2014-2015
Academic Catalog

Longmeadow
588 Longmeadow Street
Longmeadow, Massachusetts 01106

Central Massachusetts
One Picker Road
Sturbridge, Massachusetts 01507

Burlington
123 Cambridge Street
Burlington, Massachusetts 01803

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

Mission
A pioneer in innovative undergraduate programs for women, as well as professional graduate degree programs for men and women, Bay Path University educates students to become confident and resourceful contributors to our increasingly interdependent world through its focus on leadership, communication, and technology. Students are challenged to accept the responsibilities and to experience the rewards of leadership through their education at Bay Path University. Opportunities to build and strengthen technological, analytical, and oral and written communication skills are thoroughly integrated into the curriculum. Students apply and expand their knowledge through internships, field placements, or focused projects in a wide variety of settings. The University, which values and promotes diversity, respects the needs, views, and rights of others. A dedicated community of faculty and staff fosters the social, personal, and intellectual development of all students.

History of the University
Bay Path University traces its beginnings to a coeducational business school founded in Springfield, Massachusetts in 1897. Originally named Bay Path Institute, the school offered programs in secretarial science, accounting, and business teacher training. Between 1897 and 1945, the school occupied four different locations in Springfield. In 1944, Mr. Thomas G. Carr purchased Bay Path Institute and in 1945 renamed it Bay Path Secretarial School and moved it to Longmeadow, Massachusetts where enrollment was restricted to young women. In 1949 the school became Bay Path Junior College and was chartered by the Commonwealth of Massachusetts and authorized to grant the associate in science degree, then later the associate of arts degree.

The name was changed in 1988 to Bay Path College and in 1991 the Massachusetts Board of Regents of Higher Education granted the College authorization to award Bachelor of Science and Bachelor of Arts degrees. In 2014, Bay Path College officially transitioned to University status. As part of its continued growth and development, Bay Path University has expanded to offer an array of innovative graduate degrees. Today, Bay Path University is an independent, professional University for women of all ages as well as men pursuing graduate degrees.

Profile
Bay Path University 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 three campus locations and online. The main campus is located in Longmeadow, Massachusetts with other campus and office locations in Springfield, Sturbridge, and Burlington, Massachusetts. An additional location is under construction in East Longmeadow, Massachusetts with a projected completion in early 2015. The American Women’s College offers degree program options to students around the world. The University enrolls more than 2,400 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, 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 Cybersecurity Management; Master of Science in Higher Education Administration; Master of Science in Clinical Mental Health Counseling; Master of Science in Communications and Information 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 Leadership and Negotiation; Master of Science in Nonprofit Management and Philanthropy; Master of Science in Strategic Fundraising and Philanthropy; Master of Occupational Therapy; and 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.
CAMPUS LOCATIONS

Bay Path University
Main Campus
588 Longmeadow Street
Longmeadow, Massachusetts 01106

Bay Path University offers four physical locations: the main campus in Longmeadow, Massachusetts, teaching sites in Sturbridge, and Burlington, Massachusetts and an administrative center for The American Women’s College located in downtown Springfield, Massachusetts. A fifth site, located in East Longmeadow, Massachusetts, is scheduled to open in 2015. 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.

Bay Path University
Central Massachusetts Campus (CMC)
1 Picker Road
Sturbridge, Massachusetts 01566

Bay Path University launched the Central Massachusetts Campus (CMC) in 2003. The campus is located on Route 20, east of Sturbridge near the Sturbridge/Charlton line. This Worcester County facility provides a state of the art learning experience and features spacious, well-equipped classrooms with wireless networked computers, high-speed internet access and professional presentation/audiovisual equipment. CMC provides students with all of the support services of the main campus including access to library services, administrative/academic deans, student financial services, and the Registrar’s Office.

Bay Path University
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.

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

Bay Path University moved its administrative and system-wide support for undergraduate adult women to Springfield, MA in 2013. The move was designed specifically 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, this facility houses the Women’s Leadership Conference and system-wide marketing efforts for all programs for adult women.

Bay Path University
Center for Graduate Studies in Health Sciences (Anticipated Completion: Spring 2015)
One Denslow Road
East Longmeadow, Massachusetts 01028

On November 15, 2013, construction began on a state-of-the-art Center for Graduate Studies in Health Sciences. On 11 acres in East Longmeadow, the 58,000 square foot building will house graduate programs in occupational therapy and physician assistant studies.
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.

Hatch Library and Information Services and the Hatch Virtual Library

Hatch Library offers an inviting setting for individual and group study and provides Bay Path students with carefully selected information resources and technology for the 21st Century. The up-to-date collection of over 300,000 items includes books, journals and newspapers, DVDs, CDs, and streaming video, as well as electronic books and databases. In addition, Bay Path students may borrow, either in person or by interlibrary loan, from the millions of volumes held at the academic libraries of the Cooperating Colleges of Greater Springfield or accessible through the WorldCat international network of academic, public, and specialized libraries.
The Hatch Library web site, or Hatch Virtual Library (library.baypath.edu), enables students, faculty, and staff to connect at any time to over 100 online databases, including full-text articles from thousands of scholarly journals and major newspapers, and to over 200,000 ebooks from any computer on or off campus with Internet access. Other resources on the Hatch Virtual Library include high-quality, course-related web sites, information for distance and commuter students, and online 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 work closely with the Bay Path faculty and participate in teaching to ensure that students have the research and information skills required for life-long learning. Hatch Library is open seven days a week most of the year; special holiday and summer hours are posted in the library and available on the web site. At least one professional librarian is 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 new seating, carpeting, acoustics, 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.

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 Student Development and Planning, Director of Student Life, Director of Special programs, Director of Health and Wellness, Director of Multicultural Outreach & Support, Director of Student Life and the Athletic Director.
# 2014-2015 Academic Calendar

## TRADITIONAL UNDERGRADUATE

### FALL 2014

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<th>Event Description</th>
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<td>Friday</td>
<td>Campus Offices Closed</td>
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<tr>
<td>13-14</td>
<td>Sun-Mon</td>
<td>Incoming Undergraduate Student Orientation (ISO I)</td>
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<tr>
<td>August 15-17</td>
<td>Fri-Sun</td>
<td>Leaders/Athletes Return</td>
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<tr>
<td>August 21</td>
<td>Thursday</td>
<td>New Students Arrive and ISO2 Begins</td>
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<tr>
<td>August 21-24</td>
<td>Thurs-Sun</td>
<td>Incoming Undergraduate Student Orientation</td>
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<tr>
<td>August 23-24</td>
<td>Sat-Sun</td>
<td>Returning Students Arrive</td>
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<tr>
<td>August 25</td>
<td>Monday</td>
<td>Traditional Undergraduate Classes Begin</td>
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<tr>
<td>September 1</td>
<td>Monday</td>
<td>Labor Day – No Classes – Campus Offices Closed</td>
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<tr>
<td>September 2</td>
<td>Tuesday</td>
<td>Last Day to Add/Drop Courses with No Record</td>
</tr>
<tr>
<td>September 9</td>
<td>Tuesday</td>
<td>Convocation – Mills Theatre (T classes cancelled 10:30a.m-12:00p.m) Campus Day (T: Classes cancelled 10:15a.m.-4:00p.m.)</td>
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<tr>
<td>September 23</td>
<td>Tuesday</td>
<td>Thumbprint Lecture (Classes cancelled at 10:15am)</td>
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<tr>
<td>October 10</td>
<td>Friday</td>
<td>Traditional Undergraduate Mid-Term</td>
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<tr>
<td>October 13</td>
<td>Monday</td>
<td>Columbus Day – No Classes – Campus Offices Closed</td>
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<tr>
<td>November 3-14</td>
<td>Mon-Fri</td>
<td>Traditional Undergraduate Registration for Spring 2015</td>
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<tr>
<td>November 7</td>
<td>Friday</td>
<td>Last Day to Withdraw from a Traditional Undergraduate Class</td>
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<tr>
<td>November 26</td>
<td>Wednesday</td>
<td>Thanksgiving Break begins at noon</td>
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<td>November 27-28</td>
<td>Thur-Fri</td>
<td>Thanksgiving – Campus Offices Closed</td>
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<tr>
<td>December 5</td>
<td>Friday</td>
<td>Last Day of Traditional Undergraduate Classes</td>
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<td>December 8-12</td>
<td>Mon-Fri</td>
<td>Traditional Undergraduate Final Exam Week</td>
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<td>December 13</td>
<td>Saturday</td>
<td>Resident Halls Close at Noon</td>
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<tr>
<td>December 18</td>
<td>Thursday</td>
<td>Final Grades Due (Online Submission by Noon)</td>
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<td>December 24-January 1, 2015</td>
<td>Wed-Mon</td>
<td>Holiday Break – Campus Offices Closed</td>
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<tr>
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<td>Event</td>
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<tr>
<td>January 2</td>
<td>Friday</td>
<td>University Open</td>
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<td>January 10-11</td>
<td>Sat-Sun</td>
<td>Returning Traditional Undergraduate Students Arrive</td>
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<td>January 12</td>
<td>Monday</td>
<td>Traditional Undergraduate Classes Begin</td>
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<td>January 19</td>
<td>Monday</td>
<td>Martin Luther King Day – No Classes - College Open</td>
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<td>January 20</td>
<td>Tuesday</td>
<td>Last Day to Add/Drop a Course with No Record</td>
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<td>Friday</td>
<td>Last Day to Apply for Graduation</td>
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<td>February 16</td>
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<td>President’s Day – No Classes – Campus Offices Closed</td>
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<td>Traditional Undergraduate Mid-Term</td>
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<td>March 7-15</td>
<td>Sat-Sun</td>
<td>Spring Break for Traditional Undergraduate Program</td>
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<td>March 30-April 10</td>
<td>Mon-Fri</td>
<td>Traditional Undergraduate Registration for Fall 2015</td>
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<td>April 3</td>
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<td>Last Day to Withdraw from an Undergraduate Course</td>
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<td>April 20</td>
<td>Monday</td>
<td>Patriot’s Day – Classes in session</td>
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<td>April 24</td>
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<td>Last Day of Traditional Undergraduate Classes</td>
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<td>April 27-May 1</td>
<td>Mon-Fri</td>
<td>Final Exam Week</td>
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<td>May 2</td>
<td>Saturday</td>
<td>Resident Halls Close for Non-Graduating Students</td>
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<td>May 4</td>
<td>Monday</td>
<td>Grades Due (Online Submission by Noon)</td>
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<td>May 9</td>
<td>Saturday</td>
<td>Commencement 3:00 p.m</td>
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<td>May 25</td>
<td>Monday</td>
<td>Memorial Day – No Classes – Campus Offices Closed</td>
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ACCREDITATION

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

Bay Path University is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. In addition, Bay Path University programs are approved by the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 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 state 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 Master of Science in Physician Assistant Studies Program has been granted provisional accreditation by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), located at ARC-PA, 12000 Findley Road, Suite 150, Johns Creek, GA 30097. The phone number is 770-476-1224.

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
Traditional Undergraduate Students
TRADITIONAL UNDERGRADUATE 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.

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

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

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.

Successful candidates for admission to the baccalaureate degree programs usually have completed a minimum of four academic courses each year in a college preparatory high school curriculum. Courses include four years of English, three years of mathematics (algebra I and II and geometry, or equivalent), two or more years of laboratory science, and three or more years of social studies, including U.S. History. Although not required, it is recommended that students complete two years of a foreign language, computer classes, and speech or public speaking classes. Applicants must submit results of either the SAT or the ACT. These examinations should be taken in spring of the junior year or by December of the senior year in high school. Information about the SAT and ACT may be obtained in high school guidance offices or by writing to: The College Board, Box 592, Princeton, New Jersey 08541, or The American College Testing Program, P.O. Box 168, Iowa City, IA 52243. Test scores should be sent to Bay Path University with SAT code number 3078 or ACT code number 1785. Candidates graduating from public high schools in the Commonwealth of Massachusetts must pass the MCAS exam. Candidates must receive their high school diplomas from accredited high schools or obtain their G.E.D. Candidates seeking admission from non-accredited high schools may apply; however, additional documentation may be required to make a determination regarding the academic strength and validity of the institution and/or curriculum. If students are home-schooled, the academic plan and performance history approved by that students' local board of education or school committee may be substituted for an official transcript. Admission in either of these circumstances can be granted only with the permission of the University Provost.

New students are required to make their deposit and confirm enrollment at least two weeks prior to the start of classes. Any exception to this policy must have the initial approval of the Dean of Enrollment and the final approval of the Office of the Registrar. This policy is in place to protect the student and allow for proper orientation to the University, thus ensuring the students' success.

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

- Physical examination forms including immunization verification completed by the applicant’s healthcare provider.
- Verification of health insurance coverage, in compliance with Massachusetts state law, or participation in the University's insurance program.
- The tuition bill must be paid in full, or arrangements made with the business and financial aid offices for payment.
Required for Undergraduate Admissions:
• $25 application fee (waived if you apply online at www.baypath.edu)
• A completed application
• Official high school and University transcripts
• SAT Reasoning Test or ACT Scores (for freshman only or a TOEFL score for non-native speakers)

Optimal:
• One (1) Letter of Recommendation from a teacher or administrator
• A one to three page graded paper or typed essay that addresses what you hope to gain from your University experience as well as what you will bring to the Bay Path University experience.
• An interview, either in person or by phone.
• Signed Program Requirement Form for Education majors

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

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

Transfer credit may be given for courses taken at accredited institutions, provided the student has earned a C- or better and the courses fall within the scope of Bay Path University’s curriculum. Students wishing to apply a substantial portion of work earned elsewhere toward their major should meet with the department chair.

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

Required for Transfer Admissions:
• $25 application fee (waived if you apply online at www.baypath.edu)
• A completed application
• Official high school and college transcripts
• Transfer students with fewer than 12 credits are required to submit SAT or ACT scores and to apply through Traditional First-Year Admissions

Optimal, but Recommended:
• One (1) Letter of Recommendation from a teacher or an administrator
• A one to three page graded paper or typed essay that addresses what you hope to gain from your university experience as well as what you will bring to the Bay Path University experience.
• An interview, either in person or by phone.
• Signed Program Requirement Form for Education majors
Articulation Agreements

Bay Path University has entered into admissions agreements with numerous colleges in the area. The agreements allow students to transfer in credits taken at the community college and are recognized as transferable by the agreement. More information is available at: http://www.baypath.edu/undergraduate-experience/admissions/transfer-students/articulation-agreements

International Admissions

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

Required for International Admissions:

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

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

Continuing Education Admissions and Application Process

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

Required for Continuing Education Admissions:

- Application Fee ($25.00)
- Completed Application
- Official Transcripts (all high school and college)

Undergraduate and Continuing Education Application Process

Applications for undergraduate and continuing education admission are distributed by the Office of Undergraduate Admissions and should be returned with the non-refundable $25 application fee or fee-waiver request. Please refer to the application materials for detailed information on application deadlines and notification dates.

Undergraduate Admissions
Dean of Enrollment
Bay Path University
588 Longmeadow Street
Longmeadow, MA 01106
Application Review Process

Our undergraduate admissions committee evaluates all facets of your application, starting with your high school transcripts. The types of classes you have completed as well as your academic performance are evaluated. We also consider your standardized test scores (SATs or ACTs) and use your highest combination of scores when reviewing your application.

