyze the challenges associated with implementing online learning programs within an educational institution.

MHE 625 (3 credits)
Women in Higher Education
This course is designed to introduce students to the issues that are central to women students, faculty, and staff in higher education. Students will also become familiar with feminist theory and scholarship as it relates to women in higher education.
MHE 626 (3 credits)
Introduction to Institutional Advancement
This course provides an overview of the functional areas within higher education institutional advancement, including development and fundraising, marketing and communications, alumni relations, and government and community relations. Particular attention will be given to how each of these functions operates, how they are integrated, and how they are managed and led.

MHE 627 (3 credits)
Enrollment Management Principles and Practices
This course is a comprehensive overview of the field of enrollment management. It examines how enrollment management strategies shape the recruitment and retention practices within educational institutions. Students will learn or deepen their understanding of concepts, practices, and techniques associated with successful enrollment management. Students will create a written analysis of an actual enrollment plan that includes marketing, communication, recruitment, and retention strategies.

MHE 628 (3 credits)
Designing and Teaching Online Courses
This course provides students with an understanding of various instructional design approaches to online learning and their impact on students. Topics relating to backward design, developing assessments for the online classroom, constructivist teaching methods, and working with multiple intelligences and learning styles will also be examined. Students will apply their knowledge while developing engaging course content activities.

MHE 630 (3 credits)
Law and Ethics in Higher Education
This course is designed to assist students in becoming knowledgeable about the fundamentals of American law that directly and indirectly impinge on the teaching, learning, and administrative environments of higher education institutions in both the public as well as the private sectors. There are diverse sources of law that impact American higher education in numerous ways and this course is designed to enhance student understanding and appreciation for this complexity as well as for the ethical issues which surround the application of law in the university or University setting.

MHE 632 (3 credits)
Building Online Learning Communities
This course focuses on working with learners and communicating within an online learning environment. Topics covered will include synchronous and asynchronous communication and interaction, online, discussion facilitation strategies, developing clear course policies and expectations, engaging students in active learning, planning and managing group activities, strategies for working with difficult students, and developing a course community online. Effective course management strategies for the online classroom will also be explored. Students will examine the importance of clear, consistent communication in the online classroom.

MHE 635 (3 credits)
Student Personnel Services in Higher Education
This course provides students with an introduction to student affairs practice in higher education. The course will examine the historical, philosophical, and theoretical roots of the profession as well as the nature of the work student affairs professionals perform, the skills and competencies underlying the work of student affairs and the professional standards of the
profession. Specifically, students will be introduced to the student affairs profession, the roles and functions of professionals in the field, the populations served, the University and university settings where the profession is practiced, the skills and competencies necessary to be a professional in the field. They will also gain awareness of current issues regarding students and student affairs in higher education.

**MHE 640 (3 credits)**

**History and Economics of Higher Education**

This course is designed to provide a conceptual overview of the history of higher education and the forces which shaped it. Specific attention will be given to the broader political, social, cultural, and economic context within which higher education was established and continues to develop today.

**MHE 645 (3 credits)**

**Higher Education Marketing and Communications**

Students will explore how targeted communications and marketing strategies support an institution’s enrollment management goals. Students will apply marketing best practices and research to enrollment management, examine the use of different technologies in marketing to prospective students, and explore methods for evaluating a strategic enrollment plan. Students will create communication goals and strategies, integrate technology tools into an enrollment communications strategy, and assess the effectiveness of a strategic enrollment communications plan.

**MHE 650 (3 credits)**

**Leading Change in Higher Education**

This course is designed to give students the opportunity to apply management theory to authentic problem-solving situations. Students will review and be introduced to contemporary methods of leading change in organizations by providing students with opportunities to apply management theory on both a micro and macro level. On the macro level this course is designed to integrate the concepts studied throughout the masters’ program and those learned in this class, to engage students in informed discussion and assignments of how these concepts are applied to various management and leadership scenarios. At a micro level, students will use this course to plan out specific methodology and frameworks for analysis to use in preparation of the research required for their individual capstone project. The overarching goals of this course are two-fold: (1) ensure that students are prepared with instruments of practical problem solving and knowledge to apply what they have learned in their program to real-life situations in management and (2) allow students to hone and refresh research strategies and skills to prepare them to carry out a masters’ level management-issue research problem in the Capstone course.

**MHE 652 (3 credits)**

**Retention in Higher Education Administration**

Students in this course will explore the fundamentals of retention theory and research and the tools needed to develop and manage an effective retention plan for an institution of higher education. They will examine the factors that may cause students to leave, but more importantly, they will study the factors of what makes students stay. Students will practice techniques through the development of a comprehensive retention plan for a college or university.

**MHE 654 (3 credits)**

**Technology Applications to Enrollment Management**

Students in this course will analyze the role technology plays in the effective management of enrollment at colleges and universities. In addition to understanding current technology applications, students will explore emerging and future technologies. Topics include relational
database management, communication systems, statistical modeling, in recruitment and retention, and Web-based and social media technologies. Students will create a strategic technology plan for a college or university.

MHE 656 (3 credits)
Financial Assistance in Higher Education
In this course students will examine the evolution, current status, and emerging trends of student financial aid in the United States. They will explore characteristics of effectively administered financial assistance programs at colleges and universities. Topics include the history of financial aid, the relationship of college costs and pricing strategies, the role of financial aid in managing enrollment, compliance with regulations and laws, and ethical issues. Students will create a case study for a fictitious university and develop strategic financial aid recommendations for improved enrollment at this university.

MHE 658 (3 credits)
Strategic Planning for Enrollment Management
As the capstone certificate course, this course provides theoretical and practical guidance on the strategic enrollment planning process which includes enrollment data analyses, alignment of academic and co-curricular programs, enrollment strategies and goals, and key performance indicators. Students will create a comprehensive and multi-faceted strategic enrollment management plan for an actual institution.

MLN 600 (3 credits)
Introduction to the Theory and Practice of Negotiation
This is the introductory course to the theory and practice of negotiation and will serve as one of the foundational classes for the degree. Students will learn the history, development and evolution, core theories, and varying frameworks in the field. They will also have the opportunity to engage in experiential activities that will provide them with practice developing their skills.

MLN 605 (3 credits)
Introduction to Models and Concepts in Leadership
This is the introductory course to the theory and models of leadership and will serve as one of the foundational classes for the degree. Students will learn the history, development, core theories, and varying models of leadership found in the field. They will also have the opportunity to engage in experiential activities that will provide them with practice developing their skills. Finally, they will grapple with real world case studies where they are put in the role of leader and decision maker.
MLN 610 (3 credits)
**Advanced Leadership and Negotiation Concepts**
This course builds on the basic classes by delving deeper into many of the complicating factors leaders and negotiators face as they do their work. Some of the issues that will be explored in detail are building an organization of leaders, working effectively in teams, empowering others to lead, handling power when you do and do not have it, and managing time pressure and deadlines. Students will have the opportunity to engage with these subjects through case studies and simulations.

MLN 615 (3 credits)
**Leading and Negotiating in a Virtual and Multicultural World**
This course concentrates on the challenges to leadership and negotiation while working virtually and in an increasingly interconnected multicultural world. Companies and organizations are faced with the reality of how to work in a virtual world most efficiently and effectively. Challenges such as team building, organizational development, cross-cultural negotiations, and negotiating with email and other social media will be explored.

MLN 620 (3 credits)
**Psychological Dimensions of Leadership and Negotiation**
This course will focus on the psychological dimensions of leadership and negotiation. Emphasis will be placed on the intrapersonal realm and understanding oneself. Students will learn how the mind works in difficult situations, processes information from a myriad of sources, handles information that is contrary to other messages it receives, and other elements that make their way into leadership and negotiation.

MLN 625 (3 credits)
**Gender, Leadership, and Negotiation**
Gender has a significant impact on leadership and negotiation in both overt and covert ways. This course will delve deeply into the issue of gender in leadership and negotiation and analyze the myths, challenges, and opportunities in this realm. Students will explore this issue both conceptually and practically.

MLN 630 (3 credits)
**Leadership and Negotiation Lab 1: Planning and Preparation Skills (3 credits)**
These skills are all arranged around the preparation and planning phase of leadership and negotiation. Leadership and negotiation styles will be examined through different styles tests. This will give the students an indicator of their natural approach and inclinations. Students will then understand the importance of planning through a number of practical and analytical diagnostic tools. Those who excel in leadership and negotiation have come to understand how fundamental preparation is to success. Finally, given that information gathering is central to leadership and negotiation, how do you find what you need in a world overflowing with information? Once one has gathered information students will learn the importance of framing their message and how to do that effectively.

MLN 635 (3 credits)
**Leadership and Negotiation Lab 2: Relational Skills**
Relational skills are essential to effective leadership and negotiation. Two related and fundamental skills of empathy - the ability to truly understand the other - and holding multiple perspectives will be examined in detail. On the opposite end of the spectrum from Empathy is Assertiveness. Students will learn the art of assertion, what it takes to be assertive, reasons why many fail to be assertive, and the difference between assertion and aggressiveness. Finally, the art of persuasion will be investigated. The primary tool for leaders and negotiators to get people to
do something is persuasion. What does it mean to be persuasive? How do people persuade others in a way that resonates with them? And what gets in the way of being persuasive? These questions and others will be addressed.

MLN 640 (3 credits)
Leadership and Negotiation Lab 3: Challenging Situation Skills
This course is designed to confront some challenging situations found during the process of leadership and negotiation. The first challenge is dealing with the concept of Power. Power is perhaps the most challenging dynamic to manage as a leader and negotiator. When one possesses power they tend to think that they control the situation completely. The second challenge has to do with finding value in negotiation. Most negotiators are prone to compromise, particularly when a situation becomes difficult. However, contrary to popular belief, compromise is a poor strategy in negotiation. Instead, the art of finding value is what is needed in most negotiations. The final challenge is dealing with difficult people. Students will learn the different types of difficult people, the tactics they employ, and how to manage them effectively.

MLN 645 (3 credits)
Leadership and Negotiation Lab 4: Intangible Skills
This course is designed to investigate the intangible skills that leaders and negotiators frequently encounter. As the world becomes a smaller place with the advent of technology, leaders and negotiators will increasingly come into contact with people from a multitude of cultures. The emotional component of leadership and negotiation, which varies considerably from culture to culture, will be the next skill to be analyzed. Students will learn the role of emotions in leadership and negotiation and how to have their emotions without becoming them. Finally, students will concentrate on trust, trust building, and trust repair. In most instances, leaders and negotiators must work to manage the present with long-term relationships in mind. Given that reality, the ability to develop trust, cultivate that trust over time, and repair trust when it has been broken are vital to success in these realms.

MLN 650 (3 credits)
Case Studies of Leadership and Negotiation
To really understand the complex nature of the challenges leaders and negotiators face students must grapple with a myriad of examples from the distant and recent past. In this case study focused class, students will explore successes and failures of leadership and negotiation. There is much to take away from real world examples and putting students in the place of leaders and diplomats. Encouraging students to think about how they would have handled similar circumstances will be an important component of this course.

MLN 670 (3 credits)
Leadership/Negotiation Application Project and Capstone
This course will serve as the student’s culminating experience. The first part of the course is an active, in the world, experiential focused endeavor. Students will be required to find, with the help of an instructor, a company, organization, or governmental entity near their home to work at for a semester. The second part of the course will be to capture their learning from this course and the broader degree in an eportfolio. The eportfolios must include sections on the learning objectives of the degree and how they have met them, general reflections from their experience, and a place for field evaluations from their project.
NONPROFIT MANAGEMENT, STRATEGIC FUNDRAISING AND PHILANTHROPY

NMP 600 (3 credits)
Foundations of Nonprofit Management
This course examines the theoretical, philosophical, practical and ethical perspectives related to the effective management and leadership of nonprofit organizations in the twenty-first century. Upon completion of the course, the student will possess an understanding of the historical development of the nonprofit sector; the multiple rationales for the existence of the nonprofit sector; the distinctive characteristics of nonprofit organizations; the structures, processes and complexities of organizational governance shared by volunteer board members and professional staff; the dynamic environment of the contemporary nonprofit organization; and the current issues of importance to nonprofit decision makers.

NMP 605 (3 credits)
Financial Decision Making for Nonprofits
This course provides a foundation for effective financial nonprofit decision making to promote the financial sustainability of nonprofit organizations in these challenging times. Upon completion of the course the student will: possess an understanding of financial systems as they apply to nonprofit organization; be able to analyze and evaluate the financial health of a nonprofit organization and determine its financial strengths and weaknesses; and use a variety of strategies to improve the financial condition of a nonprofit organization including “quick analysis”, budgeting and cost controls, understanding the nonprofit’s “economic engine,” and developing “unrestricted” funding streams.

NMP 606 (3 credits)
Workforce and Affordable Housing Programs and Players
This course is designed to provide the learner with a basic understanding of workforce and affordable housing programs, participants, and terminology. The course will examine the origins of workforce and affordable housing programs in the United States and Europe; present an analysis of the economics of housing markets; examine the social and economic drivers for workforce and affordable housing programs; and provide learners an opportunity to analyze and discuss current programs and the social and economic issues that affect these programs. The course will also examine the current and historical roles non-profit organizations have played in the housing process and how these roles have developed over time.

NMP 607 (3 credits)
Poverty, Affluence, and Housing Policy
The role of this course is to provide the learner with an understanding of the role housing policy plays in American society. Specifically, the course will focus on housing and poverty alleviation strategies employed in the inner city and contrast these with suburban and regional development policies utilized outside the city. The course will discuss why solving poverty in-place may not be an optimal strategy; will discuss the effectiveness of existing poverty reduction and community revitalization efforts; and will examine the roles that federal, state and local policies have on housing development and on housing costs, and how these policies affect the affordability of existing homes and the supply of new affordable housing units. At the completion of the course, the learner will understand how where you live effects your economic status, how land use and zoning policies affect housing; will understand the principals of smart growth development including density, transit oriented development, and green building, and how these principals impact affordability; and will understand the various programs that communities have used to address housing affordability and community stability.
NMP 608 (3 credits)
Creating and Preserving Housing
This course will examine the processes used to create new workforce and affordable housing units and on the processes used by communities to preserve existing affordable units. This course will focus on how housing gets done. A key emphasis of the course will be on the economics of development and preservation, including foreclosure prevention and community stabilization. The learner will develop an understanding of the types of subsidies required to create or preserve affordable units, and how these subsidies integrate with the overall development budget and financing process. The learner will also develop an understanding of the role of each player in the development process and how each of these players and processes must be managed and controlled. Emphasis will be on understanding the roles from the prospective of the non-profit organization. Additionally, the learner will be introduced to the current techniques for preserving existing affordable units (such as community land-trusts and equity sharing) and for assisting families in obtaining housing using market mechanisms.

NMP 609 (3 credits)
Organizations and Applied Leadership
This course will focus on the application of leadership within the organization. To get things done in today’s world, it is critical that a leader be able to translate his or her ideas into actions and results. Through readings and case studies, students will explore why some leaders have been effective in moving organizations toward their goals while others have not. The students will also explore how these skills and traits can be applied in non-profit and community settings. Students will learn to distinguish between routine technical problems which require routine expertise and adaptive problems which require innovative approaches; the importance of understanding and focusing on values; and how to involve all stakeholders in the process. Specific topics to be explored include: keeping the organization focused on its mission and goals; adapting the organization as the world changes; developing and utilizing political, social and economic partnerships; and strategies used to overcome objections and get to yes.

NMP 610 (3 credits)
Diversity Management for Today's Nonprofit
This course will provide nonprofit leaders with the background, knowledge and strategic management skills to not only embrace and communicate with a diverse community and supporters but also to capitalize and strengthen the organizational effectiveness of a nonprofit. Focus of the class will be on population trends, recruitment and management of a diverse staff and board, effective fund raising strategies for diverse communities, communicating and public relations and future strategies.

NMP 615 (3 credits)
Development and Management of Faith-Based Organizations
This course explores the history and changing roles of faith-based organizations in the United States as the religious, cultural and economic landscape of the United States has shifted. The course also analyzes the unique challenges and opportunities that leaders of faith-based organizations face and examines some of the best practices that have helped faith-based organizations and other nonprofits thrive. These include: (1) mission-based management, (2) systems thinking, (3) legal and ethical issues, (4) religious faith as a guiding and empowering force.
NMP 616 (3 credits)
Advanced Management Principles and Practices for Faith-Based Organizations
This course builds on NMP 615 and equips leaders of faith-based organizations with the skills for planning, organizing, leading and coordinating the efforts and resources of their organization to achieve their stated mission and goals. Topics such as understanding the shift from leadership to management competencies in faith based organizations; the importance of strategic planning; fiscal responsibility and transparency; human resource management; working with and developing faith based governance structures; dealing with organizational conflict; the importance of safety and risk management planning and the development of community collaborations and partnerships will be explored.

NMP 620 (3 credits) Consulting in Nonprofits: Theory and Practicum
This advanced placement, three-credit course will be conducted over a 16-week Fall Semester starting in October 2011. Course content includes theory about the business and practice of providing consulting services to nonprofit organizations. It will also include a practicum during which students will do field work at participating nonprofit organizations in the Greater Springfield area to investigate the presenting problems identified by the nonprofit organization, to conduct a broader organizational assessment, and to develop corrective action plans based upon the findings of the investigation and assessment. Enrollment requires the prior approval of the professor and successful completion of NMP 600, NMP 605, NMP 625 and NMP 635. Registration will be capped at 8 students forming a maximum of two teams to work with

NMP 621 (3 credits)
Introduction to Philanthropy and Fundraising Fundamentals
This course provides an overview of America’s tradition of philanthropy and its relevance for today’s fundraisers. Attention is given to changing expectations for ethical behavior and accountability along with changes in donor markets which impact the practice of philanthropy in the 21st century. This course also examines the theoretical basis and goals of fundraising activities, how to apply the theory to develop a comprehensive development program and a personal fundraising philosophy and framework.

NMP 622 (3 credits)
Donor Behavior and Giving Methodologies
This course exposes students to the theoretical framework for giving. Students will learn how to assess the various motivational factors which influence giving to a particular cause. In addition, this course provides students with the opportunity to explore and understand the principles and mechanics of the wide variety of giving options available to donors. Students will learn to facilitate a process that defines donor needs, assesses appropriate giving methods, develops sound proposals, and closes gifts.

NMP 623 (3 credits)
Resource Development Management
As the field of development becomes more complex and demanding, the role of resource management (time, people, and money) takes on increasing importance for the development professional. This course will explore and integrate these issues, and provide resources and tools to build management effectiveness within development. Specifically, students will learn how to apply best practices and sound management principles to the process of securing resources within the nonprofit context.
**NMP 625 (3 credits)**  
**Strategic Management of Nonprofit Organizations**  
The primary goal of this course is to have the student develop and understanding of the executive leader’s job and responsibilities from a conceptual and operating perspective. The student who completes this course will be able to accomplish strategic analysis and develop specific strategies enabling the nonprofit to thrive and maximize mission particularly when faced with adversity. The student will also understand contemporary issues of nonprofit governance and their impact on implementation strategy, will be able to evaluate accomplishment and take appropriate strategic action, and will be able to create and execute a strategic plan for a nonprofit organization.

**NMP 631 (3 credits)**  
**Grant Writing for Corporations and Foundations**  
This course will focus on methods of identifying corporate and private foundation funding prospects and applying for grants from these funders. Students will conduct research on foundations and corporations using the Internet and printed materials. They will polish their written communication skills while crafting letters of inquiry, grant proposals, cover letters, and stewardship letters. Students will develop a basic knowledge of the theory, motivations, and methods of corporate and foundation giving programs. Students who register for this class are required to have access to a 501 (c) 3 nonprofit organization (as an employee or volunteer) that they can use as a topic of class discussions and written assignments.

**NMP 635 (3 credits)**  
**Board Governance and Volunteer Management**  
This course examines the elements, processes and dynamics of board governance and volunteer management of nonprofit organizations. The course includes analysis of the respective roles of the board, executive director, staff and volunteers to maximize organizational effectiveness. Students will learn how to assess and improve the effectiveness of a board, the Senior leadership, volunteers and the overall governance of the nonprofit organization.

**NMP 641 (3 credits)**  
**Capital Campaigns and Planned Giving**  
This course covers the key issues which must be addressed prior to launching a successful capital program and also how to use planned giving as a non-traditional but entirely appropriate type of gift to support capital campaigns. Topics covered that relate to planning a capital campaign include setting goals, the use of feasibility studies to assess institutional readiness, writing a case for support, developing fundraising leadership, board development, donor identification and segmentation, sources and numbers of gifts required to achieve the goal, options on how to incorporate endowment gifts in the solicitation mix, gift-acceptance policies, proven principles of capital campaigns, reporting mechanisms, and donor recognition. Additional topics covered concentrate on how to develop and implement a planned giving program and how to cultivate and solicit individuals for a planned gift. These topics include promoting planned giving programs; identifying and soliciting individual prospects; the role of the board, staff and volunteers; ethical issues; trends in planned giving; and integrating planned giving into an overall fund development program.

**NMP 645 (3 credits)**  
**Marketing Principles and Techniques for Nonprofits**  
This course examines practical strategies and trends in marketing for nonprofit organizations. Topics include the role of marketing in nonprofits, marketing research and planning, marketing’s impact on organizational revenue, relationship between marketing and fund development, types
of marketing tools and strategies, audience identification and development, and role of staff and board of directors in nonprofit marketing.

NMP 646 (3 credits)
Healthy Solutions for Non-Profits in Challenging Times
In these challenging times, non-profits face significant risk for declining health and effectiveness. The reasons for gradual or even sudden decline are often easy to recognize, but frequently, very difficult to solve. The recent upswing of non-profit failures speaks urgently to the need for healthy solutions for struggling or even failing agencies. The U.S. Chamber of Commerce suggests that most non-profits that fail do so because of internal mechanics, not external ones. This course examines how and why non-profits get into trouble, or why they fail completely, and what tools the executive director or president has to reverse negative trends or avert failure.

NMP 647 (3 credits)
Quality Principles and Practices
This course is a foundation course designed to provide a basic introduction to quality planning principles and implementation processes and practices. Students will gain an understanding of the value of using a quality framework to support continuous improvement. Concepts such as change management, system thinking, continuous improvement, customer/client satisfaction, and cost savings will be discussed. Students will learn how to apply quality theory to real-world situations by developing a quality plan.