You are evaluated for admission as well as merit scholarships based on your high school GPA and standardized test scores, as we find these two pieces of information most important. We also evaluate experiences you have participated in outside of class, including clubs, activities, sports, volunteering, and employment opportunities.

Although letters of recommendation and an essay are not required and have no bearing on the decision to admit you to Bay Path University, you are welcome to submit either or both. The Admissions and Scholarship Committees will use them to get to know you better.

Admissions Appeals

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

Advanced Placement Credit

Credit toward the Bay Path University degree may be given for scores of three, four, or five on the Advanced Placement Examination of the College Entrance Examination Board (CEEB) taken in secondary school.

Students who have participated in dual enrollment programs with accredited colleges and universities may receive credit for passing grades if the college or university issues an official transcript and certifies that the course was a regular college/university course taught by a member of the college/university faculty. Final determination of credit for dual enrollment courses will be made by the Registrar’s Office.

Credit for the Bay Path University degree may be given for successful completion of Subject Examinations of the College Level Examinations Program (CLEP). Credit is awarded for Subject Examination scores as recommended by the American Council on Education.

It is possible for a student to achieve sophomore standing through successful completion of these credit options. All inquiries and materials connected with advanced placement credit should be directed to the Director of Admissions.

Dual Enrollment Credit

Students who have participated in dual enrollment programs with accredited colleges and universities may receive credit for passing grades if the college issues an official transcript and certifies that the course was a regular college course taught by a member of the college faculty. Final determination of credit for dual enrollment courses will be made by the Registrar’s Office.

CLEP Exams

Students may transfer in up to 12 credits earned by passing CLEP scores for credit subject to review by the Registrar’s Office. After they are enrolled, students must complete a CLEP Pre-Approval form and submit it to the Registrar’s Office before taking CLEP tests. The minimum CLEP score is 50.

Conditional Acceptance

A limited number of conditional acceptances are available to students who demonstrate marginal preparation for college-level work, but have the potential for success at Bay Path University as determined by the Admissions Committee. Students who have been admitted conditionally may be required to take a reduced course load. When the student achieves a minimum grade point average of 2.0, she can apply to have the conditional status removed.

Early Entrance for High School Seniors

Highly motivated students with strong academic records (Combined SAT scores for Critical Reading, Math, Writing of 1500, or ACT equivalent, and a GPA of 3.5) may apply for Early Entrance to Bay Path University after successful completion of three years of high school.
A campus interview with the Director of Admissions, Dean of Enrollment, and Dean of Research and Academic Resources is required along with an admissions application and essay. Further, all Early Entrance applicants are required to have the recommendation of their high school guidance counselor. The guidance counselor is responsible for approving the program of University study that facilitates the completion of her high school diploma while earning University credit at Bay Path University.

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

Health Insurance

Please reference the Student Accident and Sickness Insurance Program in this catalog on page 18.

Health Records

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

Placement Tests

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

Re-Admission

Undergraduate students who have previously attended Bay Path University as degree candidates and who have not attended another University, may apply for re-admission by contacting the Admissions Office for reinstatement status. Students who have attended another University after leaving Bay Path are required to reapply as transfer applicants and should refer to the instructions for transfer admission.

Internal Program Transfer Process

Students who wish to transfer enrollment between programs at Bay Path University including traditional and The American Women’s College must complete a Program Change Form for approval signed by both their current program chair or director and the program chair or director they wish to enter. Students must be aware that time to degree completion and financial aid may be affected.
FINANCIAL INFORMATION FOR UNDERGRADUATE STUDENTS

Deposits

A reservation deposit is required of all students. The amount of the deposit will vary depending on the student’s status at Bay Path University. Deposits from new, incoming students who choose not to attend the University are fully refundable prior to May 1, 2014 for the 2014-2015 academic year, by submitting a written request to the Student Financial Services Office. Deposits are nonrefundable for returning students and the deposit will be applied to the student’s bill for the fall semester. The deposit rates for the 2014-2015 academic year are:

- New full-time resident student $300
- New full-time commuter student $200
- Returning full-time resident student $250
- Returning full-time commuter student $150
- All part-time students (per class) $25

Undergraduate Tuition and Fees

The tuition and fees for the 2014-2015 academic year are:

- Full-time tuition (12-17 credits) $30,859.00
- Part-time tuition (less than 12 credits) $490.00/credit
- Room & Board (Unlimited Access) * $12,852.00
- Room & Board (150 Block Plan)* $12,546.00
- Room & Board (Flex 14 Plan) * $12,240.00
- Single Room Fee $3,500.00
- Student Accident and Sickness Insurance Program – Full year $2,459.00
- Dorm Damage Deposit $150.00
- Parking Fee $300.00
- Miscellaneous Fees Starting at $10.00 **
- Course Lab Fees Starting at $50.00 ***

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

Undergraduate Tuition

Tuition for full-time undergraduate traditional students who began their education at the University is $30,859.00 for the 2014-2015 academic year. Tuition includes a normal course load of 12 to 17 credit hours per semester (or more, if required by the major as described in this catalog). Students electing to enroll in more than 17 credits during a semester will be charged the per credit rate of $490.00 for each credit over 17. Students who are paying full-time tuition and who wish to enroll in classes that bring their total to 18 credits may be permitted to do so at no additional charge, if they meet the criteria outlined in the Course Credit and Course Load Policy in this catalog (see page 62).
Room & Board
Room and Board is based on double occupancy. A student may request a single room for an additional charge of $1,750 per semester. There are also rooms available with triple occupancy for an additional charge of $125 per semester. The room and board charge includes reasonable local phone access, basic cable services and computer/Internet access.

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

The Unlimited Access Pass: The Unlimited Access Pass includes unlimited access to the Blake Dining Hall.

The 150 Block Plan: The 150 Block Plan includes 150 Meals in the Blake Dining Hall per semester.

The Flex 14 Plan: The Flex 14 Plan includes 14 meals per week in the Blake Dining Hall.

The Unlimited and Flex 14 plans come with $100 per semester of “flex money” that may be used at either the Carpe Diem Café or the Blake Dining Room. The 150 Block plan comes with $300 of “flex money” that may be used at either the Carpe Diem Café or the Blake Dining Room. Each plan also comes with 8 guest meals per semester. Students are allowed to change their meal plan up to the end of the first week of each semester. No refunds are given on unused Campus Card dollars included with the meal plans. Any unused Campus Card dollars from the fall semester will be carried forward to the spring semester. Any unused portion at the end of the spring semester will be forfeited.

Student Accident and Sickness Insurance Program
The Massachusetts Universal Health Care Act mandates that all students enrolled three-quarter to full-time in a degree-granting program at all colleges and universities in Massachusetts participate in a qualifying student accident and sickness insurance program. In accordance with Massachusetts State Law, Bay Path requires students to participate in the University’s Student Accident and Sickness Insurance Program unless proof of comparable coverage is provided. Students must go on-line to www.chpstudent.com and complete the On-Line Enrollment Form to enroll in the Bay Path University Student Accident and Sickness Insurance Program, or complete the On-Line Waiver Form and provide proof of comparable coverage to waive this plan. The deadline for completing the waiver form and waiving the insurance for the academic year is July 1, 2014.

Dorm Damage Deposit
This applies to resident students only. The $150.00 deposit is required one time only, during the student’s first semester of living in the residence hall. This deposit will be returned after graduation or upon withdrawal from the University provided the student’s room has not been damaged beyond that sustained by normal usage and all financial obligations to the University are satisfied.

Course Lab Fees
Course lab fees may be assessed to designated courses as referred to in the catalog.

Miscellaneous Fees
The most common miscellaneous fees applying to students are: a course drop fee of $10 for each course dropped after the designated add/drop period; a challenge exam sitting fee of $50 (for a three-credit course); and a challenge exam fee to purchase credits of $170 (for a three-credit course). Please see the Registrar’s Office for additional information on challenge exams. A 1% finance charge will be assessed monthly to all balances that are not reconciled with the Student Financial Services Office by the due date indicated on the bill. Other fees include a lost Campus Card replacement fee, a returned check fee, a lost key fee, etc. These fees are determined annually. A list of miscellaneous fees for 2014-2015 is available at the Business Office.

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

Other Charges
Books and supplies are available through the Fleming Book and Gift Center. The costs to students will vary depending upon the number of courses taken during the semester and student’s program of study.
**Transcripts** should be requested in writing from the Registrar’s Office and must be accompanied by a fee of $5.00 for each transcript paid by cash, check, or money order, or $6.00 for each transcript paid by credit card. 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

**Auditing a Course**

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

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

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

**Payment Options**

Students are accepted for admission to the University for the entire academic year and are billed on a semester basis. The fall semester bill is sent out by June 1 and is due by July 1. The spring semester bill is sent out mid-November and is due by mid-December. All checks and money orders should be made payable to Bay Path University. The University also accepts MasterCard, Visa and American Express; forms are located on the back of the billing statements and can be completed and returned to the Student Financial Services Office. Tuition payments can also be made online through the MyBayPath Portal or by calling the Student Financial Services Office.

Payment plans are available through Tuition Management Systems, Inc. (TMS) to those who qualify. TMS is an interest-free monthly payment program, which allows students to spread out all or part of their educational expenses. A $65 enrollment fee covers the plan administration as well as a life insurance policy in the amount of the enrolled contract for the bill payer. Students who need assistance determining the correct budget amount should contact the Student Financial Services Office. To sign up for the payment plan, call TMS at (888) 216-4258 or apply online at www.afford.com. Please note that students using this plan will not be eligible to receive transcripts or diplomas until the balance is paid in full.

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

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

Employer Reimbursement Policy

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

Credit Balance Policy

Some students may receive a credit balance on their account due to an overpayment or by applying for loan funds above and beyond the cost of tuition and fees. For a student to receive a refund 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 a student would like to keep their credit on their tuition account to be applied to an upcoming semester, the student must complete the Credit Balance Authorization Form and submit it to the Financial Services Office. Credit balances under $1.00 will not be refunded.

Policy of Non-Payment

All students must satisfy their financial obligation with the Student Financial Services Office prior to attending class or moving into the residence hall. A finance charge of 1% will be assessed monthly to all balances that are not reconciled with the Student Financial Services Office by the due date as indicated on the bill. Any student not satisfying their financial obligation with the Student Financial Services Office may not register for classes, receive class schedules or residence assignments, attend classes, reside in residence halls, take examinations, receive grades, receive transcripts, receive diplomas, or participate in commencement activities. A student whose tuition account is not reconciled by the beginning of each semester, may have their registration cancelled with a hold placed on the student’s account.

Institutional Refund Policy

To be considered withdrawn from the University, students must complete and sign a Statement of Withdrawal or a Leave of Absence form with the Registrar’s Office. To be considered withdrawn from a course, students must inform the Registrar’s Office and complete the necessary forms as determined by the Registrar.

If a student withdraws from a course, but not from the University, no adjustments will be made if after the withdrawal the student is still enrolled in 12 to 17 credits for the semester.

Students withdrawing from a course, but not from the University, during the add/drop period will have their bill adjusted and no charge will be reflected for the dropped course. Students receiving financial aid will have their financial aid package recalculated.

Students enrolled in 12 to 17 credits for a semester who withdraw from a course after the add/drop period and drop below 12 credits will have their bill recalculated based on the $485 per credit rate. The institutional refund calculation will then be applied to the course that was dropped.

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

Sessions containing 15 weeks

<table>
<thead>
<tr>
<th>Duration</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first scheduled class</td>
<td>100% Refunded</td>
</tr>
<tr>
<td>Within the first week</td>
<td>80% Refunded</td>
</tr>
<tr>
<td>Within the second week</td>
<td>60% Refunded</td>
</tr>
<tr>
<td>Within the third week</td>
<td>40% Refunded</td>
</tr>
<tr>
<td>Within the fourth week</td>
<td>20% Refunded</td>
</tr>
<tr>
<td>After four weeks</td>
<td>No Refund</td>
</tr>
</tbody>
</table>
## Sessions containing 8 weeks

<table>
<thead>
<tr>
<th></th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first scheduled class</td>
<td>100% Refunded</td>
</tr>
<tr>
<td>Within the first week</td>
<td>90% Refunded</td>
</tr>
<tr>
<td>Within the second week</td>
<td>30% Refunded</td>
</tr>
<tr>
<td>After the second week</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

## Sessions containing 4 to 6 weeks

<table>
<thead>
<tr>
<th></th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first scheduled class</td>
<td>100% Refunded</td>
</tr>
<tr>
<td>Within the first week</td>
<td>90% Refunded</td>
</tr>
<tr>
<td>After the first week</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

## Sessions containing 3 weeks or less

<table>
<thead>
<tr>
<th></th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first scheduled class</td>
<td>100% Refunded</td>
</tr>
<tr>
<td>After the first scheduled class</td>
<td>90% Refunded</td>
</tr>
<tr>
<td>After the second scheduled class</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

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

### Federal Refund Policy

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

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

### Campus Card

All undergraduate students will receive a Campus Card from the University. The Campus Card serves numerous functions including: identification, admission into the Blake Dining Hall, purchasing items at the Fleming Book and Gift Center, purchasing food at the Carpe Diem Café, checking out materials at the Hatch Library, cashing checks at the Business Office, and accessing certain buildings. The Campus Card can be used as a debit card by making a minimum deposit of $25 at the Business Office to a specific account, including the Fleming Book and Gift Center, Carpe Diem Café/Blake Dining Room. Deposits will be posted to the student’s Campus Card within 24 hours of the deposit. Balances cannot be transferred from one specific account to another. Any balance of voluntary dollars on the student’s Campus Card at the end of the fall semester will be carried forward to the spring semester. Any balance at the end of the spring semester will be applied to the student’s bill. Refunds of voluntary deposits will be made at the end of the spring semester or upon withdrawal from the University if all financial obligations are satisfied.

### General Information

The Board of Trustees reserves the right to change tuition and fees. The tuition and fee schedules for the 2014-2015 academic year will be announced to all current students and applicants in the spring of 2014.

The University does not assume responsibility for loss resulting from fire or theft of personal property at the University. It reserves the right to make changes in the faculty, curricula, schedule of classes, calendar of days, fees, and policies at any time deemed practical or necessary. Students are financially responsible for damage to rooms in residence halls, classrooms, equipment, furnishings, breakage of laboratory equipment, false fire alarms, inappropriate use of technology equipment, and fraudulent telephone use.
Financial Aid for Undergraduate Students

Bay Path University offers a comprehensive program of need-based and academic merit-based financial assistance which includes scholarships, grants, work-study, and loans. Funds for these programs are provided by federal, state, and private sources in addition to Bay Path University. Bay Path University strives to make enrollment possible for all academically qualified students who are willing to undertake some financial responsibility for meeting expenses.

Financial Aid Eligibility, Application, and Renewal

**Eligibility** – Applicants seeking consideration for aid must be enrolled as matriculated (degree-seeking) students on at least a half-time basis (6 credit hours per semester) to qualify for most financial aid programs. All applicants for financial aid must be accepted for admission at the University before an award can be made. It is to the applicant’s advantage to apply early and complete all requirements for review, because financial aid is awarded on a first-come, first-served basis.