NMP 650 (3 credits)
Leading Change in Nonprofit Organizations
This course is designed to give students the opportunity to apply management theory to authentic problem-solving situations. Students will review and be introduced to contemporary methods of leading change in organizations by providing students with opportunities to apply management theory on both a micro and macro level. On the macro level this course is designed to integrate the concepts studied throughout the masters’ program and those learned in this class, to engage students in informed discussion and assignments of how these concepts are applied to various management and leadership scenarios. At a micro level, students will use this course to plan out specific methodology and frameworks for analysis to use in preparation of the research required for their individual capstone project. The overarching goals of this course are two-fold: (1) ensure that students are prepared with instruments of practical problem solving and knowledge to apply what they have learned in their program to real-life situations in management and (2) allow students to hone and refresh research strategies and skills to prepare them to carry out a masters’ level management-issue research problem in the Capstone course.

NMP 651 (3 credits)
Annual Giving and Donor Relations
By the completion of this course, students will have a comprehensive understanding of the programs and processes which comprise the annual fundraising program. In particular, students will increase their understanding of: the role of fund development generally and annual giving fundraising specifically, how to define and articulate the case for raising annual support, how to develop an annual giving plan and goals, an annual calendar of activities, and other important foundational considerations, the purpose and elements of an annual giving plan including the methods and programs used for raising annual support, and how to effectively manage a comprehensive annual giving program. Additionally, students will learn about the role of donor relations in a comprehensive development program and will be exposed to cutting edge strategies for building and maintaining an effective donor relations effort.
NMP 652 (3 credits)
Evaluation: Lessons Learned Through Planned Assessment
Most nonprofit managers and program staff dread the thought of conducting an evaluation of programs and services. They generally seem to be too costly, take too much time and require more skills than what exists on staff. This course will provide a practical understanding and application of useful assessment methods that can yield benefits to the organization and its stakeholders. Students will learn how to effectively plan for evaluation through the use of logic models, development and use of survey instruments and methodology (e.g. mail, online, focus groups) and data collection and analysis.

NMP 655 (3 credits)
Leadership & Personal Effectiveness
The focus of this course is learning the components & styles of dynamic leadership and how they can be adapted in your personal effectiveness as a nonprofit leader. Students will examine several leadership models through assigned texts, contemporary case models, reading and internet research. In addition to readings and associated papers, students will be required to interview a non-profit leader in the local environment and prepare an oral presentation of their interview findings and associated research.

NMP 656 (3 credits)
Relationships, Communication and Philanthropy
Building long-term relationships with others is one of the most important and powerful concepts behind philanthropy and fund development. Effective organizations depend upon healthy relationships, and so do effective communities. Genuine relationships do not trespass on personal and professional relationships, creating a bank of favors bartered away through self-interested transactions. This course focuses on relationships at both the individual and group level, within and outside of the nonprofit. The course will review theories about human and group interaction, and strategies to build long term, mutually beneficial relationships. Students will learn key communications concepts to support relationship building.

NMP 665 (3 credits)
Law, Policy, and Government Relations in Nonprofit Organizations
This course introduces students to the complex and dynamic relationship between government and the nonprofit sector. Topics include the legal constraints within which all nonprofits must operate, the traditional role nonprofits play in public policy advocacy, and the growing role nonprofits play as government funded service providers. Students will also learn effective means of legally lobbying legislators and grapple with the possible benefits and negatives of doing so.

NMP 670 (3 credits)
Capstone: Advanced Management Seminar
This class is designed to provide students with the opportunity to apply and demonstrate their mastery of new skills and knowledge. Each student will complete and publicly present the results of a significant project (applied or independent research) pertaining to an issue or management problem. Students will select their topic and complete the initial literature review and project prospectus during NMP/MHE 650 as part of NMP/MHE 650. NOTE: NMP 650/MHE 650 is a prerequisite for NMP 670.

NMP 675 (3 credits)
Capstone: Advanced Fundraising Seminar
A highlight of the Master of Science in Strategic Fundraising and Philanthropy is the Advanced Fundraising Seminar, which gives students the opportunity to work on an industry-related project of substantive quality. Students exercise, enhance, and refine the fundraising skills they
have gained during the program within a nonprofit organization that is in need of fundraising assistance, such as designing a capital campaign or analyzing the effectiveness of its fundraising programs. This seminar also provides students a format in which to analyze and examine the larger theoretical issues and industry trends that affect fundraisers and their efforts. While specific topics and emphases vary from term to term, the seminar seeks to impart the analytical, interpretative, and planning skills required of Senior managers. Students will present the results of their fundraising project and will also complete the portfolio which is a final requirement for the M.S. in Strategic Fundraising and Philanthropy degree.

NMP 690 (3 credits)
Field Experience I
The field experience consists of a minimum of 80 hours (per 3 credits earned) of applied management experience in a nonprofit organizational context. The field experience is designed to provide individuals with exposure to the field of nonprofit management in addition to direct experience in a specific department and nonprofit sector type. A seminar under faculty direction and supervision will accompany each field experience. The setting will be chosen in consultation with the graduate program director and the director of cooperative education. The experience may or may not be a paid position. Field Experience is strongly recommended for individuals who enter the graduate program with minimal experience in a nonprofit setting. Up to six credits of Field Experience may be applied as elective credit toward fulfillment of the M.S. in Nonprofit Management and Philanthropy degree requirements. Students are responsible for their own transportation to and from their field experience.

NMP 691 (3 credits)
Field Experience II
Field Experience II is a continuation of Field Experience I and may be completed at the same or a different nonprofit setting than the first assignment. A seminar under faculty direction and supervision will accompany each field experience. The setting will be chosen in consultation with the graduate program director and the director of cooperative education. The experience may or may not be a paid position. Field Experience is strongly recommended for individuals who enter the graduate program with minimal experience in a nonprofit setting. Up to six credits of Field Experience may be applied as elective credits toward fulfillment of the M.S. in Nonprofit Management and Philanthropy degree requirements. Students are responsible for their own transportation to and from their field experience.

OCCUPATIONAL THERAPY

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 semester only
OTP 502 (4 credits)
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.
There is a $200 per student lab fee for this course.
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 semester 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
This course provides students with the opportunity to develop self-directed learning skills while facilitating clinical and documentation skills for occupational therapy practice. Students engage in self-assessment and self-directed learning activities to prepare them for the type of learning required on level II fieldwork. Through self-directed and faculty-supported learning activities, students also review and solidify knowledge developed over the first year of OT coursework through review and application to clinical scenarios.
Prerequisites: OTP 541, 531, 550 and permission of department
Offered summer semester I only

OTP 510 (3 credits)
Professional Development I
This course addresses professional issues in the delivery of healthcare services. Students will gain an understanding of the roles of occupational therapy practitioners in advocating for consumers
and for the profession, as well as the community role of occupational therapy educators. In addition, students gain knowledge and skill in clinical reasoning, the effects of health and disability on individuals, family, and society. Social, economic, political, and demographic influences in healthcare will also be analyzed. Reimbursement in managed care, medical models, community models, health promotion, and wellness models are introduced. Evidence based practice is woven through the course, with a focus on identifying practice-related problem, generating research questions, and conducting literature searches. Developing research proposals and the role of the Institutional Review Board will be introduced in preparation for OTP 511.

Prerequisites: OTP 500, 503, 520 and permission of department
Offered fall semester only

OTP 511 (3 credits)
Professional Development II
This Professional Development course focuses on the research process, with a focus on clinical research in occupational therapy practice. Both qualitative and quantitative research methods are explored. Students will revise and focus their literature reviews from Professional Development I (OTP 510), formulate a researchable question, and conduct a small research project including data collection, analysis, written report, and poster presentation. Students submit proposals to a state professional conference, which may result in the opportunity to make a professional presentation.

Prerequisites: OTP 510 and permission of department
Offered spring semester only

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

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

OTP 520 (3 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 ad 503
Offered summer semester 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 semester 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: Geriatric 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.

*There is a $50 Materials Fee for this course.*

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.
*There is a $50 Materials Fee for this course.*
*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, 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.
*There is a $50 Materials Fee for this course.*
*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, 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.
*There is a $50 Materials Fee for this course.*
*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 geriatric population. Theories of aging are introduced and used to adapt occupational therapy interventions learned in OTP 540 and 541 to the unique needs of older adults. Additional issues unique to the again 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.
There is a $50 Materials Fee for this course.
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.
There is a $50 Materials Fee for this course.
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.
There is a $50 Materials Fee for this course.
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 $100 Materials Fee for this course.
Prerequisites: OTP 500, 503, 520; OTP 550 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.
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
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. These courses are graded Pass/Fail.

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

OTP 600 (3 credits)  
Theoretical Approaches to Occupational Therapy  
Reflective practitioners use current practice models and frames of reference to guide assessment and treatment. Historical review of the purpose and use of theory is explored. The focus is on demystifying theory by identifying, defining, and contrasting terms used to explain theoretical approaches in practice and theory building in research. Students analyze their use of theory in practice and address healthcare management’s impact on theory based practice.

OTP 605 (3 credits)  
Evidence-based Practice in Occupational Therapy  
Expert occupational therapists provide treatment grounded in meaningful occupations after careful review of evidence-based practice. This course integrates the theory of occupational performance and the use of evidence to guide practice. Students review cases and their own practice to solve solutions to incorporate occupation, evidence, and current healthcare demands in practice.

OTP 610 (3 credits)  
Leadership and Marketing in Occupational Therapy  
This course provides students with strategies, tools, and techniques needed to promote the field of occupational therapy, develop alternative practice areas, and to market occupational therapy services in existing areas. Developing relationships with clients and communities allows the practitioner to foster wellness and health through networking, collaboration, and advocacy. An emphasis is placed on the use of communication media including, television, radio, print, and web-based marketing.

OTP 620 (3 credits)  
Fieldwork, Education and Supervision  
Occupational therapy’s long history with fieldwork has socialized the profession and developed clinical reasoning skills in students. This course will focus on the development of an effective fieldwork program for the supervisor’s site. Fieldwork objective, collaboration with the schools, meeting ACOTE standards, supervision models, and skills will be addressed. Non-traditional fieldwork models will be explored.

OTP 625 (3 credits)  
The Occupational Therapy Educator  
Master clinicians often move to teaching using informal techniques that may not be effective. Adult learning and teaching models assist the clinician to be effective occupational therapy educators.

OTP 630 (3 credits)  
Statistics for Occupational Therapists  
Occupation therapists often ignore statistical information in journals because they are uncomfortable with data analysis. This course provides and explores statistical foundations to clinical practice. The use of statistics to evaluate evidence-based practice is explained. Basic
statistical descriptive and empirical analysis is addressed. Students will become comfortable using statistical tests on SPSS specifically focused on clinical practice.

**OTP 631 (3 credits)**  
**Research Methods in Practice**  
The basic designs of quantitative and qualitative research are explored with a focus on current issues in clinical practice. Information on occupation and evidence-based practice as further developed into possible research topics. Students begin to develop a research question to be continued in OTP 690 Thesis Preparation.

**OTP 640 (3 credits)**  
**Assistive Technology**  
In this course, practice focused problems are examined for technology answers. Students fabricate models and use a variety of low- and high-tech solutions.

**OTP 641 (3 credits)**  
**Women’s Health Issues**  
This course investigates personal health topics of particular interest to women today. The physical and psychological aspects of illness and wellness are pursued through such topics as nutrition, eating disorders, hormonal changes, sexually transmitted diseases, pregnancy, addictions, malignancies, osteoporosis, and related issues.

**OTP 660 (3 credits)**  
**Special Topics in Occupational Therapy**  
To maintain currency in the field, special topics in occupational therapy may be included in seminars developed in collaboration with practitioners, researchers, graduate faculty, and graduate students in the program.

**OTP 670 (3 credits)**  
**Independent Study**  
By arrangement with a faculty member, a special topic may be investigated by the student on an individual research basis.

**OTP 671 (3 credits)**  
**Advanced Practice Internship**  
An advanced practice internship consists of full or part-time placement in a clinical setting of the student’s choice.  
A minimum placement of 90 hours will be arranged by the academic fieldwork coordinator.

**OTP 690 (3 credits)**  
**Thesis Proposal Preparation**  
Students prepare a research proposal addressing a clinical question of their choice. During class, or at another time arranged, the student orally presents the project proposal.

**OTP 691 (3 credits)**  
**Thesis Defense Preparation**  
Students complete their research and a “ready for publication” manuscript. At a time arranged, the student presents and oral defense of the project.
PHYSICIAN ASSISTANT

PAS 500 (1 credit)
Professional Practice in the 21st Century
This course focuses on the history of the Physician Assistant profession from its inception to present day status. PA education, PA-MD relationship, PA legislation & regulations, and organizations involved in the profession are analyzed by the students. Professional ethics / ethical decision-making, healthcare policy, cultural awareness, and other issues and policies of interest that affect the practicing PA are introduced.

PAS 510 (14 credits)
Integrative Medical Sciences
This course serves as an interdisciplinary investigation of human anatomy, physiology, and pathophysiology by relating learned concepts to the diagnostic and pharmacologic practices of patient care. Each module includes a review of body system structure and function, an investigation of potential disease manifestations, and an introduction to clinical assessment. Course content compares normal and abnormal systemic processes used in the evaluation of patient health status to prepare students for professional training in healthcare delivery.

PAS 520 (1 credit)
Evidence Based Medicine
This course is designed to introduce students to the fundamental knowledge of evidence based medicine, epidemiology and biostatistics and begin acquiring the skills of critically reading the medical literature and applying concepts to patient care. This course is designed for adult learners and will include, but is not limited to, independent, online and small group learning environments.

PAS 522 (1 credit)
Public Health Seminar I
Public Health Seminar I is the first in a series of four Public Health Seminar courses designed to introduce students to the field of public health and its importance in patient care. This course will define and discuss the evolution of public health in the US its relationship to patient care. Students will draw from their knowledge in Evidence Based Medicine and apply it to public health issues.

PAS 524 (1 credit)
Public Health Seminar II
Public Health Seminar II is the second in a series of four Public Health Seminar courses designed to introduce students to the field of public health and its importance in patient care. This course will discuss health informatics, healthcare economics, healthcare policy and law and its relationship to patient care. Students will draw from their knowledge in Public Health Seminar I and Evidence Based Medicine and apply it to public health issues.

PAS 526 (1 credit)
Public Health Seminar III
Public Health Seminar III is the third in a series of four Public Health Seminar courses designed to introduce students to the field of public health and its importance in patient care. This course is designed to identify public health issues, develop interventions, assess outcomes and overcome burdens associated with intervention. Students will also learn to promote and protect the health of the public. Students will draw from their knowledge in Public Health Seminar I, II and Evidence Based Medicine and apply it to public health issues.
PAS 528 (1 credit)
Public Health Seminar IV
Public Health Seminar IV is the fourth in a series of four Public Health Seminar courses designed to introduce students to the field of public health and its importance in patient care. This course will identify special public health issues and their effect locally, regionally, nationally and worldwide. Students will also develop and implement a public health project in the local community. Students will draw from their knowledge in Public Health Seminar I, II, III and Evidence Based Medicine and apply it to public health issues.

PAS 530 (2 credits)
Pharmacology I
This course examines the pharmacokinetics, pharmacodynamics, and the molecular basis of drug action. Legal aspects of pharmacology and prescription and order writing will be emphasized.

PAS 540 (5 credits)
Clinical Medicine I
Clinical Medicine I is the first course in a 4 course Clinical Medicine series. Using an organ systems approach, Clinical Medicine I presents the diagnosis and management of the most common clinical conditions, via major medical concepts, seen by primary care providers. The course builds on learning from Integrated Medical Science and Pharmacology while maintaining a curricular thread with Patient Assessment I and Therapeutics I. Areas of study include: infectious disease, dermatology, ophthalmology, ears, nose, and throat (ENT) and pulmonology. This course is also designed to develop and apply behavioral skills relevant to the practice of medicine.

PAS 540L (1 credit)
Clinical Medicine I Lab
Clinical Medicine I Lab is a hands on application of knowledge acquired in Clinical Medicine I, while maintaining a curricular thread with Patient Assessment I and Therapeutics I. Lab is designed to develop critical thinkers and solidify medical concepts through application. Students will work in intraprofessional teams and in Simulation Laboratory to attain these goals. Professionalism and technical competencies will also be emphasized. Areas of study include: infectious disease, dermatology, ophthalmology, ears, nose, and throat (ENT) and pulmonology.

PAS 541 (5 credits)
Clinical Medicine II
Clinical Medicine II is the second course in a 4 course Clinical Medicine series. Using an organ systems approach, Clinical Medicine II presents the diagnosis and management of the most common clinical conditions, via major medical concepts, seen by primary care providers. The course builds on learning from Integrated Medical Science, Pharmacology and Clinical Medicine I, while maintaining a curricular thread with Patient Assessment II and Therapeutics II. Areas of study include: Cardiology, gastroenterology, renal and genitourinary. This course is also designed to develop and apply behavioral skills relevant to the practice of medicine.

PAS 541L (1 credit)
Clinical Medicine II Lab
Clinical Medicine II Lab is a hands-on application of knowledge acquired in Clinical Medicine II, while maintaining a curricular thread with Patient Assessment II and Therapeutics II. Lab is designed to develop critical thinkers and solidify medical concepts through application. Students will work in intra-professional teams and in Simulation Laboratory to attain these goals.
Professionalism and technical competencies will also be emphasized. Areas of study include: cardiology, gastroenterology, renal and genitourinary

**PAS 550 (2 credits)**  
**Patient Assessment I**  
This course teaches foundational skills and techniques required to gather a complete history and perform a thorough physical examination. This course introduces the student to the art of history taking and physical exams of the head, neck, eyes, ears, nose, throat, skin, chest and pulmonary system. During this course, the integration of the student’s knowledge of the structure and function of the human body will be coupled with laboratory sessions emphasizing the proper use of diagnostic equipment and techniques for performing a comprehensive physical examination. Additionally, students will learn to use skills associated with evidence based medicine including; adept information retrieval, and critical review of scientific literature. This will be put into practice through exercises with simulated patients and accompanying small group sessions.

**PAS 551 (2 credits)**  
**Patient Assessment II**  
This course is a continuation of PAS 550. This course teaches foundational skills and techniques required to gather a complete history and perform a thorough physical examination. This course introduces the student to the art of history taking and physical exams of the cardiovascular, gastrointestinal, renal and genitourinary system. During this course, the integration of the student’s knowledge of the structure and function of the human body will be coupled with laboratory sessions emphasizing the proper use of diagnostic equipment and techniques for performing a comprehensive physical examination. Additionally, students will learn to use skills associated with evidence based medicine including; adept information retrieval, and critical review of scientific literature. This will be put into practice through exercises with simulated patients and accompanying small group sessions.

**PAS 560 (2 credits)**  
**Therapeutics I**  
Students develop an approach to the integration and review of pathophysiology for specific diseases and its application in clinical evaluations and therapeutic options for patients. The student evaluates and addresses the clinical therapeutic management of an assigned disease and problem-solve using a patient case-based format. The content areas of this course include diseases of the HEENT, skin and pulmonary systems and infectious diseases.

**PAS 561 (2 credits)**  
**Therapeutics II**  
This course is a continuation of PAS 560. Students develop an approach to the integration and review of pathophysiology for specific diseases and its application in clinical evaluations and therapeutic options for patients. The student evaluates and addresses the clinical therapeutic management of an assigned disease and problem-solve using a patient case-based format. The content areas of this course include diseases of the cardiovascular, gastrointestinal, renal and genitourinary systems.

**PAS 570 (5 credits)**  
**Clinical Medicine III**  
Clinical Medicine III is the third course in a 4 course Clinical Medicine series. Using an organ systems approach, Clinical Medicine III presents the diagnosis and management of the most common clinical conditions, via major medical concepts, seen by primary care providers. The course builds on learning from Integrated Medical Science, Pharmacology, Clinical Medicine I and II, while maintaining a curricular thread with Patient Assessment III and Therapeutics III.
Areas of study include: reproductive medicine, pediatrics, rheumatology/immunology, orthopedics and neurology. This course is also designed to develop and apply behavioral skills relevant to the practice of medicine.

PAS 570L (1 credit)
Clinical Medicine III Lab
Clinical Medicine III Lab is a hands-on application of knowledge acquired in Clinical Medicine III, while maintaining a curricular thread with Patient Assessment III and Therapeutics III. Lab is designed to develop critical thinkers and solidify medical concepts through application. Students will work in intraprofessional teams and in Simulation Laboratory to attain these goals. Professionalism and technical competencies will also be emphasized. Areas of study include: reproductive medicine, pediatrics, rheumatology/immunology, orthopedics and neurology.

PAS 571 (5 credits)
Clinical Medicine IV
Clinical Medicine IV is the final course in a 4 course Clinical Medicine series. Using an organ systems approach, Clinical Medicine IV presents the diagnosis and management of the most common clinical conditions, via major medical concepts, seen by primary care providers. The course builds on learning from Integrated Medical Science, Pharmacology and Clinical Medicine I-III, while maintaining a curricular thread with Patient Assessment IV and Therapeutics IV. Areas of study include: hematology, endocrine, psychiatry, emergency medicine and surgery. This course is also designed to develop and apply behavioral skills relevant to the practice of medicine.

PAS 571L (1 credit)
Clinical Medicine IV Lab
Clinical Medicine IV Lab is a hands-on application of knowledge acquired in Clinical Medicine IV, while maintaining a curricular thread with Patient Assessment IV and Therapeutics IV. Lab is designed to develop critical thinkers and solidify medical concepts through application. Students will work in intraprofessional teams and in Simulation Laboratory to attain these goals. Professionalism and technical competencies will also be emphasized. Areas of study include: hematology, endocrine, psychiatry, emergency medicine and surgery.