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

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

The Student Financial Services Office uses the information provided on the financial aid application to determine the amount of family resources which should be available to the student for University expenses. Among the factors used in the analysis are: family and student income, assets, taxes, the number of people in the household, the age of the older parent, and the number of children 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 form, may be requested to submit additional documentation to the Office of Student Financial Services. Documentation may include a Bay Path University Application for Financial Aid and copies of the parents’ and student’s most recent IRS tax return transcript and W-2s.

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

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

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

Bay Path offers scholarships which range from $5,000 up to $15,000 based on academic ability and financial need. Applicants who wish to be considered for federal, state, and loan programs must also complete the Free Application for Federal Student Aid (FAFSA). Completion of this form guarantees consideration for federal, state, and Bay Path University need-based grants. Students are eligible to receive only one merit-based scholarship in any academic year.

1897 Founder’s Scholarships
Students with strong academic achievement and accomplishments in high school are eligible for 1897 Founder’s Scholarship awards up to $15,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.0 or better. 1897 Founder’s Scholars also receive a scholarship to participate in the week long Annual Capitals of the World Trip over spring break in their junior year. 1897 Founder’s Scholars attend this trip with airfare, hotel and most meals, museum and excursion fees paid for by the University. Bay Path University reserves the right to cancel a Capital of the World trip depending on World conditions.

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

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

Academic Excellence Scholarships
Transfer students with a core academic GPA of 3.50 or greater are eligible for Academic Excellence Scholarship awards up to $12,000 toward tuition, and room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

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

Allison Gare ’74 Memorial Scholarship
The Allison Gare Memorial Scholarship Fund is a need-based/ merit scholarship awarded to incoming or returning students.

Alumnae Scholarships

Alumnae/Reunion Fund

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

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

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

Barbara Brodeur Hill ’57 Endowed Scholarship
The Barbara Brodeur Hill ’57 Scholarship Fund is a merit scholarship awarded to a returning undergraduate student in good academic standing (3.0 or higher) with a declared major and who is active in community and campus activities.
Barbara Jean Trikakis ’79 Memorial Scholarship
The Barbara Jean Trikakis ’79 Memorial Scholarship is a need-based/merit scholarship, awarded to returning students in good academic standing for retention purposes.

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

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

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

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

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

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

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

Continuing Education Scholarships

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

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

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

Dean’s Scholarships
Students with strong academic achievements and accomplishments in high school are eligible for Dean Scholarship awards up to $13,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.
Distinguished Scholars Awards
Transfer students with a core academic GPA between 2.50 and 2.99 are eligible for Distinguished Scholars awards up to $10,000 toward tuition, room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

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

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

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

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

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

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

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

Golden Z Scholarship

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

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

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

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

Jeanne Williams Kalf ’51 Endowed Scholarship
The Jeanne Williams Kalf ’51 Endowed Scholarship provides financial support to deserving undergraduate students with a good academic standing (Minimum GPA of 3.0) and financial need. The recipient can continue to receive the scholarship for all four years as long as she continues to meet the selection criteria.
Joel and Lorraine Festa Roseman ’65 Scholarship
The Joel and Lorraine Festa Roseman’65 Scholarship is to be awarded to a deserving student from Connecticut with high financial need.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Pathways Scholarships
Students with strong academic achievements and accomplishments in high school are eligible for Pathways Scholarship awards up to $5,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

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

PeoplesBank Scholarship
The PeoplesBank Scholarship is awarded to traditional or One-Day-A-Week College students who are employees or daughters of employees of PeoplesBank with high financial need and who are in academic good standing. If no student meets the criteria, it is awarded to a resident of Hampden or Hampshire counties. The scholarship is renewable provided the student continues to meet the criteria.

Presidential Achievement Scholarship
Transfer students with a core academic GPA between 3.0 and 3.49 are eligible for Presidential Achievement Scholarship awards up to $11,000 toward tuition, and room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

Presidential Scholarships

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

Provost Scholarships
Students with strong academic achievements and accomplishments in high school are eligible for Provost Scholarship awards up to $14,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

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

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

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

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

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

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

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

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

Seize the Day Scholarships
Students with strong academic achievements and accomplishments in high school are eligible for Seize the Day Scholarship awards up to $8,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.0 or better.

Success Award
Students with a University grade point average between 2.0 and 2.79 who transfer to Bay Path University are eligible for awards up to $8,000 toward tuition, room and board, which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

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

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

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

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

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

Bay Path University Grants
Bay Path Grants
Sister/Sister and Mother/Daughter Grants
New York State TAP Matching Grant Program
Community University Grant

Bay Path University Education Stimulus Plan

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

1. Removing the financial barriers that prevent students from enrolling.
2. Providing the resources to help students succeed as undergraduates.
3. Offering undergraduates the opportunity and financial support to continue at Bay Path and earn a Master’s degree. Grant assistance of up to $10,000 towards a Bay Path University Graduate degree for eligible students in qualifying programs.

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

Services for Students with Disabilities

Under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act, Bay Path University is committed to providing equal access to all students in all programs and services. Students with disabilities who wish to request reasonable accommodations to ensure equal access to classes, programs or services must register with the Coordinator of Student Academic 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.

Access Services

Students seeking reasonable accommodations need to submit a written request to the Director of Student Academic Support Services. Students may refer themselves to the Director and are encouraged to request accommodations in a timely manner. Students complete a registration form and provide current documentation of their disabilities, the need for accommodation, and suggestions for reasonable accommodations. Records are strictly confidential and are not included in a student’s academic record. The University does not provide testing or assessment services. Students may be referred to qualified evaluators if, in the opinion of the Director, more information is necessary to determine a student’s current needs for reasonable accommodations. The Director will consult with the student and her representatives, if any, to determine what reasonable accommodations are necessary. The need and type of reasonable accommodation will usually be reviewed periodically.

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.

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.
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.

Academic Support

Division of Research and Academic Resources:

The Division of Research and Academic Resources includes the Office of Research, the Center for Teaching and Learning, Hatch Library, the Bay Path University Ethics Program, the Center for Digital and Online Learning and the Bashevkin Center for Academic Excellence, which is located in Catok Learning Commons.

Student Research (Undergraduate and Graduate)

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.

Academic and Career Development

Academic Advising

First-year students are enrolled during their first semester in WELL 100, a course that is taught by their assigned academic advisor and an upper-class peer mentor. Through this course, students are assisted in their transition to University life at Bay Path as well as with the educational and career planning process. Students who have declared a major are also assigned a second faculty advisor who teaches in their intended field. Each transfer student is assigned a faculty advisor with whom she can consult about her program and course selections, career goals, and academic progress. Any general concerns about advising should be directed to the Director of Academic Advising and Student Academic Services.

Career Development

Throughout their tenure at Bay Path and beginning in WELL 100, undergraduate students are introduced to the many aspects of career and life planning, first for their University years and then for their professional lives. In WELL 100, students discover their strengths and set personal, academic and professional goals using self-assessment and career planning tools. Beginning with WELL 100 and completed in WELL 400, an e-portfolio is developed by each student to gather information about her academic and co-curricular experiences, reflect upon learning and goals during her education, and demonstrate growth in knowledge, skill, and experience over her undergraduate experience.

In their junior or senior year, baccalaureate degree students are offered an exciting opportunity to learn up-to-date information about the current work world in the one-credit WELL 310 course: Strategies for Career and Personal Growth, which is offered in an intensive two-day workshop format. Students meet successful professionals who discuss the challenges and opportunities of their respective fields and help students prepare for interviews, and learn how to plan and execute a career plan, as well as how to navigate the early stages of their new careers. In this course the student is guided in the development of résumés and cover letters to prospective employers. A clear understanding of what to do before, during, and after job interviewing is reviewed. Additionally, students learn how to use resources available on the Internet in their career planning and job search process.

Bay Path University recognizes the important links between theoretical knowledge in a major and the actual application of such knowledge in the world of work. Two opportunities that address these links are internships and cooperative education positions.

Sullivan Career and Life Planning Center

The Sullivan Career and Life Planning Center is open to our entire Bay Path community. We welcome graduate and undergraduate students from our traditional program, One-Day-A-Week College and The American Women’s College, serving our Longmeadow, Central Mass, Burlington and online campuses. In addition, we serve alumni, offering everyone who graduates from BPU career and life planning services forever. We integrate career competencies into our educational experience, assisting you to
develop career and life planning strategies at any stage. Career development activities include self-discovery, career exploration, assessment and research tools, informational interviews and shadow program, experiential learning and career portfolio, as well as employment and advanced study support. We sponsor a variety of opportunities for mentoring and networking, as well as leadership development.

**Internships**

Internships or internship-like experiences are required or offered in all degree programs and in a majority of programs and are graded pass/fail. Internships are offered on the premise that academic knowledge combined with practical experience better prepares a student to succeed professionally beyond the University. Successful association with many organizations, schools, agencies, correctional facilities, law firms, and businesses and frequent offers of positions to Bay Path graduates attest to the wisdom of this approach. The Executive Director of Career and Life Planning or a program faculty member in each program assists each student in locating an appropriate internship site. The Executive Director or faculty member monitors the internship, and with the on-site supervisor, evaluates each student’s performance.

Internships are normally completed in the final year of a degree program while the student is enrolled; however, students may discuss alternatives with the faculty department chair. Six-credit internships require 240 hours of approved supervised work; three-credit internships require 120 hours.

**Cooperative Education**

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

**Pre-Law Advising**

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

**Pre-Medical and Pre-Veterinarian Advising**

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

Community Service Credit

All students are encouraged to work as volunteers in supervised community service and may earn from one to three credits in any semester totaling a maximum of four elective credits toward graduation. Students have volunteered in nursing homes, senior centers, day care centers, schools, hospitals and health agencies, community centers, recreation facilities, the Hampden County court system, and social agencies. The Executive Director of Career and Life Planning assists students in choosing suitable placements and is the on-campus supervisor for the program.

Cooperating Colleges of Greater Springfield (CCGS)

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

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

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

Directed Study

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

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

If a student wishes to apply for a directed study in a required course, the student, after consulting with her advisor, must meet with the Registrar, who will certify that the class will not be offered in time for the student to fulfill the degree requirement and that there is no appropriate substitution. The directed study application must be completed and then submitted to the Dean of the respective School for review, however, the application form must be submitted no later than the first week of class in the semester during which the student intends to do the directed study. Final approval will be granted by University Provost. If the directed study is approved, the instructor will provide the student with the same syllabus normally used in the course and, with the student, prepare a list of meeting times. After each meeting, the instructor should make notes as to the student’s progress and upon completion of the course, submit a grade to the 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.

Double Degrees

Students who wish to earn a double degree (for example, a Bachelor of Science in Criminal Justice and a Bachelor of Arts in Psychology) must meet the major requirements for both degrees and must earn a minimum of an additional 30 credits of unduplicated course work for the conferral of the second degree. General education requirements may apply to both degree programs.
Double Majors

Students who wish to earn a double major must meet all requirements for each major. General education and general elective credits will apply to both programs. Students may not be able to complete all requirements in eight semesters as a full-time student. The University cannot guarantee the offering of courses for full-time students to complete double majors in a timely manner.

Entrepreneurial Program

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

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

Undergraduate Research, Scholarly Activities and Creative Works.

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

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

More information can be found at the Division of Research and Academic Resources portal site.

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

International students with a 500-550 TOEFL score will be considered for this intensive English-as-a-Second-Language Program, which provides practice in listening, speaking, reading, and writing and information about American culture. ESL courses generally meet three hours a day, five days per week, for which three graduation credits and six University credits are given. Students may enroll in one or sometimes two other appropriate courses for credit with the approval of the Office of the Registrar.

Cultural enrichment trips are a special feature of the Program. Trips may be scheduled to museums, aquariums, theatre and symphony performances, as well as to other local and regional sites of historical and general interest.

HONORS PROGRAMS

Honors Mission Statement

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

Honors Program Overview

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

- **Maintaining Good Standing:** To maintain good standing, Honors Program students must maintain a cumulative grade point average of 3.5 at the end of each academic year, complete required courses, and take part in required community service.

- **Harvard Model United Nations:** Many Honors Program students participate in the Harvard Model United Nations in their junior year or senior year (some sophomores may also apply for admission when there are openings). In the fall semester students in the program learn which nation Bay Path students will represent and spend the semester learning about their assigned country and studying various international issues. In February, students go to Boston representing their country at the Harvard Model UN, meeting delegations from many other schools from around the United States and the world.

- **Honors Program Student Council:** Each year, students in the Honors Program elect officers to an Honors Program Student Council. These positions include president, vice president and representatives of each class. The Council works on a number of projects, including planning the induction for first year Honors Program students, a yearly trip and other social activities, community service events, and a dinner for graduating Honors Program Seniors.

- **Community Service:** The Honors Program seeks to promote Bay Path University’s commitment to serving the greater community. In that spirit, the Honors Program Student Council coordinates various service activities. Honors Program students take part in two community service efforts each year, at least one of which must be an event organized by the Honors Program Student Council.

**Honors Program Admissions Policy and Application Procedure**

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

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

**Transfer Students and Late Applicants**

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

**Women in Science Honors (WiSH) Program**

**WiSH Mission Statement:**

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

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

**Maintaining Good Standing (WiSH):** To maintain good standing, Honors Program students must maintain a cumulative grade point average of 3.5 at the end of each academic year, complete required courses, and take part in required community service and other required projects such as attending the Journal Club and participating in the Visiting Scientist initiatives.

**Honors Program Student Council (WiSH):** Each year, students in the Honors Program elect officers to a WiSH Honors Program Student Council. These positions include president, vice president and representatives of each class. The Council works on a number of projects, including planning the induction for first year WiSH Program students, a yearly trip and other social activities, community service events, and a dinner for graduating WiSH Program Seniors.

**Community Service (WiSH):** The WiSH Program seeks to promote Bay Path University’s commitment to serving the greater community. Consequently, an integral part of the WiSH Program involves providing community science and math education and other integral activities such as local ecosystem restoration, sustainable agriculture activities, and biological censoring for possible endangered species among others. In addition, the Honors Program Student Council coordinates various service activities.

**Honors Program Admissions Policy and Application Procedure (WiSH):** The WiSH Program faculty seeks to admit approximately 5-10 promising students to the WiSH Honors Program each year. Their invitation to join the Honors Program will be based upon the following criteria:

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

**ROTC**

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

**International Study**

Study abroad options include internships and short travel/study seminars as well as the more traditional full-semester program of study. The advantages of study abroad are open to students of most majors, typically in their junior year. To qualify for this program, students must be in good academic standing [normally with 3.0 or better cumulative grade point average (cpga)] and must have no incompletes. Students wishing to study abroad should contact the Study Abroad Advisor for information and application packets. Completed applications must be submitted to the Study Abroad Advisor no later than the Friday before Spring Break of the year preceding the proposed study abroad.