PAS 580 (2 credits)
Patient Assessment III
This course is a continuation of PAS 551. This course teaches foundational skills and techniques required to gather a complete history and perform a thorough physical examination. This course introduces the student to the art of history taking and physical exams of the reproductive, musculoskeletal, neurological and endocrine system. During this course, the integration of the student’s knowledge of the structure and function of the human body will be coupled with laboratory sessions emphasizing the proper use of diagnostic equipment and techniques for performing a comprehensive physical examination. Additionally, students will learn to use skills associated with evidence based medicine including; adept information retrieval, and critical review of scientific literature. This will be put into practice through exercises with simulated patients and accompanying small group sessions.

PAS 581 (2 credits)
Patient Assessment IV
This course is a continuation of PAS 580. This course teaches foundational skills and techniques required to gather a complete history and perform a thorough physical examination with documentation. This course introduces the student to the art of specialized history taking and physical exams. These specialized exams include special populations such as the pediatric and
geriatric exam, review of the full, focused, follow-up exams and pre, post, and intra-operative exam; with appropriate documentation. During this course, the integration of the student’s knowledge of the structure and function of the human body will be coupled with laboratory sessions emphasizing the proper use of diagnostic equipment and techniques for performing a comprehensive physical examination. Additionally, students will learn to use skills associated with evidence based medicine including; adept information retrieval, and critical review of scientific literature. This will be put into practice through exercises with simulated patients and accompanying small group lab sessions.

**PAS 590 (2 credits)**  
Therapeutics III  
This course is a continuation of PAS 561. Students develop an approach to the integration and review of pathophysiology for specific diseases and its application in clinical evaluations and therapeutic options for patients. The student evaluates and addresses the clinical therapeutic management of an assigned disease and problem-solve using a patient case-based format. The content areas of this course include diseases of the reproductive, pediatric, musculoskeletal, rheumatologic, immunologic, and neurological systems.

**PAS 591 (2 credits)**  
Therapeutics IV  
This course is a continuation of PAS 590. Students develop an approach to the integration and review of pathophysiology for specific diseases and its application in clinical evaluations and therapeutic options for patients. The student evaluates and addresses the clinical therapeutic management of an assigned disease and problem-solve using a patient case-based format. The content areas of this course include diseases of the hematologic, endocrine, psychological, emergent and surgical systems and patients.

**PAS 600 (4 credits)**  
Introduction to Clinical Practice  
This course is intended to help the student transition from the didactic phase into the clinical phase by establishing the expectations and etiquette for the clerkship phase. Additionally, this class introduces the student to the clinical clerkship experience of the PA program.

**PAS 610 (4 credits)**  
Psychiatry  
The clerkship is designed to facilitate the student’s ability to participate in the psychiatric care of patients. Students will evaluate patients, identify behavioral health problems, and use critical thinking to create a therapeutic plan, under the supervision of a licensed healthcare provider.

**PAS 620 (8 credits)**  
Family/Primary Care Clerkship  
This clerkship is designed to facilitate the student’s ability to evaluate health-related problems encountered in a community-based primary care practice setting. Students will interview and examine patients, synthesize information to identify problems, and formulate and implement a therapeutic plan, under the supervision of licensed healthcare providers.

**PAS 630 (4 credits)**  
Emergency Medicine Clerkship  
This clerkship is designed to provide the physician assistant student with exposure to common illnesses and injuries that necessitate emergency care of adults and children. This clerkship emphasizes the development of the following skills: patient interview, physical examination,
formulation of a differential diagnosis, ordering and interpreting of diagnostic studies, diagnosis and management of emergency illness and injury, and performance of related procedures.

**PAS 640 (8 credits)**  
**Surgery Clerkship**  
This clerkship will provide an introduction of students to patient of various ages with surgically managed disorders. Students will be exposed to the pre-operative evaluation and preparation of patients, intra-operative and postoperative care.

**PAS 650 (8 credits)**  
**Internal Medicine Clerkship**  
The student will apply knowledge and principles learned in the didactic phase of the Program to interview, examine, evaluate, diagnose, and treat disease and injury encountered in an internal medicine/hospital medicine practice setting.

**PAS 670 (8 credits)**  
**Pediatric Clerkship**  
This clerkship provides an exposure to care of the child from birth through adolescence. The focus of the learning experience is on the assessment of normal growth and development and on the recognition and management of common childhood illnesses. Emphasis is on counseling of parents regarding immunizations, anticipatory guidance, well child checkups, nutrition, and common medical and psychosocial problems.

**PAS 680 (4 credits)**  
**Obstetrics and Gynecology Clerkship**  
This clerkship provides an exposure to the spectrum of problems and issues affecting a woman’s health. The learning experience emphasizes routine well-woman screening and examinations, family planning and birth control, recognition and treatment of sexually transmitted disease, the evaluation of common gynecologic problems, cancer detection, and prenatal care. Exposure and participation in the surgical management of gynecological and obstetrical problems may also be provided.

**PAS 690**  
**Clinical Elective (4 credits)**  
This rotation will provide clinical experience in a specialty of medicine determined by the student. The purpose of this rotation is to allow students to explore more completely an area of interest in clinical medicine or surgery. Students will engage in all aspects of patient care from history and physical exam to development and implementation of treatment plans and patient follow-up.

**PAS 691**  
**SEMINAR I (2 credits)**  
This seminar course will focus on the student’s interview skills and their ability to integrate an actual medical case into an oral presentation. Students will perform formal Grand Rounds presentations and discuss issues of importance to the profession and health care in general. The students will also initiate a research project on a topic related to the Physician Assistant profession.

**PAS 692**  
**SEMINAR II (2 credits)**  
This seminar course will focus on the student’s interview skills and their ability to integrate an actual medical case into an oral presentation. Students will perform formal Grand Rounds
presentations and discuss issues of importance to the profession and health care in general. The students will also initiate a research project on a topic related to the Physician Assistant profession.

PAS 693
SEMINAR III (1 credit)
This seminar course will focus on the student’s interview skills and their ability to integrate an actual medical case into an oral presentation. Students will perform formal Grand Rounds presentations and discuss issues of importance to the profession and health care in general. The students will also initiate a research project on a topic related to the Physician Assistant profession.

PAS 698
Capstone (1 credit)
Students synthesize knowledge and skills obtained during the program through successful completion of a research project and board preparation exercises. By displaying competency in both analyzing literature and integrating the most recent and best practices students demonstrate skills necessary for competent PA practice. Evidence of this competence will be displayed in the form of “publication ready” case based article and poster submission. Students also develop individual portfolios to provide a framework for lifelong learning and NCCPA national board mastery.

PSYCHOLOGY

PSY 500 (3 credits)
Infant/Toddler Development
Current and relevant topics related to infant and toddler development will be discussed which include but are not limited to theories of social, cognitive, and personality development, societal and cultural variations in the infant experience, the importance of early intervention, and the impact of environmental influences on family mental health. Attachment Theory will also be examined as it relates to the parent-infant dyad.

PSY 515 (3 credits)
Childhood and Adolescent Development
This course will focus on issues that affect continued growth and development during early, middle and late adolescence. Theoretical perspectives on adolescence help students to appreciate various conditions that influence both the mind and the body. For example, concepts such as identity, sexuality, puberty, autonomy, friendship, and family will be addressed along with implications for counseling the child and adolescent.

PSY 530 (3 credits)
Adult Development and Aging
This course provides students with an understanding of quantitative and qualitative changes that occur as a result of the aging process. Normative and non-normative factors will be explored in light of how these situations affect successful aging. Biology, ethnicity, cognition, cultural, and societal norms and mores will be addressed along with their implications for the counseling relationship as well as issues for good geriatric mental health.
PSY 535 (3 credits)
Ethics and Professional Conduct in Counseling
This course is designed to provide students with a practical awareness of ethical standards and codes of conduct in the field of psychology. Students will review and critically analyze case studies which incorporate such topics as ethical decision making, informed consent, confidentiality, boundary and relationship issues, professional competence, supervision, and multicultural and diversity issues. Students will demonstrate knowledge and understanding of the standards set by the code of ethics of the American Counseling Association and the American Mental Health Counselors Association, and of licensure and regulatory practices.

PSY 550 (3 credits)
Family Systems
This course will focus on family dynamics and family systems. Various family systems theorists such as Minuchin, Satir, and Haley will be reviewed and discussed. Students will be given the opportunity to practice various systemic interventions that promote healthy psychological development within the family system. The impact of culture, gender, and sexual identity will be examined.

PSY 552 (3 credits)
Bullying and Coercive Behavior
This course will examine the overwhelming evidence of how this anti-social behavior impacts the youth of today at home, in school, and in the community. Students will investigate the causes and kinds of bullying as well as how parenting styles either contribute to or empower the child against bullying. Strategies for the educator, psychology professional, and parents will be studied.

PSY 620 (3 credits)
Psychopathology
This course provides the students with an advanced understanding of relevant nomenclature and psychopathology from a developmental, biological, psychodynamic, cognitive, behavioral, interpersonal, and family/systems perspective. Students will learn how to interpret the multiaxial system of assessment and understand coding and reporting procedures outlined in the Diagnostic and Statistical Manual of Mental Disorders V - TR that are utilized in making a diagnosis of a mental disorder. Students will incorporate relevant research and case studies throughout the course to integrate the various perspectives within a clinical context.

PSY625 (3 credits)
Applied Research Methods in Counseling
This course addresses research design and methodology as used by developmental psychologists. Emphasis is on the use of experimental and quasi-experimental designs, confounding factors that may bias results, assessment strategies, and data evaluation methods. By the completion of this course, the student will have formulated a research proposal, and will have completed a successful research project.

PSY 654 (3 credits)
Drugs, Medication, and Society
This course will help the student understand the most commonly prescribed medications that are used in connection with behavioral health today. Current trends in psychopharmacological intervention will be studied and how such drugs will impact cognition, judgment, emotions, and motivation in the developing brain. In addition to commonly prescribed behavioral health medications, the use and abuse of mood altering chemicals will be discussed along with the nature and process of addictive drug seeking behaviors.
PSY 657 (3 credits)  
Counseling and Co-Occurring Disorders  
This course will enable the student to learn those counseling techniques and skills that are essential for working with clients who suffer from co-occurring disorders such as addiction and mental health problems. Students will develop an understanding of how clients can self-medicate underlying mental health and emotional problems by means of illicit drug use and abuse. With this understanding, the student will learn how to develop effective treatment plans for clients with co-occurring disorders.

PSY 658 (3 credits)  
Psychological Assessment in Counseling  
Students will learn to administer and interpret standardized assessments and screening tools used for the evaluation of infants, children, adolescents, adults, and the aging. The course will focus on cognitive, projective and personality instruments. The importance of accurate report writing, as well as observational and interview skills will be emphasized.

PSY 660 (3 credits)  
Social and Cultural Foundations  
This course is designed to provide students with an understanding of the various theories, issues and trends of providing counseling in a multi-cultural and diverse society. Foundational knowledge and skill needed to provide mental health counseling services to diverse populations in a culturally diverse manner will be the core structure of this course of study. Such theorists as Monica McGoldrick will be reviewed for impact on current thinking and implications for mental health counseling.

PSY 662 (3 credits)  
Counseling Theory and Practice  
This course is designed to provide students with a broad understanding of the theory and application of contrasting theoretical models of counseling and forming helping relationships. Students will examine the theory and application of various counseling models through lecture, presentations, group discussion, experiential activities, readings and reflection. This course will address the therapeutic process and practical elements of the counseling interaction, and assist students in strengthening their own personal approach to the helping relationship. In addition, it will challenge students to conceptualize their own qualities that support and hinder the therapeutic helping relationship.

PSY 663 (3 credits)  
Career Development: Theory and Practice  
This course will focus on the dynamic relationship that can exist between a person’s culture and other related and associated issues in the employment arena. Topics will focus on career counseling, occupational development theories, educational planning, market research and vocational assessment tools as well as the use of technology as a tool in career counseling. Case studies will also be utilized.

PSY 664 (3 credits)  
Counseling Skills and Techniques  
This course will guide the students to a more refined level of the helping relationship while building on the skills learned in PSY 662. Students will develop a solid understanding of the helping relationship by learning intensive listening skills and the effectiveness of attending to the client. Students will also gain a deeper understanding of their own communication styles as they relate to such dynamics as culture, body language, vocal qualities and attitude.
PSY 665 (3 credits)
Group Dynamics and Mental Health Counseling
This course will focus on the principles of group dynamics and group members’ roles and behaviors, and therapeutic factors of group therapeutic work. Students will talk about group leadership and different facilitation styles and approaches to group counseling. Group counseling theories, orientations and behaviors will be evaluated for effectiveness. Role playing will be utilized to demonstrate appropriate skill development as it relates to mental health group work.

PSY 670 (3 credits)
Fieldwork
The Master's Fieldwork experience for the non-licensure track, required of all students, develops knowledge and skills of professional psychology and provides opportunities to apply theoretical knowledge. Students select a setting appropriate to their field of study such as: schools, agencies, community centers, residential facilities, and correctional institutions. Students must obtain 160 clock hours of fieldwork experience under the joint supervision of the department and the organization.

PSY 680 (3 credits)
Counseling Practicum and Seminar
The pre-master’s clinical field experience is required of all students. This practicum must include a minimum of 100 clinical hours; a minimum of 40 hours of direct/face-to-face client contact experience with clientele appropriate to the program agency emphasis area. In addition to the 100 hours of fieldwork, students will attend a seminar class for a minimum of 10 hours. This seminar class will provide opportunities for students to apply theoretical knowledge to clinical situations. Role playing will include individual, group, couple and family interactions.

PSY 696 (3 credits)
Counseling Internship and Seminar I
This fieldwork experience will take place in a clinical setting and will afford students the opportunity to work within the context of a professional counseling environment. Students will have the opportunity to become oriented to policies and procedures of the professional counseling organization. Since so many professional counseling organizations are migrating to electronic health record systems, orientation to this particular aspect of clinical record keeping in the counseling profession is critical. In addition, students will have the opportunity to participate in clinical assessments as well as clinical group supervision. They will practice and hone their counseling skills under the direct supervision of a licensed behavioral health professional. There will also be a weekly seminar with this course.

PSY 697 (3 credits)
Counseling Internship and Seminar II
This fieldwork experience will continue to enhance the counseling skills as experienced within the context of Counseling Internship I and will continue to afford students the opportunity to work with individuals who seek mental health support under direct clinical supervision. This particular experience will provide students an opportunity to enhance their professional counseling skills. In addition to refining their counseling skills, students will conduct assessments, determine DSM diagnoses, formulating treatment plans, and integrate knowledge learned in class to real life situations. Weekly individual and group clinical supervision is necessary to ensure the development of solid counseling skills. There will be a weekly seminar with this course.
PSY 698 (3 credits)  
Counseling Internship and Seminar III  
As in the previous internship experiences, this fieldwork experience will take place in a professional clinical setting. It will continue to afford students the opportunity to work with individuals who seek mental health support and counseling. This culminating experience will provide students, under direct clinical supervision by a licensed behavioral health professional, an opportunity to practice at a more intensive level, the skills necessary for a career as professional counselor. The student will gain a solid understanding of the requirements to practice at a more independent level and how to interact with collateral professionals in the community. There will be a weekly seminar with this course.

SPECIAL EDUCATION

SPE 505 (3 credits)  
Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum  
This course examines best practices for teaching children preschool through secondary with disabilities in inclusive settings. The focus is on identifying and adapting for students’ instructional needs utilizing the Massachusetts Curriculum frameworks. Topics include: educational terminology; team teaching and collaboration; preparing, implementing, and evaluating IEPs; design or modification of curriculum and materials; reasonable accommodations; teaching techniques; behavior and classroom management strategies; instruction on the appropriate use of augmentative and alternative communication and other assistive technologies; and ways to prepare and maintain students in general education; relationship of related services and family members, and assessment strategies for team effectiveness and student learning.

SPE 510 (3 credits)  
Managing Challenging Behaviors  
Students will apply a process of case study analysis to situations involving students with behavioral challenges in PreK through 12 settings, with a focus preparing teachers to work effectively in inclusionary education and understanding both the federal and state laws in special education. Basic principles and approaches for the effective management of behavior for learners with special needs in multicultural settings will be discussed. Topics include: educational terminology; preventive discipline in classroom environments; preparing, implementing, and evaluating IEPs; design or modification of curriculum and materials; ways to prepare and maintain students in general education; and knowledge of services provided by outside agencies.

SPE 512 (3 credits)  
American Sign Language as an Alternative and Augmentative Form of Communication  
This course is an introduction to beginning level manual communication (signing and finger spelling) and other alternative and augmentative communication systems and strategies for learners with special needs. Emphasis will be on American Sign Language (ASL) and will include other Manually Coded English systems, such as Signed Exact English (SEE) as they relate to utilization as augmentative communication systems and strategies. An introduction to deaf culture and ASL as the language of deaf culture will be included.

SPE 514 (3 credits)  
When Classroom Behaviors Get Off Track: Understanding the Source  
The course provides information about the many possible causes of inappropriate behavior in the classroom, in particular those behaviors that arise from the mental health issues faced by students.
in the complex world in which they develop. A basic review of child development issues will be used as part of the framework for understanding what produces "off-track" behavior by students in the classroom.

**SPE 515 (3 credits)**  
**Foundations for Understanding Inclusive Schools**  
Students focus on the historical, philosophical, legal, and ethical perspectives of educational services for learners with disabilities and services offered by outside agencies, including vocational, work study, and transitioning options. The focus is on designing or modifying curriculum; identifying and adapting for students’ instructional needs utilizing the Massachusetts Curriculum Frameworks. Because legislation and subsequent litigation, related to the education of children and youths with disabilities has become increasingly specific and mandatory, this course will review relevant federal and state special education law and how it applies to the education of students with special needs; educational terminology; instruction on the appropriate use of augmentative and alternative communication and other assistive technologies; preparing, implementing, and evaluating IEPs; ways to prepare and maintain students in general education; techniques for developing skills to facilitate placement in the least restrictive environment; and current models and best practices in public school settings.

**SPE 518 (3 credits)**  
**Professional Literacy for Teachers in K-12 Reading**  
Reading examines various text passages, suggests optimum strategies, and engages students in practical exercises required for the successful completion of the MTEL reading subtest.

**SPE 519 (3 credits)**  
**Professional Literacy for Teachers K-12 Writing**  
Writing examines various texts, suggests optimum strategies, and engages students in practical exercises required for the successful completion for the MTEL writing subtest.

**SPE 520 (3 credits)**  
**Learners with Special Needs**  
This course provides an overview of types of disabilities in learners’ preschool through secondary according to federal and state laws in special education. Emphasis is on identification of disabling conditions and techniques used to promote successful inclusion of learners with and without special needs in educational settings. Topics covered include the teaching of Math; the teaching of English language arts; preparing, implementing, and evaluating IEP’s; equipment adaptations, theories of language development; design or modification of curriculum intervention and instructional strategies for diverse learners using the Massachusetts Curriculum Frameworks; theories of child development, instruction on the appropriate use of augmentative and alternative communication and other assistive technologies; ways to prepare and maintain students in general education; educational terminology utilized with students with special needs; source and operation of orthotic devices, medical technologies and prosthetic devices; understanding collaborative partnerships with families; and working with community and outside agency resources. At least 10 hours of instruction covering the teaching of mathematics and at least 10 hours of instruction covering the teaching of English Language Arts are delivered in this course.

**SPE 525 (3 credits)**  
**Working with Struggling Readers**  
Students explore content and teaching strategies used to develop competent readers and writers, based upon guidelines in the Massachusetts Curriculum Frameworks and techniques for developing skills to facilitate placement in the least restrictive environment. Topics include
expanding literacy across the content areas, language arts instructions, diagnosis and assessment of reading skills using a variety of assessment techniques, educational terminology; theories of language development; design and modification of curriculum and intervention programs for success in reading for all levels. Focus on identifying and developing appropriate multisensory structured language strategies including knowledge of theories, programs and practices, phonemic awareness, phonics and vocabulary development, use of formal and informal assessments and ways to prepare and maintain students in general education. At least 10 hours of instruction covering the teaching of reading are delivered in this course.

SPE 527 (1-3 credits)
Curriculum I - English, Reading, History/Social Science
English Language Arts is designed to provide prospective teachers the content of and effective strategies for teaching English language arts, history/social science curriculum based on the Massachusetts Curriculum Frameworks, so that teachers can help students develop communicative competence. Special attention is given to curriculum content. *Prerequisite: SPE 555*

SPE 528 (1-3 credits)
Curriculum I - English, Reading, History/Social Science PreK-8
English Language Arts is designed to provide prospective teachers the content of and effective strategies for teaching English language arts, history/social science curriculum based on the Massachusetts Curriculum Frameworks, so that teachers can help students develop communicative competence. Special attention is given to curriculum content. *Prerequisite: SPE 555*

SPE 529 (1-3 credits) 5-12
Curriculum I - English, Reading, History/Social Science
English Language Arts is designed to provide prospective teachers the content of and effective strategies for teaching English language arts, history/social science curriculum based on the Massachusetts Curriculum Frameworks, so that teachers can help students develop communicative competence. Special attention is given to curriculum content. *Prerequisite: SPE 555*

SPE 530 (3 credits)
Curriculum Design and Assessment
Using a case study approach, students learn to select, construct, use and interpret nondiscriminatory and developmentally appropriate assessments relevant to diverse learners with mild and moderate disabilities. The Massachusetts Frameworks are used to guide decisions in both curriculum and instruction and ways to prepare and maintain students in general education. Course assignments are designed to help students gain an understanding of educational terminology utilized with students with special needs; and differentiated instruction and ways to implement meaningful instruction for all students, especially students with disabilities by designing and modifying curriculum and instructional materials. Strongly recommended: complete SPE 525 prior to enrolling in this class.

SPE 531 (3 credits)
Teaching and Assessing Students with Severe Disabilities
Teachers of students with severe disabilities must be current in the Massachusetts Curriculum Frameworks grade level curriculum, instructional methods, assessment strategies, service delivery models, skills curricula, interdisciplinary approaches to education and applied research findings in order to affect positive behavior change in their students and understand ways to prepare and maintain students in general education. This course has been designed to review
definitions, etiologies, and characteristics of severely disabling conditions; theories of language
development; preparing, implementing, and evaluating IEPs; theories, concepts, and methods of
assessing children and adolescents; current state-of-the-art educational, service delivery,
advocacy and techniques for developing skills designed to facilitate placement in least restrictive
environments; working with parents and families, augmentative and assistive technologies;
designing and modifying curriculum and instructional materials; and research issues that
influence the quality of life of this most challenging population in the areas of curriculum and
assessment, including vocational, work study, and transitioning options.