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

A student studying abroad may have the grades from all courses from the host institution converted to Pass/Fail grades by Bay Path University and not included in her grade point average. A failing grade (below C-) will not transfer.
Students who wish to obtain financial aid must be enrolled in a full-time program of study approved for transfer credit by the University. In most cases, eligible students may use federal and state grants and loans toward the cost of study abroad, but may be limited to a single semester. Students are also encouraged to apply for scholarship funds which are available exclusively to students for international study. The University reserves the right to limit the number of students studying abroad during any given semester.

**Capitals of the World/National Landmarks**

Every spring break, when international travel is judged to be appropriate and there are a minimum number of participants, students have the opportunity to visit a different world center with a University-sponsored tour. If deemed more appropriate, a national landmark will become the destination for the tour. An intensive seven-week course which meets before and immediately after the tour is recommended. International travel fellowships are available to students.

**Domestic Study**

**Washington Semester Program**

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

**Chaminade University Semester Program**

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

Auditing Courses
A student may audit a class to acquire knowledge, but not to earn credits or a grade. Auditors are expected to comply with the attendance requirements of the instructor, complete assigned reading, and participate in discussions, but are typically excused from examinations. Students must officially register with the Registrar’s Office for a course to be audited, may be admitted on a space-available basis only, and may not change her audit status to one for credit after the close of the add/drop period. Audited courses will be reflected on the student’s permanent record. The tuition for an audited course is one-third the regular amount per credit hour.

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 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.

Academic Technology Policies
The Web-based Jenzabar portal system called the My Bay Path portal (my.baypath.edu) allows students to view and print their individual class schedules, grades, billing statements, financial records, degree audits, and enrollment histories, as well as to access personalized 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).

Online Learning

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.

Course Evaluation System
The University uses a web-based course evaluation system called CoursEval. Students must complete an online course evaluation at or near the conclusion of each course. Students will be notified via their Bay Path email account when course evaluations are available to be completed.
Online Learning Policies and Procedures

All policies and procedures relevant to online learning are clearly outlined in the course syllabus. Questions and concerns should be referred to the director of the program in which the course is offered, to the Dean of the applicable school, or, as appropriate, to the Center for Online and Digital Learning.

Information Technology Ethics and Responsibilities

Bay Path University provides information technology resources to assist students, faculty, and staff in fulfilling the mission of the University. These resources are governed by various policies and laws regarding privacy, confidentiality, and intellectual property. It is the common responsibility of all members of the Bay Path University community to observe and enforce these regulations to ensure the proper and ethical use of information resources at all times. In general, the same moral, ethical, and common sense behaviors that apply in the non-computing environment apply in the computing environment. Examples of inappropriate behaviors include, but are not limited to:

- attempting to gain access to computer systems and files (on or off campus) for which permission has not been granted;
- sharing network passwords with others;
- theft of information (including violation of intellectual property rights) or computer resources;
- tampering with or vandalizing hardware or software;
- violating the privacy of or harassing others;
- using information technology resources for illegal purposes;
- using information technology resources for purposes inconsistent with the University mission.
- using information technology resources to violate the University’s Academic Integrity Policy.

For a more detailed description of information technology policies and procedures, please reference the Student Guidebook under IT Resources tab of the Connect Portal.

Bay Path University Policy on Academic Integrity and Social Behavior

(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 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.

Anti-Harassment and Anti-Discrimination Policies

Anti-Harassment/Anti-Discrimination

In order to achieve its mission of educating students to become confident and resourceful contributors to our increasingly interdependent world, the University depends on an educational and work environment of tolerance and respect. It is committed to providing an environment that is free of discrimination and illegal harassment, including sexual harassment for all faculty, staff and students working for the University, and for all students according to the additional Anti-Harassment/Anti-Discrimination Policy located in the Student Guidebook. This commitment includes a Bay Path University policy that expressly prohibits discrimination and harassment based on an employee’s sex, age, race, color, national origin or ancestry, disability, religion, sexual orientation, military status or veteran’s status, gender identity, genetic testing or information. These forms of discrimination and harassment are illegal, and Bay Path University will not tolerate any form of such discrimination or harassing conduct or behavior by an employee, vendor, client, contractor, Board Member or any visitor of Bay Path University. The University recognizes the right of all employees and students to be treated with respect and dignity. Harassment and discrimination in any form is unacceptable behavior and will not be tolerated.

This policy is designed to do the following:

● reaffirm the University’s commitment to providing a positive, humane environment for study and work free from harassment;
● let all members of the University community know what kind of conduct is expected and what kind of conduct is proscribed;
● inform victims of harassment, including sexual harassment, of their options and rights;
● inform all members of the University community about the procedures available at the University for addressing, investigating, and resolving harassment complaints, including sexual harassment complaints;
● protect the rights and confidentiality of all parties to harassment complaints to the extent possible; and
● prevent retaliation against persons alleging sexual and other unlawful harassment or against persons cooperating in an investigation.
Prohibited Conduct

Harassment – Acts or communications addressed to individuals or groups because of race, national origin or ancestry, religion, gender, sexual orientation, age, disability, marital status, military or veteran’s status, gender identity, genetic testing or information is similarly prohibited by this policy.

Examples of impermissible harassment, including racial harassment, include the following:

- The use of physical force or violence to restrict the freedom or movement of another person or to endanger the health and safety of another person based on the person’s race, color, gender, national origin or ancestry, disability, religion, sexual orientation, military or veteran’s status, gender identity, or genetic testing or information;

- Physical or verbal behavior that involves an express or implied threat to interfere or has as its purpose or has the reasonably foreseeable effect of interfering with an individual’s personal safety, academic efforts, employment, participation in University-sponsored extracurricular activities because of the individual’s race, color, gender, national origin or ancestry, disability, religion, sexual orientation, military or veteran’s status, gender identify, or genetic testing or information and which causes that individual to have a reasonable apprehension that harm is about to occur;

- Any type of conduct that has the effect of unreasonably interfering with an individual’s work or academic performance or creates an intimidating, hostile or offensive working or learning environment;

- Epithets, slurs or derogatory comments based on a person’s race, color, gender, national origin or ancestry, disability, religion, sexual orientation, military or veteran’s status, gender identity, or genetic testing or information.

It should be emphasized, however, that isolated instances (e.g. a single comment or joke) ordinarily will not constitute harassment unless it is repeated or egregious. Harassment may not be present if the conduct is welcomed and encouraged. Even though the behavior may not constitute harassment or discrimination, corrective action may be warranted.

Sexual Harassment

Sexual harassment is a form of behavior that adversely affects the employment relationship and is prohibited by State and Federal law. The University condemns and prohibits sexual harassment by any employee or student.

Sexual harassment does not refer to voluntary social activities among employees. Instead, it refers to behavior that is not welcomed by the employee, which is purely offensive to her or him, and which undermines morale and/or interferes with the ability of the employee to work effectively. Sexual harassment includes unwelcome actions such as:

- sex-oriented verbal abuse
- sexual remarks or jokes
- physical contact including patting, pinching or repeated brushing against another person’s body
- demands or requests for sexual favors accompanied by implied or overt promises of preferential treatment or threats concerning an individual’s status as an employee
- actual or attempted rape or assault

It is, therefore, against the policies of the University for any employee, male or female, to harass another employee sexually, that is, by making unwelcome sexual advances, requests for sexual favors, or other uninvited verbal or physical conduct of a sexual nature when:

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

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.
The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether intended or not, that is unwelcome and has the effect of creating an educational environment or work place environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- unwelcome sexual propositions, invitations, solicitations, and flirtations; leering;
- unwelcome and inappropriate touching, patting, fondling, pinching, or obscene gestures;
- seeking sexual favors or relationships in return for the promise of a favorable grade or other academic or employment benefit or opportunity;
- conditioning an academic-related action (such as a grade, assignment, or refraining from discipline) on a sexual favor or relationship;
- unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person’s body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes, or innuendos; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls;
- sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one’s sex life; comment on an individual’s body; comment about an individual’s sexual activity, deficiencies, or prowess;
- sexually suggestive objects, pictures, cartoons, videotapes, audio recordings or literature, or computerized transmissions placed in the work or study area, that may embarrass or offend individuals, subject to general principles of academic freedom as defined in the Faculty Handbook, Section III;
- in the case of co-workers or individuals in positions of authority, conduct of the nature set forth above when the effect is to unreasonably interfere with the ability of a person to perform his or her employment or academic responsibilities, or when the effect is to create an offensive, intimidating and/or hostile working or learning environment for that person.

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

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

**Supervisor/Director Relationships/Consensual Relationships**

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

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

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

An initial course of action for anyone who feels that she or he has been harassed may be for that person, either alone or with another employee, or another student in the case of a student working for the University, to emphatically tell or otherwise inform the harasser that the conduct is unwelcome, offensive, violates this policy, and must stop. This may solve the problem, and if it does, further proceedings will usually not be necessary.

Employees who become aware of inappropriate discriminatory or harassing conduct toward another employee that they believe is prohibited by this policy must immediately report the matter to the Director of Human Resources. An employee who in good faith reports a suspected violation of this policy shall not suffer harassment, retaliation or adverse employment consequences from other employees or the University. An employee who retaliates against someone who has reported a suspected violation in good faith is subject to discipline up to and including termination.

Any faculty or staff who perceives herself or himself as a victim of harassment may also contact their division Vice President to discuss the harassment complaint. The Vice President has an obligation to notify the Director of Human Resources of such a complaint and will work with the director to determine if an acceptable solution can be achieved. If an acceptable solution is not attained, a formal investigation will be initiated.

If the person who believes she or he has been the victim of harassment decides that she or he wishes to file a formal complaint this may be done in writing or orally to the Director of Human Resources, 588 Longmeadow Street, Longmeadow, MA 01106, telephone (413) 565-1252.

Complaint Investigation

When the University receives the complaint it will promptly investigate the allegation of harassment in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent possible under the circumstances. The division Vice President and/or the President will be notified that an investigation is being initiated. Our investigation will include a private interview with the person filing the complaint and with the witnesses. We will attempt to interview the person alleged to have committed the harassment. Only those with a need to know will be apprised: (1) that an investigation is taking place; (2) of the results of an investigation; or (3) of the facts upon which the allegation of harassment is based.

Following the investigation, the University will make the final determination as to the merits of the complaint. If the University finds that the allegations in the complaint have been established by the investigation, the University will act promptly to attempt to eliminate the offending conduct, and where it is appropriate, it will impose disciplinary action appropriate to the offense. Such action may range from counseling to termination and may include such forms of disciplinary action as deemed appropriate under the circumstances.

When a complaint or the outcome of an investigation warrants notification of local law enforcement, the President will be notified and the University will cooperate with the investigation to the best of its ability.

Harassment Involving Only Students

Every effort has been made to make this policy and the procedures set forth herein consistent with the Policy for students. A student who perceived herself or himself to be the victim of harassment may report the incident to the Vice President for Planning and Student Development, the Dean of Student Success, the Director of Residence Life, or the Director of the Counseling Center at 588 Longmeadow Street, Longmeadow, MA 01106, in accordance with the Anti-Harassment/Anti-Discrimination Policy in the Student Guidebook.

Confidentiality

It is expected that, at all states of any proceedings under this policy, confidentiality will be maintained to the greatest extent possible in the discretion of the University.

All records of all alleged incidents of harassment, resolution, and any disciplinary action shall be kept in confidence for three years after the termination of all individuals involved.

Retaliation

Any retaliation against an individual bringing a complaint or participating in an investigation under this policy is strictly forbidden and unlawful, and will result in appropriate disciplinary actions.
Malicious, False Accusations

Any knowingly false or malicious complaints of discrimination or harassment will result in disciplinary action, up to and including termination of employment and/or permanent expulsion.

State and Federal Remedies

In addition to the above, if you believe you have been subjected to discrimination or harassment, including sexual harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using the University complaint process does not prohibit you from filing a complaint with these agencies. The following agencies are responsible for the enforcement of employment discrimination laws:

Massachusetts Commission Against Discrimination
Boston Office
One Ashburton Place – Room 601
Boston, MA 02108
(617) 994-6000
TTY: (617)994-6196

Massachusetts Commission Against Discrimination
436 Dwight Street, Room 220
Springfield, MA 01103
(413) 739-2145

Equal Employment Opportunity Commission
One Congress Street, 10th Floor
Boston, Massachusetts 02114
(617) 565-3200
Bay Path University Institutional Review Board (IRB) Policy Statement

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 (BPU) 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 BPU 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 BPU community members (including staff, administrators, faculty or students) or any BPU resources must comply with BPU IRB procedures and policy as stated below.

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

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

IRB Procedures

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

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

Decisions regarding approval or disapproval of applications are usually made within two weeks (14 days) of submission. Under most circumstances, applications for IRB approval are to be submitted electronically. Questions or concerns regarding IRB procedures should be addressed to the IRB Committee chair or the Office of Academic Affairs. Records and documents relating to the BPU 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.
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 the above information for any given year by filing such a request with the Registrar’s Office within 14 days of registration. The University has defined “directory” information to include:

- Student’s name
- Participation in officially recognized activities and sports
- Address
- Telephone number (as provided by the Student Information Desk)
- Email address (at BPU)
- Photograph
- Degree and awards received
- Date and place of birth
- 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.

**Retention Rates**

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

**Student Right-to-Know and Campus Security Act**

Using the definition of the Department of Education, data on 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.

**Policy on 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.

Policy and Process for Student Complaints

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.
Satisfactory Academic Progress and Financial Aid for Undergraduate Students

Undergraduate students are expected to make both quantitative and qualitative progress toward a degree. Bay Path University defines Satisfactory Academic Progress (SAP) as successfully completing coursework in a timely manner and maintaining continued good academic performance. For students to be considered in good academic standing they must maintain a cumulative grade point average (CGPA) of 2.0 or higher.

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

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

Maximum Time Frame for Financial Aid Funding

Students will not be eligible to receive financial aid once they have attempted more than 150 percent of the normal credits required for the degree program. At Bay Path University, this means that students in programs requiring 120 hours for graduation will be eligible for financial aid during the first attempted 180 hours as an undergraduate. All attempted hours are counted, including transfer hours, whether or not financial aid was received or the course work was successfully completed.

Cumulative Grade Point Average Criterion

There are three minimum CGPAs that must be met depending on the number of credit hours that a student has attempted for completion including Bay Path University courses graded “A” through “F, P, I, W,” plus transfer credits that have been accepted by the University. Those minimum CGPAs are as follows:

Academic Standing Status Definitions

**Academic Standing** - An undergraduate student enrolled at Bay Path University must have a cumulative grade point average (CGPA) of at least **2.00** to be eligible to graduate. The academic standing status will be assessed at the end of each fall and spring semesters according to the Cumulative Grade Point Average criteria listed above. Please note that certain programs require cumulative grade point averages higher than the minimum 2.0 standard. It is the student’s responsibility to be aware of the required CGPA for her program.

**Good Academic Standing** - If a student’s CGPA is above the minimum standards of 2.0 or above you are classified as an undergraduate student in good academic standing at Bay Path University. If a student has received an academic warning they are still considered to be in good academic standing.

**Academic Warning** - During any semester of review, if a student’s grade point average (GPA) falls below a 2.0 she will be placed on Academic Warning. If students are placed on academic warning they will receive a letter from the Registrar’s Office. Students who are placed on Academic Warning are required to follow one of the two appropriate courses of action:

- Students who are placed on academic warning after their first semester at the University are required to schedule an appointment to meet with the appropriate Dean no later than the date indicated on their letter to devise an academic improvement plan.
- Students who are placed on academic probation after their second semester should schedule an appointment with the Chair of their program no later than the date indicated on the letter to discuss their plan for academic improvement.

Students may have to decide whether to add/drop/withdraw from courses and/or to pre-register for the following semester. All forms are available in the Registrar’s Office.
Students who are on academic warning may not participate in any major student activity, participate in an intercollegiate sport, hold office, or represent the University publicly until the warning is removed.

**Academic Probation**

If an undergraduate student’s appeal from dismissal is approved, they will be placed on Academic Probation and Financial Aid Probation for one semester. Students will be required to have an academic success plan. Once the student is placed on Academic Probation they are required to contact their academic advisor and seek guidance and determine whether they 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 any 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 2.0 and/or complete 75% of the total credit hours attempted. Failure to meet the standards after an academic reinstatement will result in academic dismissal. (Students subject to dismissal from the University may not return to the University at a future date without formal application and approval of the University Provost.)

**Academic Dismissal**

An undergraduate 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. The Registrar’s Office will send students a notification letter of dismissal. The student may appeal the institutional academic dismissal. The student is required to submit the request in writing to the appropriate Academic Standards Committee (see Appeals Process). 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.

**Financial Aid Suspension**

Undergraduate 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. If a student is dismissed from the program they may not return to Bay Path University until one year or two semesters have passed. **All Financial Aid will be suspended unless the student has appealed the academic dismissal.**

**Appeal Process**

Students who are academically dismissed and whose financial assistance has been suspended due to extenuating circumstances, have the opportunity to appeal the action in writing 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 extenuated circumstances and describe how the circumstances have changed so that the student will now be academically successful.

Appeals must include supporting documentation. Incomplete appeals or those missing adequate documentation are typically denied. A 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 dismissal notification. Students must submit to the Traditional Students - Academic Standards Committee, 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 14 days of the student’s appeal. If the decision of the committee is not favorable, the student may appeal in writing to the Dean for further review. The Dean has the final decision.
How to Regain Financial Aid Eligibility For Pace Standards

If the undergraduate 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 Provost.

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

Advanced Placement and College Level Entrance Examinations
Bay Path University recognizes the Advanced Placement (AP) Program and the University Level Examination Program (CLEP) of the University Board. An applicant may seek credit through either program by submitting an official record of scores to the Admissions Office. Credit is granted for Advanced Placement scores of 3 or above. The University recognizes and accepts the full range of College Level Examination Program (CLEP) Subject Matter tests. Credit is granted for any subject examination based on scores currently recommended by the American Council on Education. The Registrar will provide detailed information on the tests and minimum scores required for credit. Credit earned through AP and CLEP will not count toward the Bay Path residency requirement.

Students may transfer up to 12 credits based on CLEP examinations after entering Bay Path University.

Articulation Agreements
Bay Path University has entered into joint admissions agreements with community colleges in the area. The agreements allow students to transfer in credits taken at the community college and are recognized as transferable by the agreement.

Assessment Activities
Assessment testing and special examination are ways that Bay Path ensures that it is meeting its educational goals. All students are required to participate in these activities. Assessment of student learning is required in all programs. These assessment activities are required of students by their various academic programs throughout their baccalaureate degree education. The results of these assessments are used to improve programs and instruction; they are not used to judge an individual student’s performance, and the individual student results are kept strictly confidential.

Challenge of Final Course Grade Policy
A student who wishes to challenge a final course grade must submit an email request to the faculty member 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 professor. The professor 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. In matters of academic integrity, grade challenges may be referred to the Academic Integrity Committee (see policy on Academic Integrity).
Class Cancellation Policy
While classes may be canceled unexpectedly, it is the University’s policy not to cancel classes in which an announced examination, presentation, or other graded exercise is scheduled. Students should not assume that notices on classroom doors are official. Students should refer to the “Campus News Board” on the My Bay Path Portal for information on course cancellation. It is the students’ responsibility to verify class cancellations if they choose not to wait in the classroom for the professor to arrive. It is up to the discretion of the professor as to how to deal with absences based on false information about class cancellations.

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

No student shall be required to sit for more than two final exams on the same day. For this reason, a make-up exam session is scheduled into final exam week. The student may usually elect which exam she wishes to take during the make-up session. Some exams, such as science or art history may need to be taken at the time scheduled.

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

Minors
A declared minor consists of a minimum of 15 credits in a discipline or set of interrelated courses above the 100 level. At least two courses may not be required by the student’s major program and one course must be an upper level course.

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

Once the student has completed the minimum of 15 credits required for the minor, she must submit the Intent to Minor form with the courses listed and the name of the minor to the Registrar before the minor can be officially added to her transcript. The student’s academic advisor and appropriate department chair(s) must approve the form, and the student must have a grade point average for the minor of at least 2.75 with no course grades lower than C-.

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

Policy on Transfer of Undergraduate Courses into Minors
A student wishing to transfer courses into one of the University's minors bears the burden of proving that the courses are appropriate and relevant to the minor. Requests to accept transfer course credits into minors are reviewed on an individual basis by the student’s advisor and department chair. To ensure the value of a minor, the advisor and chair will determine if the transfer courses are recent enough to apply to the minor, or if the courses will apply only to open elective credit. At least one course in the minor, an upper level course, must be completed at Bay Path University. The department chair has final word on the name of the minor and the application of credits toward a minor; department chair decisions regarding transfer credits into minors will be final and not subject to appeal. See the policy on minors for requirements for completion of minors.
Repeating a Course
Generally courses with grades below a “C-” may be repeated, although the student should check the requirements of her program. All courses attempted and grades earned are retained on the student’s permanent record; however, only the highest grade earned for a repeated course is computed in the final cGPA. Students are only allowed one repetition of a previously attempted course but cannot repeat a previously passed course. Repeat courses must be approved by the Registrar’s Office.

Transfer Credit
Students who transfer to Bay Path from a regionally-accredited institution or who earn credit through Advanced Placement or College Level Entrance Examinations may receive up to 90 credits toward a baccalaureate degree and 30 credits toward an associate’s degree. Bay Path students who wish to register for a course at another institution after matriculation at Bay Path must receive written approval from the registrar’s office before registering for the course at the outside institution. Grades of C- or above will transfer into BPU as a T and will not be calculated as part of the student’s grade point average. If the course taken at the other institution repeats a course taken and failed at Bay Path, and the student earns a grade of C- or above, the course will be brought in as a T and the earlier F will be removed from the calculated grade point average. Courses accepted for transfer before matriculation receive transfer credit only. Once students have matriculated at Bay Path, they may transfer no more than 12 additional credits from another institution.

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

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

Transfer Credit Appeals
Students wishing to appeal a transfer credit decision must complete a Petition form for review by the student’s advisor, Dean, and Registrar.

Undergraduate Enrollment in Graduate Courses
Undergraduate students who wish to enroll in graduate courses must have a minimum grade point average of 3.5 or better, be accepted into the graduate program as a conditional admit, and have the permission of their academic advisor, the graduate program director and Dean of the applicable school. Students may enroll in up to two graduate courses, and the courses will count toward the 120 credits required for the undergraduate degree. Students who are accepted in the 60-credit clinical mental health counseling program may request from the program director to enroll in up to four graduate courses. Tuition will be at the undergraduate tuition rate. The student must achieve a grade of B or better in the graduate courses to continue in the graduate program. After the Bachelor’s degree is conferred and the grade of B or better is verified, the student will be accepted into the graduate program as a matriculating student and the courses will be accepted into the graduate program as transfer credits.
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>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>60-66</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>below 60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Grading</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>N</td>
<td>No Grade</td>
</tr>
<tr>
<td>P/F</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>T</td>
<td>Transfer</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>X</td>
<td>Audit</td>
</tr>
</tbody>
</table>
Grading Explanations

Incomplete Work
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. An Incomplete must be made up by the end of the first four weeks of the subsequent semester or by the date indicated on the application, or the incomplete grade will be changed automatically to an “F.” Only under special circumstances of health or other emergencies may the student petition the Office of Academic Affairs for an extension beyond this date.

Pass/Fail
Certain one-credit courses and internships are graded pass/fail. This means that a student who earns a grade of “Pass” in the course receives credit in the course, but there is no effect on the grade point average. A student who fails such a course receives no credit, and the “Fail” has the same effect on academic standing as a regular grade of “F.”

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

- The course must be outside the BPU core.
- The course must be outside her major.
- The course may not count towards a minor.
- Only one course per semester may be taken on a P/F basis.

The student must have a minimum cgpa of 3.00. The instructor’s roster will indicate whether the student has registered for the P/F option and the instructor will grade the student the same as any other student taking the course for a grade.

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

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

Registration occurs in late fall and late spring of each academic year for the following semester. Students register themselves on-line through the BP Road web access system. Students are given access to their degree audit and registration information and are required to meet with their faculty advisors to discuss various options for fulfilling their academic requirements and meeting their professional goals. Students who do not register by the posted deadline will be assessed a late registration fee. For fall semester registration, a deposit is required before registration may be completed. Students who are on a Business Office hold cannot register until their financial obligation to the University has been met. Final class schedules are made available on the opening day of each semester through the BP Road. During the first full week of each semester students may adjust their schedules during the Add/Drop period. Any courses dropped during this time will not appear on the final academic record.

Course Availability

Bay Path University reserves the right to change the time a course is offered 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 in order to enroll in 500 level courses. Graduate courses 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.

Leave of Absence 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.

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. See the Stop Out Policy for additional information.

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 LOA**
At least six weeks prior to the start of the semester, the student must contact by email the Director of Academic Advising and Student Academic Services 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 Policy**
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.

**Leave of Absence**
A leave of absence is an approved change of status for students in good standing is eligible for continued enrollment and is generally guaranteed re-enrollment immediately following the leave of absence. An approved leave of absence will be granted only in certain circumstances, which are outlined in the Leave of Absence Policy.
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.

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.

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.

Grade Reports and Transcripts

Grade Reports

With the online reporting system, students access their final grade reports electronically. Grade reports are available to students in the MyBayPath 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 within three weeks. To correct a student grade, the faculty member must submit in writing the change of grade to the Registrar. All grade changes must be completed in a timely manner.

Academic Progress and Final Grade Reports

The student’s achievement in all courses is evaluated regularly. Progress reports are issued to students at midterm for any courses in which achievement is below "C-".

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

Transcripts

An official transcript bears the impression of the Seal of the University and is signed by the Registrar of the University. 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 sending official transcripts when notified by the Business Office that the student has an unpaid financial obligation to the University. Transcript requests may be faxed to the Registrar’s office at (413) 565-1108 or mailed to:

Registrar’s Office, Bay Path University,
588 Longmeadow Street, Longmeadow, MA 01106

Adding or Dropping a Course

An undergraduate student may add or drop courses during the first week of each semester in the Registrar’s Office. After the Add/Drop period, a student who wishes to drop a course must follow the course withdrawal procedures. Courses dropped during the Add/Drop period are not shown on the student’s permanent record; those dropped after the first week will be recorded with a W grade. A student may not add courses after the first week of classes. Only under special circumstances and with the permission of the appropriate Dean may a student add a course during the second week.

Course Withdrawal

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

Full-time status for undergraduate students is 12-18 credits per semester unless core, program or honors requirements increase it to 19 credits. Students whose requirements are fewer than 18 credits per semester may register for up to 18 credits at no additional charge under the conditions outlined below.*

- The student has completed 30 credits with a 3.0 cgpa or higher
- The course is not a Directed Study or an Independent Study.

Note:
* Exceptions to this policy will be considered on a case-by-case basis by the appropriate Dean.
* Full-time students choosing to take 18 credits should work closely with their advisors to ensure that they will maintain full-time status for all remaining semesters at Bay Path University. Students taking extra classes in earlier semesters which drop them to less than full-time status in future semesters may lose eligibility for various scholarships or financial aid awards.

Placement Testing

Placement assessments in mathematics and foreign languages will take place before course assignments. Students may be required to take MAT 104 based on placement assessments in Mathematics before enrolling in math requirement as outlined by department.

Withdrawal from the University

An undergraduate 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 via the University Withdrawal form. The University fiscal year begins on July 1. On that date a student will be considered enrolled. After that date, refunds for absence, withdrawal, or dismissal from the University will be made in accordance with the University refund policy. A student must complete an official withdrawal form to be entitled to any refund. Further details about the University refund policy are found in the financial section.
Graduation Policies and Procedures for Undergraduate Students

Graduation Requirements

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

1. Achieve the minimum cumulative grade point average for her program.
2. Complete all designated courses as outlined in her program (students must complete all of the Bay Path Core Requirements).
3. Successfully earn 30 credits at Bay Path, for all degrees, as mandated by the Bay Path University residency requirement.
4. Complete the Application for Graduation sent to prospective graduating students early in the final semester. (Students may only apply for the degree which represents their academic program, i.e. Bachelor of Science, Bachelor of Arts, Associate in Science, or Associate in Arts.)

Graduation Honors and Participation in Commencement

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

Traditionally, colleges and universities functioned only on fall and spring semesters, making the completion of degree requirements fairly easy if students stayed on course over a four-year period, followed shortly thereafter with the Commencement ceremony. However, in recent years, like many colleges in the country, Bay Path University has met the needs of students who could not easily study in the traditional two-semester format. Accelerated programs and weekend programs, including the Bay Path Saturday program, have altered the traditional academic calendar and enabled many people to complete their degrees more easily and quickly. Commencement ceremonies, though, stayed in the spring as in the past. Thus, only within the last ten years or so did colleges and universities permit students even to participate in Commencement with incomplete transcripts. Traditionally only students who had completed all degree requirements were permitted to participate at all, let alone receive honors or wear designations of honors (honor cords, pins, etc.).

With the new formats, though, the likelihood of students not completing all degree requirements by the Commencement closest to their degree completion increased and many of these students wanted to participate in Commencement “early,” i.e., before completing all degree requirements. Thus, Bay Path, like many other institutions, changed the policy that all degree requirements be completed before one could participate in Commencement. First, the University permitted students with up to six credits remaining to participate early. Then, after much deliberation the University allowed students with honors level work (i.e., a grade point average of 3.5-4.0) at the time of Commencement to wear the honors cords with a designation in the Commencement program that at the time of completion of their degree requirements the appropriate Latin honors designation will be determined for these students.

Regardless of these policy changes, students who have not completed all degree requirements at the time of Commencement have a choice to make: participate early and abide by University policies on the recognition of honors or wait until all degree requirements are fulfilled and participate in Commencement after their work is complete. Students have the right to wait until they complete all degree requirements to participate in Commencement and, if they do that, then all Latin honors can be determined and announced at the ceremony. If students opt to participate “early,” then the University cannot and will not determine or announce Latin honors on incomplete transcripts.
Undergraduate Honors and Awards

Students whose final cumulative grade point average is 3.50 or above are awarded their degrees with honor according to the following criteria:

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

The **Faculty Award** is made annually to the baccalaureate degree candidate who, in the judgment of the faculty, represents outstanding scholastic achievement, character, and leadership. The **Thomas G. Carr Award** is presented annually to an outstanding associate degree candidate who will pursue her baccalaureate degree at Bay Path. This award was endowed by the Sidney E. Helliwell family in honor of Thomas G. Carr, Bay Path’s first President. The recipient is a student whose academic achievement, character, and service to the University or the community reflect the standards and values of Bay Path University. The **Jeanette T. Wright Leadership Award** is presented annually to an associate degree candidate who will pursue her baccalaureate degree at Bay Path and is based on the student’s leadership excellence, extracurricular activities, and campus citizenship. This award is named in memory of Bay Path’s fourth President, who was the first woman to hold that office.