SPE 532 (3 credits)
Applying Universal Design for Learning in the Classroom
The course will provide background on Universal Design for Learning (UDL) and will support
participants in their efforts to create universally designed lessons that include all students in
general education classrooms. Course content will include the principles of the UDL framework
and their alignment with Common Core goals and standards.

SPE 533 (3 credits)
Children at Risk
The course will involve both an examination of how children with special needs are a high
incidence population for abuse, neglect, and victimization and learners diagnosed with ADHD.
Topics will include: child abuse reporting statute/responsibilities of CFS; care and protection
orders/juvenile court process; criminal justice systems response to child victims and their needs;
school system’s responding to victimization of children; and the impact of trauma on learning.
Additionally, the course will give the student a solid background knowledge of Attention Deficit
Hyperactivity Disorder; including proper diagnosis procedures; current research; treatments;
school and classroom accommodations; and the role of collaboration between parents,
professionals, and school personnel in the full treatment of this disorder.

SPE 537 (1-3 credits)
Curriculum II – Math, Science, Technology and Engineering
This course teaches essential methods to effective K-12 science and mathematics instruction. The
course is focused on current directions, research, and individual needs of diverse student
populations. This course will help prepare students to become effective science and mathematics
educators capable of teaching students the content knowledge needed. Special attention is given
to curriculum content and to addressing the individual and cultural diversity of all learners. The
appropriate use of information technologies and content software will be utilized in this course.
Prerequisite: SPE 555

SPE 538 (1-3 credits)
Curriculum II – Math, Science, Technology and Engineering PreK-8
This course focuses on essential methods to effective preK-8 science and mathematics instruction.
The course is focused on current directions, research, and individual needs of diverse student
populations. This course will help prepare students to become effective science and mathematics
educators capable of teaching students the content knowledge needed. Special attention is given
to curriculum content and to addressing the individual and cultural diversity of all learners. The
appropriate use of information technologies and content software will be utilized in this course.
Prerequisite: SPE 555

SPE 539 (1-3 credits)
Curriculum II – Math, Science, Technology and Engineering 5-12
This course teaches essential methods to effective 5-12 science and mathematics instruction.
Focus on current directions, research, and individual needs of diverse student populations. This
course will help prepare students to become effective science and mathematics educators capable of teaching students the content knowledge needed. Special attention is given to curriculum content and to addressing the individual and cultural diversity of all learners. The appropriate use of information technologies and content software will be utilized in this course.

Prerequisite: SPE 555

SPE 540 (3 credits)
Research in Education
Applied research methodologies, including case analysis, action research, and survey research will be investigated to enable educators to become consumers of available research and to conduct appropriate research projects focusing on the application of programmatic coursework to improving school/community-based curriculum and instruction.

SPE 541 (3 credits)
Working with Students with Mental Health Issues in our Public Schools
As inclusion practices become more and more the norm, we find that placement in the least restrictive environment puts children with significant emotional issues in the classroom. Many children are reporting to school with unresolved personal, emotional, mental health and family problems. This course will provide an overview of the scope of mental health issues as they relate to school-aged children and adolescents and their families.

SPE 542 (3 credits)
Educational Technologies for Educators
This course provides an introduction to electronic tools frequently used in education: Microsoft Word, Microsoft PowerPoint, Web Design, Search Engines, and Web 2.0 Tools. You will learn to use these tools to create professional literature, including memos, brochures, newsletters, flyers, Web sites and electronic presentations. The course educates students in the effective use of technology to design resources to enhance communication in and out of the classroom, and to develop strategies for successful searches using electronic resources.

SPE 543 (3 credits)
Teaching of Writing
This course will present an overview of research and theories which relate to the teaching of writing, provide educators with the information necessary to teach all students, Grades K-adult, in the process for organizing and expressing thoughts, feelings, and ideas in written language, review methods for incorporating the arts, and view a number of assessments, both formal and informal, authentic and standardized, that can be used to assess writing.

SPE 544 (3 credits)
Mathematics Content and Applications
An in-depth examination of mathematics content and applications as viewed through The Guiding Principles and Learning Standards in the Mathematics Curriculum Framework, Massachusetts Department of Elementary and Secondary Education. Included is an examination of numbers and operations; functions and algebra; geometry and measurement; and statistics and probability as appropriate to deep understanding and excellence in pedagogical practice.

SPE 546 (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 547 (3 credits)**
**Structure of Language for Educators**
This course provides an overview of the structure of the language and methods to teach reading and spelling through multisensory and associative teaching techniques. It progresses in a sequential, systematic, hierarchical order to cover phonemes, graphemes, and patterns of English. Includes morphological (rules for the addition of prefixes and suffixes) and syntactical structure.

**SPE 548 (3 credits)**
**Reading and Language Arts for English Language Learners**
This course is designed to introduce the developing teacher to reading instruction and the development of a reading/writing community in English for English language learners (ELLs). This course is designed to promote continuous improvement in educator practice, and to build confidence and familiarity with research-proven practices for working with ELLs. This course is framed around two module areas: A) ELLs: Their World and Second Language Acquisition Process in the SEI Classroom, and B) Academic Language and Literacy Development in the SEI Classroom.

**SPE 549 (3 credits)**
**Instructional Strategies Utilizing Technology for Learners with Special Needs in the Classroom**
Provides strategies to incorporate assistive technology into classrooms for learners with special needs and focuses on actual classroom experiences, best practices, hands-on applications and resources.

**SPE 551 (3 credits)**
**Effective Educational Practices for Students with Learning Disabilities**
This course provides an overview of the psychological characteristics of individuals with learning disabilities, including theoretical approaches, programs, curriculum, and effective instructional practices. Content will focus on specific characteristics associated with high incidence disabilities, federal and state laws pertinent to nondiscriminatory assessments of learning problems, differential instruction, educational adaptations and resources, and effective instructional methodologies and programs.

**SPE 552 (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 553 (3 credits)**
**Communication Disorders in the Classroom**
A course addressing current research and practices for identifying and intervening with speech and language disorders associated with sensory, physical, intellectual, emotional and learning disabilities. Clinical, school and home intervention practices are studied.
SPE 554 (0 credits)
Pre-practicum and Seminar I
Pre-practicum and seminar class meets four times during the spring semester and is designed to get the student ready for the pre-practicum and seminar II experience.

PLEASE NOTE:
A student needs to have enrolled and completed SPE 554 (spring course) and SPE 555 (summer course) in sequence order to enroll in a practicum. Even if you took SPE 554 in a previous semester, you must retake SPE 554 if you did not sequence it with SPE 555. Both of these courses are for 0 credit and a grade is either pass or fail. A student needs a grade of pass in both courses in order to enroll in the practicum.

SPE 555 (0 credits)
Pre-practicum and Seminar II
Pre-practicum hours begin the beginning of the public school year (September) and this experience gives the student a consistent, supervised experience in a public school/Chapter 766 school setting. A minimum of 80 hours is required in the appropriate school setting beginning the first week of September and ending the last week in September. Six seminar classes will be offered between June and October.
Pre-requisites: Successful completion of SPE 554, and passing scores on all required MTELS for the license sought that need to be submitted to the program in special education prior to beginning this course.

SPE 557 (3-12 credits)
Practicum: Severe Disabilities (Level: ALL)
This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-8) or Chapter 766 approved school with learners with severe disabilities from September to June. It requires papers and attendance at weekly seminars. Practicum hours begin the last week of September/first week of October.
Pre-requisites: Eligible for Initial license in Severe Disabilities Level All, successful completion of SPE 554 and 555.

SPE 558 (3-12 credits)
Practicum: Moderate Disabilities (PreK-8)
This course involves full-time supervised teaching responsibilities in a public school classroom (PreK-8) or Chapter 766 approved school with learners with moderate PreK-8 disabilities from September to June. It requires papers and attendance at weekly seminars. Practicum hours begin the last week of September/first week of October.
Pre-requisites: Eligible for Initial license in Moderate Disabilities PreK-8, successful completion of SPE 554 and 555.

SPE 559 (3-12 credits)
Practicum: Moderate Disabilities (5-12)
This course involves full-time supervised teaching responsibilities in a public school classroom (PreK-8) or Chapter 766 approved school with learners with Moderate 5-12 disabilities from September to June. It requires papers and attendance at weekly seminars. Practicum hours begin the last week of September/first week of October.
Pre-requisites: Eligible for Initial license in Moderate Disabilities 5-12, successful completion of SPE 554 and 555.

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.

SPE 570 (3 credits)
Independent Study
Please contact Graduate Program Director for specifics.

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 502 (3 credits)
Ethical Practice in Applied Behavior Analysis
This course provides an intensive, practical review of the ethical, legal, and professional issues in the field of applied behavior analysis. Core Ethical Principles in the discipline of psychology, adopted by the Association for Behavior Analysis-International (ABAI) to guide professional practice in the specialty are introduced, with a focus on practical applications of these principles in educational settings where the discipline of applied behavior analysis is practiced. Using case studies interwoven with scientific literature from the field of applied behavior analysis, students demonstrate the ability to apply the Behavior Analyst Certification Board Guidelines for Responsible© conduct in real-life educational contexts.

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 603 (3 credits)**

**Research Methods in ABA**

This course focuses on the measurement of behavior and the analysis of intervention effect using single-subject experimental design. Procedures for collection and display of behavioral data are demonstrated, practiced, and examined for reliability, validity, efficiency, and relevance to a variety of settings, with a focus on educational environments. Individualized measurement procedures are developed and implemented using a variety of single-subject design formats, and the contribution of single-subject research design to education, clinical practice, and scientific inquiry is examined. Ethical considerations of experimental analysis are examined.

**SPE 604 (3 credits)**

**Behavioral Assessment and On-Going Evaluation**

The process of identifying behaviors targeted for change and the use of behavioral assessment techniques to identify and analyze behavior-environment relations, for the purpose of developing successful, functionally-based intervention strategies. Methodologies of descriptive assessment and functional analysis, applied to both challenging problem behaviors and academic learning situations. Use of many practical behaviorally-based assessment tools, including checklists and rating scales, structured observation tools, and curricular assessments.

**SPE 605 (3 credits)**

**Interventions & Behavior Change Procedures**

Students implement behaviorally-based strategies to establish, strengthen, and weaken target behaviors. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based tactics that utilize basic principles of behavior (reinforcement, punishment, extinction, and stimulus control) and utilizing appropriate parameters and schedules of reinforcement and punishment. Various procedures combining fundamental behavior principles and tactic are reviewed, modeled, practiced, and demonstrated to mastery and fluency. Basic behavior analytic skills of measurement and analysis are practiced in the context of utilizing behavior change procedures.

**SPE 606 (3 credits)**

**Behavior Change Systems in Education**

A system is a combination of independent but interrelated components comprising a unified whole. This class presents behavioral systems – methods, tactics, and models – designed to combine specific behavior change procedures in an effective manner to achieve success in the classroom setting. Procedures for evaluating the effectiveness of behavior change procedures and systems are practiced, and systems for supervision and competency-based training of those responsible for implementing and documenting programming and services are examined.