**Dean’s List**
To achieve dean’s list recognition, a student must carry a minimum of 12 credit hours and earn a minimum grade point average of 3.50 with no incomplete grade or grade lower than “C.” (Students found guilty of academic dishonesty will not be included on the Dean’s List for the semester in which the dishonesty occurred.)

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

**Lambda Epsilon Chi (LEX)**
Undergraduate students enrolled in the baccalaureate or associate program in legal studies are eligible for membership in this national honor society in their final year; students enrolled in the certificate program are eligible upon completion of the coursework for the certificate. Only students whose academic performance is consistently exemplary across the curriculum will be inducted. To qualify, a student must have a minimum cumulative grade point average of 3.5 in all classes and a minimum cumulative grade point average of 3.7 in all legal classes, and have completed 2/3 of their legal courses.

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

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

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

Bay Path University Thumbprint

The Bay Path University Thumbprint reflects the University mission and is designed to prompt you to develop as educated, empowered, ethical professionals who lead value-driven lives. The Thumbprint continues to represent the most fundamental meanings associated with the institution’s entire educational experience. 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>
</tr>
</thead>
<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 effort to ensure that this journey is a success and well worth the investment.</td>
</tr>
</tbody>
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Bay Path University Core Curriculum – General Education

General Education Purpose Statement

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

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

General Education Student Learning Outcomes

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

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

Bay Path University General Education Core

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

I. Women Empowered as Learners and Leaders (7 credits)
   ● WEL 100 (3 credits; required only of first-year students; first semester, first-year)
   ● WEL 310 (1 credit; second semester, junior year)
   ● WEL 400 (3 credits; first semester, senior year)

II. Communication and Information Literacy (12 credits)
   ● ENG 114 (first semester, first year)
   ● ENG 124 (second semester, first year) or LAW 240 for legal programs
   ● ENG 134 (first or second semester, second year)
   ● Advanced Research and Writing (second semester, junior year or first semester Senior year; course determined by department).

   Technology Proficiency: (determined by department)

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

Students should select two courses from the following:

   ANT 110 Culture, Society, and People
   CIT 210 Intercultural Communication
   CMS 303 Gender and Communication
   CRJ 406 Violence Against Women and Children
   EDU 110 Intro to Early Childhood Education
   EDU 130 Education, Schools, and Culture
   ENG 311 World Literature
   GOV 330 United Nations Policies and Practices
   GOV 331 Global Politics and Leadership
   HUM 110 Introduction to Philosophy
   HUM 117 Introduction to World Religions
   HUM 210 Ethics
   HIS 202 Global History to 1500
   HIS 203 Global History Since 1500
   LAW 281 Understanding Law Through Literature
   LAW 311 Family Law
   LAW 352 Administrative Law
   EDU 250 Introduction to Special Education
   EDU 348 Reading and Language for English Language Learners
   PSY 216 Psychology of Cultural Diversity
   MLA 101 Sign Language I
   SCI 200 History and the Philosophy of Science
   SOC 200 Social Problems
   FRN 113 French Language and Culture I
   FRN 114 French Language and Culture II
   CHI 100 Elementary Mandarin Chinese I
   CHI 101 Elementary Mandarin Chinese II
   SPA 113 Spanish Language and Culture I
   SPA 114 Spanish Language and Culture II
Ethics & Values (determined by department)
- First-year honors pledge & policy
- Department-specific course content on ethics (e.g. each department will document where ethics and values in the profession are addressed)
- Component embedded in WELL 100

IV. Fostering Inquiry: Natural Science and Quantitative Analysis (7 credits)
- Laboratory science (4 credits)
- Math course as determined by department (3 credits) (MAT104 does not satisfy graduation requirements, but is required of those students who may benefit from additional math instruction as indicated by the Accuplacer Quantitative Skills Test)

V. Cultivating Perception & Self Expression: Arts & Aesthetics (3 credits)
- HUM 101 Fine & Performing Arts
- HUM 120 The Art of Film
- ART 100 Art History
- ART 230 Art in America
- ART 240 Modern European Painting & Sculpture
- ART 250 Women in Art
- THR 301 Theater History

VI. Citizenship: Contributing to Contemporary Society (6 credits)
One course from the following:
- HIS 114 The United States to 1877
- HIS 115 The United States Since 1877
- HIS 315 Contemporary America: The United States Since 1945
- HIS 320 The History of Women in America
- GOV 100 American Government
- LAW 103 Introduction to the American Legal System
- GEO 102 Introduction to Geography
- CRJ 120 Introduction to Criminal Justice
- EDU 130 Education, Schools, and Culture
- NMP 200 Doing Well by Doing Good Work

One course from the following:
- PSY 101 Introduction to Psychology
- SOC 100 Principles of Sociology
- ECO 211 Macroeconomics
- ECO 212 Microeconomics
- ECO 320 Women in the Economy
- LAW 312 Law & Society
- LAW 352 Administrative Law

VII. Healthy Living and Perspectives (2 credits)
- Fitness (1 credit)
- Financial Literacy (1 credit) determined by department
Women Empowered as Learners and Leaders (WELL) Program

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

Incorporating curricular and co-curricular elements, WELL provides a common curricular experience and connects undergraduate students in a very tangible way to the mission and vision of the University. Through WELL program components, undergraduate women build community through active, student-centered learning and examine their education with great intention, both as they embark upon it and as it comes to a close. Completion of the WELL portfolio enables students to be more purposeful in shaping their Bay Path undergraduate experience to realize educational and life aspirations. Specific program components include:

- **The WELL Curriculum.** Four courses frame the academic component of the WELL program. WELL 100, WELL 310 and WELL 400 are core courses that are taken by all undergraduates; WELL 200 is offered as an elective most commonly taken during the sophomore year. Through this curricular component, students are introduced to academics and resources, and will strengthen their skills in research, writing, public presentation, speaking, analysis, synthesis, and technology as needed to become empowered learners. Students discover their strengths and set personal, academic and professional goals using self-assessment and career planning tools. Students explore the leadership traits needed to be women of influence who have the knowledge and tools to lead value-driven lives. They will conduct research on local and global issues that affect women, and present their findings at the end of each semester.

- **First-Year Advising.** WELL 100 sections are taught by full-time faculty who also serve as the first-year advisors for students in their sections. Advisors work with each student to create a realistic plan for personal and academic success customized to each individual’s needs and goals and participate with advisees in Incoming Student Orientation activities in addition to community building activities held throughout the first year. Students remain with their WELL 100 advisor until their major is declared.

- **Peer Mentoring.** Each WELL 100 section is assigned an upper-class student who provides informal advising on issues such as life-school balance, on-campus resources, making personal connections and participating in social events.

- **WELL E-Portfolio.** Beginning with WELL 100 and completed in WELL 400, the e-portfolio will enable each student to gather information about her academic and co-curricular experiences, reflect upon learning and goals during her education, and demonstrate growth in knowledge, skill, and experience over her undergraduate experience.

- **Leadership Experiences.** Components of our current Leadership Program, including the Ropes Course First-Year Leadership Institute, and community service and travel opportunities integrated within WELL, and new leadership experiences are introduced to broaden opportunities for upper-level students to develop as leaders. These include a Toastmasters Club to strengthen student presentation skills; and an annual Innovation Challenge to inspire students to develop and present persuasive strategies for addressing a local, regional or global issue.

- **Career Development and Support.** The development of career goals is embedded in WELL to provide opportunities for faculty to discuss career planning with students throughout their four years. Career development milestones have been set as part of the e-portfolio to help students stay on track. Through WELL course assignments, internships, field placement experiences, job shadowing, career seminars, mock interviews and other career development experiences, students are helped to identify and fully leverage their unique strengths, needs, intentions, passions and potential.

**WELL Program Student Learning Outcomes**

*Upon completion of the WELL Program, students will:*

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

Degree: Bachelor of Science in Business

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

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

Student Learning Outcomes

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

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

Internships

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

Major in Accounting

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

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

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

Major in Small Business Development

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

Major in Business Administration

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

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

Major in Human Resource Management

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

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

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

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

Major in Marketing

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

Major in Residential and Commercial Interior Design

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

Possible Career Options for Business Majors:

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<thead>
<tr>
<th>Accounting/Finance</th>
<th>Marketing/Management</th>
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<td>Credit Representative</td>
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<td><strong>Interior Design</strong></td>
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74
Bachelor of Science in Business
Major in Accounting

BAY PATH UNIVERSITY CORE—43 CREDITS

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BUSINESS COMMON CORE REQUIREMENTS—36 CREDITS

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ACCOUNTING CORE – 28

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GENERAL ELECTIVES—13 CREDITS
Bachelor of Science in Business  
Major in Small Business Development

**BAY PATH UNIVERSITY CORE—43 CREDITS**

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**BUSINESS COMMON CORE REQUIREMENTS—36 CREDITS**

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**ACCOUNTING CORE – 24**

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

**BAY PATH UNIVERSITY CORE—43 CREDITS**

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**BUSINESS COMMON CORE REQUIREMENTS—36 CREDITS**

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**BUSINESS ADMINISTRATION CORE—24 CREDITS**

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**GENERAL ELECTIVES - 17**
Bachelor of Science in Business  
Major in Human Resource Management

**BAY PATH UNIVERSITY CORE—43 CREDITS**

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**BUSINESS COMMON CORE REQUIREMENTS—36 CREDITS**

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**HUMAN RESOURCE MANAGEMENT — 24**

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**GENERAL ELECTIVES—17 CREDITS**


# Bachelor of Science in Business
## Major in Operations Management

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### BUSINESS COMMON CORE REQUIREMENTS—36 CREDITS

<table>
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<tr>
<th>Course No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>BUS120</td>
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<tr>
<td>BUS226</td>
<td>Principles of Marketing</td>
<td>3</td>
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<td>BUS235</td>
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<td>ECO211</td>
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### OPERATIONS MANAGEMENT CORE – 24 CREDITS

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

### BAY PATH UNIVERSITY CORE—43 CREDITS

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### BUSINESS COMMON CORE REQUIREMENTS—36 CREDITS

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### GENERAL ELECTIVES – 17
# Bachelor of Science in Business
## Major in Residential and Commercial Interior Design

### BAY PATH UNIVERSITY CORE—43 CREDITS

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<th>Course No.</th>
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### BUSINESS COMMON CORE REQUIREMENTS—36 CREDITS

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### INTERIOR DESIGN CORE – 27 CREDITS

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<tr>
<td>IND221</td>
<td>Interior Design Studio: Residential</td>
<td>3</td>
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<tr>
<td>IND250</td>
<td>Technical Design and Building Systems</td>
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<td>IND280</td>
<td>Sustainable Design and Building Systems</td>
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<td>IND322</td>
<td>Interior Design Studio: Commercial</td>
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<td>History and Appreciation of Interior Design</td>
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<td>Capstone: Strategic Management &amp; Polic</td>
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### GENERAL ELECTIVES – 14
## Certificate of Residential & Commercial Interior Design

### RESIDENTIAL & COMMERCIAL INTERIOR DESIGN CERTIFICATE REQUIREMENTS

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<tr>
<td>HUM125</td>
<td>History and Appreciation of Interior Design</td>
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</table>
Criminal Justice

Degree: Bachelor of Science in Criminal Justice

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

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

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

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

Criminal Justice Minor
The Criminal Justice Minor is comprised of 15 credits. Any five Criminal Justice courses should be completed.
Possible Career Options for Criminal Justice Major:

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

## BAY PATH UNIVERSITY CORE—43 CREDITS

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## CRIMINAL JUSTICE REQUIREMENTS—42 CREDITS

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<td>Principles of Policing</td>
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<td>CRJ222</td>
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<td>INT250</td>
<td>Research Methods in the Social Sciences &amp; Criminal Justice</td>
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<td>CRJ320</td>
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## GENERAL ELECTIVES—35 CREDITS
Cybersecurity

Degree: Bachelor of Science in Cybersecurity

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

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

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

BS Cybersecurity program Student Learning Outcomes:
- Describe and explain the various proactive approaches to deterring and investigating cyber incidences across industries.
- Express an understanding of the skills and knowledge required to work within the field of cybersecurity.

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

Student Learning Outcome for Major in Information Assurance:
- Demonstrate a mastery of the tools and techniques utilized to assure confidentiality, integrity, and availability of an organization’s data assets.
- Recommend policy, practices, and procedures required to ensure accuracy, authenticity, utility, and possession of data, and recognizing the needs of the organization for access as well as security.
- Express an understanding of the relevant theories, strategies, and skills necessary to address critical issues in the information assurance field.
- Utilize critical thinking skills by demonstrating proficiency in the ability to research, understand, and communicate appropriate responses based on best practices, to test a variety of information assurance threats.
Bachelor of Science in Cybersecurity  
Major: Information Assurance

**BAY PATH UNIVERSITY CORE—43 CREDITS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG114</td>
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<td>3</td>
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</tr>
<tr>
<td>WEL100</td>
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</tr>
<tr>
<td>WEL310</td>
<td>Strategies for Career and Personal Growth</td>
<td>1</td>
</tr>
<tr>
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<td>WELL in Practice</td>
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</tr>
<tr>
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<td>Communicating in Criminal Justice</td>
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</tr>
<tr>
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<td>Applied College Mathematics</td>
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<tr>
<td></td>
<td>Arts Elective</td>
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<tr>
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<td>Society/Citizenship Electives</td>
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<td>Lab Science</td>
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</tr>
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<td>Physical Fitness</td>
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**CYBERSECURITY CORE —30 CREDITS**

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**INFORMATION ASSURANCE MAJOR — 28 CREDITS**

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**GENERAL ELECTIVES—19 CREDITS**
Bachelor of Science in Cybersecurity  
Major: Digital Forensics

### BAY PATH UNIVERSITY CORE—43 CREDITS

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### CYBERSECURITY CORE —30 CREDITS

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### DIGITAL FORENSICS MAJOR — 28 CREDITS

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<td>CBY430</td>
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### GENERAL ELECTIVES—19 CREDITS
Education

Degree: Bachelor of Science in Biology/Secondary Education, Grades 8-12, please see page 127

Degree: Bachelor of Arts in Liberal Studies
Programs: Early Childhood Education and Elementary Education

Student Learning Outcomes

- 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 managing classroom climate and operations.
- 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.

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

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

Bachelor of Arts in Liberal Studies/Early Childhood Education: Teacher of Students With and Without Disabilities (grades PreK-2)

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

The licensure program in Early Childhood Education consists of liberal studies major combined with appropriate education courses. Students are required to take the Bay Path University core, a liberal studies core, and an early childhood education core. This program has been approved by the Massachusetts Department of Elementary and Secondary Education. Students earn an initial license, grades PreK-2, issued by the Massachusetts Department of Elementary and Secondary Education. The PreK-2 teaching license qualifies for reciprocity with states that participate in the Interstate Agreement and endorse similar licensure. This allows Bay Path University education graduates to teach in states other than Massachusetts, pending meeting specific requirements of the state.

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

Bachelor of Arts in Liberal Studies/Elementary Education (grades 1-6)

(Licensure: Massachusetts Department of Elementary and Secondary Education)

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

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

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

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

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

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

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

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

Certificate in Autism Spectrum Disorders

The certificate offers the extremely well-prepared Bay Path University undergraduate student the opportunity to complete a certificate in Autism Spectrum Disorders beginning in her junior year. A student needs a minimum of a 3.7 cum to begin and
continue with this certificate. Some courses are only offered once a year. Student needs to meet with education chair to request this certificate and complete a written certificate application.

Admissions Requirements for Early Childhood Education and Elementary Education

The admissions process into the Education Programs at Bay Path University is rigorous. Admission to the University does not guarantee continuance or entry into upper-level education courses (courses numbered 300-400). The student is encouraged to meet with her advisor periodically to review her progress toward meeting the specific requirements for her program of choice. It is the student’s responsibility to meet all of her program requirements in a timely manner.

Education Program Requirements

In addition to meeting all Bay Path University requirements, students who wish to pursue a career in Education must meet the following Education Program requirements:

1. The student must major in Liberal Studies.
2. The student is expected to have a cumulative grade point average of 3.0 or better prior to entering the Senior year pre-practicum and practicum.
3. The student must pass the Communication and Literacy Exam of the Massachusetts Tests for Educator Licensure (MTEL). It is recommended that students pass this exam in the first year of study or before completion of 60 credits.
4. In order to enroll in Pre-Practicum (EDU 441P or EDU 441Q) and Practicum with Seminar (EDU 497 or EDU 499), the student must pass either the Early Childhood or General Curriculum Exam and the Foundations of Reading Exam of the Massachusetts Tests for Educator Licensure (MTEL). It is recommended that students pass these exams in the third year of study or before completion of 90 credits.
5. The general curriculum and Early Childhood MTEL exams should be passed by the end of sophomore year.
6. Education Program requirements are subject to modification due to changes as stipulated by Bay Path University and/or recommendations from the Massachusetts Department of Elementary and Secondary Education.

Education Program Requirements for Transfer Students

1. To be considered for transfer into the Education Program at Bay Path University, a student must transfer a cumulative grade point average of 3.0 or better.
2. The transfer student must pass the Communication and Literacy Exam (MTEL) prior to entering Bay Path University or prior to completing 60 University credits.
3. All Education Program requirements at the 100-200 level must be completed prior to entering any courses numbered 300 or above. This may extend the time it takes to complete the Liberal Studies/Education Program and earn the baccalaureate degree. The transfer student must develop a plan for course selection and sequencing with her academic advisor.
4. The transfer student is expected to have a cumulative grade point average of 3.0 or better prior to entering the Senior year pre-practicum and practicum.
5. The Foundations of Reading MTEL exam should be passed by the end of junior year.
6. A student who does not meet the criteria but who seeks licensure must meet with her academic advisor to plan a course of action. This plan may include re-taking courses and meeting with the Director of the Academic Development Center to better utilize available support services.
7. Education Program requirements are subject to modification due to changes as stipulated by Bay Path University and/or recommendations from the Massachusetts Department of Elementary and Secondary Education.

Retention in the Education Program

1. The student is expected to have a cumulative grade point average of 3.0 (B) or better prior to entering the Senior year pre-practicum and practicum.
2. In order to qualify for pre-practicum and practicum in the Senior year, the student must pass all three exams that comprise the Massachusetts Tests for Educator Licensure (MTEL).

Early Field Experiences

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

Pre-Practicum

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

**Practicum (Student Teaching)**

Practicum is a field-based experience in a public elementary school, supervised jointly by a public school teacher and University supervisor. Practicum is part of the Senior year experience and is a full-time commitment. Practicum hours are earned over a 12-week period; students must complete a minimum of 300 hours. Placement is done in conjunction with the Education Department, public school, and central office of a school district. In order to qualify for a placement, the student must have a cumulative grade point average of 3.0 (B) or better, must pass all required MTEL exams, must have successfully completed pre-practicum, must be in good standing at the University, must complete a CORI (Criminal Offense Records Investigation) check, and any other requirements as mandated by a school district. As part of the practicum experience, the student will participate in a weekly seminar session with a program supervisor. It is recommended that Bay Path students do not take courses or hold employment during the practicum semester.

**Exit from the Education Program**

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

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

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

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

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

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

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

**Post-Baccalaureate Degree Admission**

The Early Childhood and Elementary Education Programs at Bay Path University are undergraduate degree programs. A student holding a Bachelor of Arts degree who seeks initial licensure is advised to pursue an appropriate master’s degree in the field. A student holding a baccalaureate degree from Bay Path University who has fulfilled all liberal arts and education program requirements, but who was not able to, or allowed to, enroll in the pre-practicum or practicum might have the option to return to Bay Path University under special conditions. She must pass the MTEL and meet any additional academic requirements not in place during the time of previous enrollment in order to fulfill the current requirements for initial licensure if a student is allowed to return to complete this option.

**Teaching in States Outside of Massachusetts**

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

**Title II of the Higher Education Act**

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

**Bay Path University pass rates are based on the 2013-2014 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:**
Number of Program Completers = 57
Pass Rate on the MTEL = 100%

**Possible Career Options:**

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<thead>
<tr>
<th>Early Childhood Education</th>
<th>Elementary Education</th>
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<tbody>
<tr>
<td>Pre-Kindergarten Teacher</td>
<td>Grades 1-6 Teacher</td>
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<tr>
<td>Kindergarten through 2nd Grade Teacher</td>
<td>Graduate Study</td>
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<td>Lead Teacher at Child Care Center</td>
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Graduate Study
### BAY PATH UNIVERSITY CORE REQUIREMENTS*

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### LIBERAL STUDIES CORE REQUIREMENTS*

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### EARLY CHILDHOOD EDUCATION, PK-2 (lic.) CORE REQUIREMENTS*

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<td>Fundamentals of Instruction and Classroom Management</td>
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Bachelor of Arts in Liberal Studies
Major in Early Childhood Education, Non-Licensure
Teacher of Students with and without Special Needs (PreK-2)

**BAY PATH UNIVERSITY CORE REQUIREMENTS***

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**LIBERAL STUDIES CORE REQUIREMENTS***

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**EARLY CHILDHOOD EDUCATION, (non-licensure) CORE REQUIREMENTS***

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The coursework required in the Early Childhood Education non-licensure program supports the possibility of a student earning an Early Education and Care certificate through the state of Massachusetts. Please speak with an advisor for more information.
Bachelor of Arts in Liberal Studies
Major in Elementary Education: Grades 1-6

**BAY PATH UNIVERSITY CORE REQUIREMENTS***

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**LIBERAL STUDIES CORE REQUIREMENTS***

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**ELEMENTARY EDUCATION, 1-6 (licensure) CORE REQUIREMENTS***

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### Bachelor of Arts in Liberal Studies
#### Major in Elementary Education: Grades 1-6, Non-Licensure

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General Electives 20

**LIBERAL STUDIES CORE REQUIREMENTS***

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### LIBERAL STUDIES CORE REQUIREMENTS*

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### ELECTIVES (38 credits)

Consisting of the below: 38
- 5 Education Electives
- 7 3-credit electives
- 1 2-credit electives
Undergraduate Certificate Program in Lead Teacher Certification

Rationale for the Lead Teacher Certificate

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

Massachusetts Department of Early Education and Care (EEC)

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

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

Candidates for the Certificate

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

Certificate Housing

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

Courses in the Certificate

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

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

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

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

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

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

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

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

In her last year of study, the student elects courses that qualify her to be a successful early childhood director.

Admissions Requirements for the Early Childhood Education Leadership Program

The admissions process into the Education Leadership Program at Bay Path University is rigorous. The student is encouraged to meet with her advisor periodically to review her progress toward meeting the specific requirements for her program. It is the student’s responsibility to meet all of her program requirements in a timely manner.

Field Experience

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

**Degrees:**

- Bachelor of Arts in Legal Studies
- Bachelor of Science in Legal Studies
- Associate in Science in Paralegal

**Certificate: Advanced Paralegal Studies**

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

**Student Learning Outcomes**

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

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

**Program Goals**

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

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

**Legal Studies Programs**

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

**Bachelor of Arts and Bachelor of Science in Legal Studies**

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

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

**Bachelor of Arts in Legal Studies, Major in Forensic Studies**

The Forensic Studies Program offers an excellent and interdisciplinary exposure to the forensic applications of the many sub-disciplines encompassed within the exciting field of Forensics. The curriculum has been designed to enable students to take progressively more challenging courses as they explore a diversity of courses with forensic applications. Students will be exposed to
such topics as the collection, handling, and preservation of evidence; the preparation and preservation of exhibits for use in courts and tribunals; crime scene documentation; and various analytical procedures used in evidence collection and criminalistics.

**Associate in Science in Paralegal Studies**

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

**Certificate of Advanced Paralegal Studies (21 credit hours)**

The Paralegal Studies certificate program is appropriate for students who have previously received an associate or baccalaureate degree or who have completed a minimum of 60 credit hours of approved University courses. Students majoring in any other program can receive a Certificate of Advanced Paralegal Studies by completing the 21 credits. The ceremony at which the certificates are awarded is held in the spring of each year, immediately preceding the graduation ceremony. Students who complete their program requirements at other times during the year will have their certificates mailed to them. They may also attend the ceremony in the spring.

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

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

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

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

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

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

Students seeking legal studies degrees or a certificate who wish to receive credit through prior learning assessment should contact the Legal Department Chair before initiating the PLA process to ensure that such credits will meet departmental requirements. Students in Bay Path’s legal programs may receive up to 15 credits for prior learning.
Possible Career Options:

Paralegal in Law Firm
Paralegal in Financial Institution
Non-Profit Legal Worker
Paralegal in corporate Law Department
Graduate Study

Court Officer
Paralegal in Insurance Company
Legislative Aide
Paralegal in State or Federal Government Agencies

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

**BAY PATH UNIVERSITY CORE—43 CREDITS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG114</td>
<td>Critical Reading and Response</td>
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<tr>
<td>ENG134</td>
<td>Literary Genres</td>
<td>3</td>
</tr>
<tr>
<td>LAW240</td>
<td>Legal Research &amp; Writing</td>
<td>3</td>
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<tr>
<td>WEL100</td>
<td>Women Empowered Learners Leaders</td>
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<tr>
<td>WEL310</td>
<td>Strategies for Career and Personal Growth</td>
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<tr>
<td>WEL400</td>
<td>WELL in Practice</td>
<td>3</td>
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<tr>
<td>LAW415</td>
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<tr>
<td>MAT120</td>
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<td>Society/Citizenship Electives</td>
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**LEGAL STUDIES REQUIREMENTS—39 CREDITS**

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<tr>
<th>Course No.</th>
<th>Title</th>
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<tr>
<td>LAW 103</td>
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<td>Business Law</td>
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<td>Principles of Litigation</td>
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<td>GOV100</td>
<td>American Government</td>
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<tr>
<td>LAW246</td>
<td>Tort Law</td>
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<td>LAW330</td>
<td>Advanced Litigation</td>
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<tr>
<td>LAW371</td>
<td>Evidence</td>
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<td>Constitutional Law</td>
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<tr>
<td>LAW499</td>
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**GENERAL ELECTIVES—38 CREDITS**

*Students must discuss the legal specialty elective with the department chair*
Bachelor of Science in Legal Studies

### BAY PATH UNIVERSITY CORE — 43 CREDITS

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### LEGAL STUDIES REQUIREMENTS — 42 CREDITS

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### GENERAL ELECTIVES — 35 CREDITS

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

**BAY PATH UNIVERSITY CORE— 43 CREDITS**

<table>
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<tr>
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**FORENSIC STUDIES REQUIREMENTS— 34 CREDITS**

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<td>Intro to American Legal System</td>
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<td>Evidence</td>
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<td>CMS205</td>
<td>Principles of Photography: Digital</td>
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<td>Principles of Criminal Law</td>
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**GENERAL ELECTIVES—27 CREDITS**

**LIBERAL ARTS ELECTIVES — 9 CREDITS**

**LAW ELECTIVE – 3 CREDITS**

**SCIENCE ELECTIVE – 4 CREDITS**

*Students must discuss the legal specialty elective with the department chair*
## Associate in Science
### Major in Paralegal

### BAY PATH UNIVERSITY CORE—33 CREDITS

<table>
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<td>PSY101</td>
<td>Intro to Psychology I</td>
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<td>LAW260</td>
<td>Real Estate Law</td>
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<td>LAW248</td>
<td>Principles of Criminal Procedure</td>
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### GENERAL ELECTIVES—5 CREDITS
Certificate of Advanced Paralegal Studies

ADVANCED PARALEGAL STUDIES REQUIREMENTS—21 CREDITS
LAW103  Introduction to the American Legal System  3
LAW232  Principles of Litigation  3
LAW240  Legal Research and Writing  3
LAW241  Computer Assisted Legal Research  3
LAW246  Tort Law  3
LAW260  Real Estate Law  3
LAW___  Legal Internship or Legal Specialty Elective*  3

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

**Degree: Bachelor of Arts in Liberal Studies**

**Student Learning Outcomes**

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

- Have the ability to engage and learn from perspectives and experiences different from their own, and to understand how their place in the world both informs and limits their knowledge. Students will have the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

- Have the ability to integrate learning—across courses, over time, and between campus and community life. Students will be effective integrative learners, able to make simple connections among ideas and experiences as well as synthesize and transfer learning to new, complex situations within and beyond the campus.

- Develop critical thinking skills characterized by their comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will recognize that success in all disciplines requires habits of inquiry and analysis that share common attributes.

- Become dialectical thinkers, demonstrating solid knowledge of disciplinary parameters and will be able to push beyond those boundaries in new, unique, or atypical recombinations by uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking in order to envision a response.

- Develop well-rounded thinking skills that give them the ability to know when there is a need for information, as well as to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

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

**Liberal Studies Programs**

**Major in General Liberal Studies**

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

**Major in Interdisciplinary Studies**

The Interdisciplinary Studies major enables a student to design a course of study with mutually enhancing courses from more than one discipline in which the University has a major or a minor. The student, with an advisor from each of the disciplines, designs her program of meaningful coursework and submits it for approval to the chair of the Interdisciplinary studies major. The student has the burden of showing that her course of study cannot be met through an existing major at the University. Working with the advisors from the disciplines she has chosen, she will select a minimum of ten courses from each of the disciplines, including five upper level (300-400) courses in residence, of which at least one is a research methods class, and one an internship. In her junior year, the student, with the help of her advisors, will select a research topic related to her course of study and complete a literature review. In the final semester, the student will submit a capstone portfolio, which includes the graded research paper as well as a journal and reflective paper evaluating her internship or co-op.