**SPE 607A (0 credits)**

**Pre-Supervision in ABA**

Each student identifies and proposes a site (or sites) to complete the requirements for supervision in applied behavior analysis. Attendance at 2 seminars is required during the pre-practicum. The seminar is a competency-based course which is part of the Program in Applied Behavior
Analysis fulfilling the requirement for BACB® Supervision. The seminar is designed to ensure the student understands the requirements of supervision and is placed in an appropriate setting.

SPE 608 (1-5 credits)
Supervision I in ABA
This is an experiential learning opportunity designed to fulfill the requirement for a supervised independent practicum experience as defined by the Behavior Analyst Certification Board (BACB©). During a supervised independent practicum, students complete 1500 hours of Supervised Independent Fieldwork in behavior analysis. Students are supervised at least once every 2 weeks for 5% of the total hours they spend in Supervised Independent Fieldwork. The students’ primary focus during supervision is on learning new behavior analytic skills related to the BACB© Third Edition Task List (Behavior Analyst Certification Board, 2010). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis. The assigned supervisor directly observes the student’s performance and provides specific feedback related to the results of observation and performance measurement.

SPE 609 (1-5 credits)
Supervision II in ABA
This is an experiential learning opportunity designed to fulfill the requirement for a supervised independent fieldwork experience as defined by the Behavior Analyst Certification Board (BACB©). During a supervised independent fieldwork experience, students complete 1500 hours of applied work in behavior analysis. Students are supervised at least once every 2 weeks for 5% of the total hours they spend in Supervised Independent Fieldwork. The student’s primary focus during supervision is on learning new behavior analytic skills related to the BACB© 4th Edition Task List (Behavior Analyst Certification Board, 2010). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis. The assigned supervisor directly observes the student’s performance and provides specific feedback related to the results of observation and performance measurement.

SPE 610 (2 credits)
Supervision III in ABA
This is an experiential learning opportunity designed to fulfill the requirement for a supervised independent fieldwork experience as defined by the Behavior Analyst Certification Board (BACB©). During a supervised independent fieldwork experience, students complete 1500 hours of applied work in behavior analysis. Students are supervised at least once every 2 weeks for 5% of the total hours they spend in Supervised Independent Fieldwork. The student’s primary focus during supervision is on learning new behavior analytic skills related to the BACB© 4th Edition Task List (Behavior Analyst Certification Board, 2010). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis. The assigned supervisor directly observes the student’s performance and provides specific feedback related to the results of observation and performance measurement.

SPE 611 (2 credits)
Supervision IV in ABA
This is an experiential learning opportunity designed to fulfill the requirement for a supervised independent fieldwork experience as defined by the Behavior Analyst Board (BACB©). During a
supervised independent fieldwork experience, students complete 1500 hours of applied work in behavior analysis. Students are supervised at least once every 2 weeks for 5% of the total hours they spend in the supervised experience. The student’s primary focus during supervision is on learning and applying behavior analytic skills related to BACB© 4th Edition Task List (Behavior Analyst Certification Board, 2010). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis. The assigned supervisor directly observes the student’s performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance measurement.

SPE 512 (1-2 credits)
Supervision V in ABA
This is an experiential learning opportunity designed to fulfill the requirement for a supervised independent fieldwork experience as defined by the Behavior Analyst Certification Board (BACB©). During a supervised independent fieldwork experience, students complete 1500 hours of applied work in behavior analysis. Students are supervised at least once every 2 weeks for 5% of the total hours they spend in the supervised experience. The student’s primary focus during supervision is on learning and applying new behavior analytic skills related to the BACB© 4th Edition Task List (Behavior Analyst Certification Board, 2010). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis. The assigned supervisor directly observes the student’s performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance measurement.

SPE 620 (2 credits)
Group Supervision I in ABA
This is an experiential learning opportunity designed to fulfill the requirement for a supervised independent fieldwork experience as defined by the Behavior Analyst Certification Board (BACB©), during a supervised independent fieldwork experience, students complete 1500 hours of applied work in behavior analysis. Students are supervised at least once every 2 weeks for 5% of the total hours they spend in the supervised experience. The student’s primary focus during supervision is on learning and applying new behavior analytic skills related to the BACB© 4th Edition Task List (Behavior Analyst Certification Board, 2010). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis. The assigned supervisor directly observes the student’s performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance measurement.

SPE 621 (2 credits)
Group Supervision II in ABA
This is a small group experiential learning opportunity designed to fulfill the requirement for a supervised independent fieldwork experience as defined by the Behavior Analyst Certification Board (BACB©). During a supervised independent fieldwork experience, students complete 1500 hours of applied work in behavior analysis. Students are supervised at least once every 2 weeks for 5% of the total hours they spend in the supervised experience. The student’s primary focus during supervision is on learning and applying new behavior analytic skills related to the BACB© 4th Edition Task List (Behavior Analyst Certification Board, 2010). Activities conducted during this supervised learning experience adhere to the dimensions of applied
behavior analysis identified by Baer, Wold, and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the journal of Applied Behavior Analysis. The assigned supervisor directly observes the student's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance measurement.
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Northampton, Massachusetts

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Hartford, Connecticut

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Center for Breast Cancer Research
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Baystate Health
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Retired Director  
Pamplin Society of Fellows and  
Coordinator, Inventing America Program  
Lewis and Clark College  
Portland, Oregon

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Vice President and Assistant to the Publisher  
The Republican  
Springfield, Massachusetts

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Vice Chair of the Board  
Former Senior Vice President for Domestic Equities  
Wright Investors’ Service  
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East Stroudsburg, Pennsylvania

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Director, Special Events  
United States Holocaust Memorial Museum  
Washington, D.C.

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Partner  
Dan Roulier & Associates  
Somers, Connecticut

Barbara Sadowsky (2007)  
East Longmeadow, Massachusetts

Yesenia (Jessi) Y. Santos ’05, G10 (2014)  
Senior Contract Account Executive  
United Healthcare  
Hartford, Connecticut

Gloria Smith (2007)  
President  
The Zanger Company  
Suffield, Connecticut

Mary Ann Spencer, CFA (2010)  
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
Barbara Hull Kochon

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

Assistant Provost for Academic Affairs
Kathleen Martin (2013)
B.S., Keene State College; M.S., D.P.E., Springfield College

Director of Enrollment Marketing
Rebecca Capuano (2013)
B.S., Westfield State University

University Registrar
B.S., B.A., Nichols College; M.B.A. Nichols College

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

Director of Continuing Education and 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 ARTS, SCIENCES AND MANAGEMENT
Associate Professor, School of Arts, Sciences and Management
Thomas Loper (2011)
B.S. State University of New York; Ed. D, University of Massachusetts, Amherst

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

Director of 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
Director of the WELL and University Theme Programs
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

Dean of Students
David Yelle (2006)
B.S., Anna Maria College, M.A., American International College
Director of Student Life  
Natalie Stothart (2009)  
B.A., Niagra University, M.Ed., Providence College

Executive Director of the Sullivan Career and Life Planning Center  
Laurie Cirillo (2009)  
B.A., M.B.A., University of Massachusetts

Executive Director, Career Placement and Employer Relations  
Ann Lombardi (2014)  
B.S., Bay Path University; M.S. Bay Path University

Executive Director of Multicultural Affairs & International Student Life/Assistant to the Provost for Diversity & Inclusion  
Elizabeth Cardona-Badiab (2014)  
M.P.A, Syracuse University

Athletic Director  
Steven J. Smith (1997)  
B.S., St. John Fisher College; M.Ed., Springfield College

Director of Student Engagement, Leadership and Wellness  
Katie Jones  
B.A., Ohio Wesleyan University; M.S. Smith College

Director of the Fitness Center  
Robert Panetti  
Certified Personal Trainer, Aerobics and Fitness Association of America

Director of Special Programs  
Briana Sitler (2007)  
B.S., Bay Path University

Director of Creative Writing Program and Writer in Residence  
Suzanne Strempek Shea (2005)  
B.A., Portland School of Art

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

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B.S.B.A., M.B.A., Western New England University

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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

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Brian Basgen (2014)
B.A., Flinders University; M.S., Trident University

**Director of Enterprise Computing and Database Administrator**
Douglas Slavas (2011)
B.A., M.A., Western New England University

**Vice President for Institutional Advancement**
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 Sbriscia (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; LMHC

Professor of Biology
A.B., Temple University; M.S., University of New Haven; Ph.D., Princeton University

Lynda Bishop (2013)
Director, Clinical Education for Occupational Therapy
Assistant Professor of Occupational Therapy
A.A., Indian River Community College; B.S., University of Florida; M.H.A., Russell Sage College; OTR/L

Leanna James Blackwell (2013)
Director, MFA in Creative Nonfiction Writing
Assistant Professor of Creative Writing
B.A., University of California Irvine; M.F.A., Mills College

Cheryl Boucakis (2010)
Chair, Undergraduate Occupational Therapy 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
Karen Carlson (2008)
Chair, Traditional Undergraduate Business Department
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

Justin H. Dion (2003)
Chair, Legal Studies Department
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

Adrian Garcia Sega (2012)
Co-Director of the M.S. in Forensics Program
Assistant Professor of Forensic Chemistry
B.S., University of Arizona; M.S., University of California

Melissa Green (2013)
Assistant Professor of Occupational Therapy
M.O.T., Bay Path University; OTR/L

Jeffrey L. Greim (2007)
Director of the M.S. in Nonprofit Management and Philanthropy Program and
Director of the Strategic Fundraising and Philanthropy Program
Assistant Professor of Nonprofit Management and Philanthropy
B.A., College of William and Mary; M.S., Bank Street College of Education; M.P.P.S., Duke University

Victoria Gruneiro (2014)
Assistant Professor of Math
B.A., College of Our Lady of the Elms; M.S., Central Connecticut State University; CAGS, University of Massachusetts

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 Elementary Education
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

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

Lucindy Napoli (2015)
Assistant Professor of Occupational Therapy
B.A., M.O.T., Bay Path University; OTR/L

Noelle Neault (2014)
ABA Coordinator of Supervision
Assistant Professor of Applied Behavior Analysis
B.S., M.S., Northeastern University; Ph.D., Simmons College

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

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

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
Andrea L. Russo (1976)
Professor of Business
B.S., M.S., Central Connecticut State University; Advanced Study: American International College, Rider University

Ellen Rustico (2004)
Chair of Undergraduate Education Program
Assistant Professor of Education
B.S., Saint Joseph University; M.Ed., Westfield State University; Doctoral Study, 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

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

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 at Amherst
Robert Tomasulo (2015)
Director of Musical Activities
B.M., B.S.E., University of Hartford

Lori A. Vaughn (2005)
Assistant Dean, Occupational Therapy Programs
Associate Professor of Occupational Therapy
B.S., Bay Path University; M.S., O.T.D., Boston University, Sargent College; OTR/L

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
MAP OF BAY PATH UNIVERSITY

LONGMEADOW CAMPUS

BAY PATH UNIVERSITY
588 Longmeadow Street
Longmeadow, MA 01106
800.782.7284
www.baypath.edu

* For directions to the President's home & athletic fields contact the campus at 800.782.7284.
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.