**Possible Career Options for Liberal Studies Majors:**

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

Graduate Study
Bachelor of Arts in Liberal Studies  
Major in General Liberal Studies

BAY PATH UNIVERSITY CORE—43 CREDITS

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LIBERAL STUDIES REQUIREMENTS—40 CREDITS

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GENERAL ELECTIVES—22 CREDITS

LIBERAL STUDIES ELECTIVES—15 CREDITS
## Major in Interdisciplinary Studies

### BAY PATH UNIVERSITY CORE—43 CREDITS

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### INTERDISCIPLINARY STUDIES REQUIREMENTS—77 CREDITS

- **HISTORY ELECTIVES** — 3 CREDITS
- **LAB SCIENCE** — 4 CREDITS
- **SOCIAL BEHAVIORAL ELECTIVES** — 9 CREDITS
- **SOCIAL SCIENCE ELECTIVES** — 3 CREDITS
- **HUMANITIES ELECTIVES** — 6 CREDITS
- **LIBERAL STUDIES ELECTIVES** — 21 CREDITS
- **GENERAL ELECTIVES** — 13 CREDITS
- **UPPER LEVEL GENERAL ELECTIVES** — 12 CREDITS
- **LAR499 LIBERAL STUDIES INTERNSHIP** — 6 CREDITS
**Occupational Therapy**

**Degree: Bachelor of Arts in Liberal Studies**

**Majors: Pre-Occupational Therapy Studies (Pre-OT Studies) Health and Human Studies**

The goal of both the Pre-OT studies, MOT program and the Health and Human Studies program is to provide students with skills that prepare them for a range of careers in health and human service settings and for pursuing graduate degrees in related fields, including but not limited to allied health and rehabilitation professions, social work, and family studies (childhood through geriatrics).

**Student Learning Outcomes**

Upon completion of the undergraduate Pre-OT Studies, and the Health and Human Studies program, students will:

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

**Major: Pre-OT Studies, Master of Occupational Therapy**

Students in the Pre-OT Studies, Master of Occupational Therapy program are expected to meet additional student learning outcomes, determined by the Master of Occupational Therapy program (see page 326 for a full description of the MOT program).

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

Students will understand and be able to articulate the scope and dimensions of the theoretical basis of occupational therapy.

Students will apply theoretical concepts and frames of reference to practice.

Students will understand disease, illness, or injuries and the role of pathology on function.

Students will understand and articulate the role of activity on health and wellness.

Students will understand precautions, contradictions, and safety factors and will employ strategies to ensure these factors are met in academic and clinical situations.

Students will be able to document the OT process of referral, evaluation, treatment planning, treatment implementation, and discharge.

Students will evaluate clients holistically utilizing observation, occupational profile, interview, and standardized and non-standardized assessment tools.

Students will interpret assessment results and develop client specific goals and treatment plans.

Students will demonstrate the ability to establish a rapport and maintain a therapeutic relationship with clients across the lifespan, from diverse backgrounds, and with a spectrum of abilities/disabilities.

Students will demonstrate respect for the rights and dignities of self and others.

Students will demonstrate problem solving, critical analysis, reflection, and active experimentation in academic and clinical situations.

Students will use constructive feedback to develop higher level competence within the program and during fieldwork affiliations.

Students will develop a foundation of awareness and knowledge for the acquisition and application of entry level, general practice skill.

Students will engage in social learning opportunities to enhance learning and problem solving.

Students will give and receive constructive peer feedback.

The B.A./M.O.T. degree program has been granted accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA’s phone number is (301) 652-AOTA. Bay Path University’s Occupational Therapy graduates will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT); contact NBCOT at www.nbcot.org. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Students with felony records should get pre-approval from NBCOT prior to application to the Occupational Therapy Program.

Bay Path University’s program is an intensive, full-time entry-level program that fulfills the ACOTE requirement that all entry-level occupational therapy degrees be at the master’s level to meet accreditation standards by 2007. The first three years are at the undergraduate level and the last two at the graduate level. The program follows the traditional two-semester academic year with an additional three weeks of classes during the summer break prior to the Senior and graduate years and approximately six weeks of summer coursework between the first and second graduate years.

The B.A/M.O.T. degree program in Occupational Therapy combines a strong liberal arts foundation with professional courses in the theory and practice of occupational therapy. The program includes a total of 24 weeks of full-time fieldwork in active clinics at the graduate level.

As the Occupational Therapy Program is an active program with strong community ties, OT students will need to arrange their own transportation off campus, for level I and II fieldwork experiences in their Senior and graduate years, and may have to meet special requirements. These requirements may mean, but are not limited to, criminal checks, health screenings such as TB, or professional dress codes. Students with felony records should check with NBCOT for additional screening. In addition, undergraduate students must have a 3.0 cgpa, and meet minimal grade requirements of a B- for selected pre-requisites courses, including SOC100, PSY205, PSY206, BIO150, BIO151 and MAT 120 or MAT450 before beginning the Senior year. Graduate students (5th year) must have a 3.0 cgpa.

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

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

Graduates in Health and Human Studies may find employment with individuals across all age groups in a variety of organizational settings. For example, they may work in programs for at-risk youth or homeless families, day treatment centers for children or older adults, community-based substance abuse programs, job-training programs for people with disabilities, or health-focused agencies, such as the American Heart Association. Graduates of this program may be admitted to the MOT program pending GPA and prerequisite requirements.
Bachelor of Arts in Liberal Studies  
Major in Pre-OT Studies  
Master of Occupational Therapy

BAY PATH UNIVERSITY CORE — 44 CREDITS

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OCCUPATIONAL THERAPY UNDERGRADUATE DEGREE REQUIREMENTS — 81 CREDITS

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OCCUPATIONAL THERAPY MASTERS DEGREE REQUIREMENTS—38 CREDITS

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

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<tr>
<td>PSY101</td>
<td>Intro to Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>SOC100</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>HUM210 or BUS420</td>
<td>Ethics (HUM210) or Business Ethics (BUS420)*</td>
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<tr>
<td>PSY205</td>
<td>Child Development</td>
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<tr>
<td>PSY206</td>
<td>Adolescent and Adult Development</td>
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<tr>
<td>BIO150</td>
<td>Anatomy &amp; Physiology I</td>
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<td>BIO151</td>
<td>Anatomy &amp; Physiology II</td>
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<tr>
<td>HHS401</td>
<td>Play and Leisure in Human Health and Wellness</td>
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<tr>
<td>HHS410</td>
<td>Social Policy in Health and Human Services</td>
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</tr>
<tr>
<td>HHS415</td>
<td>Research Skills for Health and Human Services</td>
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</table>

### HEALTH AND HUMAN STUDIES ELECTIVES — 12 CREDITS (minimum)

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

#### Children & Families

<table>
<thead>
<tr>
<th>Course No.</th>
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<tbody>
<tr>
<td>EDU110</td>
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<tr>
<td>EDU 130</td>
<td>Ed, Schools, &amp; Culture</td>
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<tr>
<td>EDU250</td>
<td>Intro to Special Education</td>
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<tr>
<td>PSY300</td>
<td>Childhood Psychopathology</td>
</tr>
<tr>
<td>PSY345</td>
<td>Infants and Toddler Development</td>
</tr>
<tr>
<td>SOC210</td>
<td>Marital and Family Systems</td>
</tr>
<tr>
<td>SOC305</td>
<td>Domestic Violence</td>
</tr>
<tr>
<td>PSY310</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSY330</td>
<td>Psychology of Women</td>
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#### Mental Health

<table>
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<td>Abnormal Psychology</td>
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<tr>
<td>PSY300</td>
<td>Childhood Psychopathology</td>
</tr>
<tr>
<td>SOC305</td>
<td>Domestic Violence</td>
</tr>
<tr>
<td>Course No.</td>
<td>Title</td>
</tr>
<tr>
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</tr>
<tr>
<td>PSY340</td>
<td>Physiological Psychology</td>
</tr>
<tr>
<td>PSY341</td>
<td>Drugs and Behavior (PSY340 is a pre-requisite)</td>
</tr>
<tr>
<td>PSY310</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSY330</td>
<td>Psychology of Women</td>
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**Physical Health**

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<th>Title</th>
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<tbody>
<tr>
<td>BIO316</td>
<td>Musculoskeletal Anatomy (4 credits)</td>
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<tr>
<td>PSY340</td>
<td>Physiological Psychology</td>
</tr>
<tr>
<td>PSY341</td>
<td>Drugs and Behavior (PSY340 is a pre-requisite)</td>
</tr>
<tr>
<td>PSY346</td>
<td>Health Psychology (PSY240 &amp; 340 are pre-requisites)</td>
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</table>

**GENERAL ELECTIVES — 33 CREDITS**
Student Learning Outcomes

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

1. Knowledge Base in Psychology
   - Describe key concepts, principles, and overarching themes in psychology
   - Develop a working knowledge of psychology's content domains.
   - Describe applications of psychology.

2. Scientific Inquiry and Critical Thinking
   - Use scientific reasoning to interpret psychological phenomena.
   - Demonstrate psychology information literacy.
   - Engage in innovative and integrative thinking and problem solving.
   - Interpret, design, and conduct basic research.
   - Incorporate sociocultural factors in scientific inquiry.

3. Ethical and Social Responsibility in a Diverse World
   - Demonstrate psychology information literacy.
   - Engage in innovative and integrative thinking and problem solving.
   - Interpret, design, and conduct basic research.

4. Communication
   - Demonstrate effective writing for different purposes.
   - Exhibit effective presentation skills for different purposes
   - Interact effectively with others.

5. Professional Development
   - Apply psychological content and skills to career goals
   - Exhibit self-efficacy and self-regulation
   - Refine project-management skills
   - Enhance teamwork capacity
   - Develop meaningful professional direction for life after graduation

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

Psychology Programs

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

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

**Forensic Psychology**

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

**Community Based Cooperative Education Program**

The Co-Op Program is one of the many options for students to benefit from experiential learning. Students gain 3 credits (used as an elective) for working 100 hours at a local human service organization. In addition, they take a seminar class to provide support throughout this experience and facilitate connections for theory and practice. The Co-Op faculty advisor works closely with students to place them at sites that match their interests. The kinds of work responsibilities vary from site to site, but typically include: research projects, creating resource materials for staff and families, and direct care with clients in residential or after-school programs. Students are paid a stipend for working at their sponsoring site. This highly selective program is available to qualified students at the sophomore level, and is conducted during their spring semester. Students apply during the spring of their first year.

**Accelerated Bachelor’s/Master’s (ABM) degree program in the Department of Education and Psychology**

The Accelerated Bachelor’s/Master’s (ABM) degree program in the Department of Education and Psychology offers undergraduate students in the Psychology Program the opportunity to work towards a master’s degree while completing the bachelor’s degree. Students can choose to take 1-2 graduate level courses in their final semester. These courses would serve as general electives in the undergraduate Psychology Program, and would also count as requirements in her graduate program. Tuition is at the undergraduate tuition rate. Participating students must have a minimum grade point average of 3.7, be accepted into the graduate program as a conditional admit, and have the permission of the graduate program director. The student must achieve a grade of B or better in the graduate courses to continue in the graduate program. After the bachelor degree is conferred and the grade of B or better is verified, the student will be accepted into the graduate program as a matriculating student and the courses will be accepted into the graduate program as transfer credits. Psychology students should meet with the Chair of the Psychology program to obtain detailed information.
Bachelor of Arts in Psychology
General Psychology

BAY PATH UNIVERSITY CORE—43 CREDITS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG114</td>
<td>Critical Reading and Response</td>
<td>3</td>
</tr>
<tr>
<td>ENG124</td>
<td>Research and Writing in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>ENG134</td>
<td>Literary Genres</td>
<td>3</td>
</tr>
<tr>
<td>WEL100</td>
<td>Women Empowered Learners Leaders</td>
<td>3</td>
</tr>
<tr>
<td>WEL310</td>
<td>Strategies for Career and Personal Growth</td>
<td>1</td>
</tr>
<tr>
<td>WEL400</td>
<td>WELL in Practice</td>
<td>3</td>
</tr>
<tr>
<td>MAT112</td>
<td>Applied University Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PSY380</td>
<td>Interviewing &amp; Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Arts Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Society/Citizenship Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Lab Science</td>
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<td></td>
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<tr>
<td>Global/Cultural Electives</td>
<td>6</td>
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<td>Physical Fitness</td>
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<td>Financial Literacy</td>
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GENERAL PSYCHOLOGY REQUIREMENTS—39 CREDITS

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<tr>
<td>PSY101</td>
<td>Introduction to Psychology I</td>
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</tr>
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<td>PSY102</td>
<td>Introduction to Psychology II</td>
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</tr>
<tr>
<td>PSY205</td>
<td>Child Development</td>
<td>3</td>
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<tr>
<td>PSY206</td>
<td>Adolescent and Adult Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY240</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY321</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>INT250</td>
<td>Research in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSY340</td>
<td>Physiological Psychology</td>
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<tr>
<td>PSY370</td>
<td>Social Psychology</td>
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</tr>
<tr>
<td>PSY430</td>
<td>Clinical Psychology</td>
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</tr>
<tr>
<td>PSY499</td>
<td>Psychology Internship</td>
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GENERAL ELECTIVES—26 CREDITS

LIBERAL ARTS ELECTIVES—12 CREDITS
# Bachelor of Arts in Psychology
## Major in Child Psychology

### BAY PATH UNIVERSITY CORE—43 CREDITS

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<th>Course No.</th>
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<tr>
<td>ENG124</td>
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<tr>
<td>ENG134</td>
<td>Literary Genres</td>
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<tr>
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<td>Women Empowered Learners Leaders</td>
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<tr>
<td>WEL310</td>
<td>Strategies for Career and Personal Growth</td>
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<td>WELL in Practice</td>
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</tr>
<tr>
<td>MAT112</td>
<td>Applied University Mathematics</td>
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</tr>
<tr>
<td>PSY380</td>
<td>Interviewing &amp; Counseling</td>
<td>3</td>
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<tr>
<td>Arts Elective</td>
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<tr>
<td>Society/Citizenship Electives</td>
<td>6</td>
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</tr>
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<td>Lab Science</td>
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<td>Global/Cultural Electives</td>
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### CHILD PSYCHOLOGY REQUIREMENTS—45 CREDITS

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<tr>
<td>EDU110</td>
<td>Intro to Early Childhood Education or</td>
<td></td>
</tr>
<tr>
<td>EDU130</td>
<td>Education, Schools and Culture</td>
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<td>Introduction to Psychology I</td>
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<td>PSY205</td>
<td>Child Development</td>
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<td>Abnormal Psychology</td>
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</tr>
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<td>PSY300</td>
<td>Childhood Psychopathology</td>
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<tr>
<td>PSY321</td>
<td>Theories of Personality</td>
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<td>INT250</td>
<td>Research in the Social Sciences</td>
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<td>PSY340</td>
<td>Physiological Psychology</td>
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<tr>
<td>PSY347</td>
<td>Early Intervention with Infants and Toddlers</td>
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<td>Social Psychology</td>
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### GENERAL ELECTIVES—20 CREDITS

### LIBERAL ARTS ELECTIVES—12 CREDITS
Bachelor of Arts in Psychology  
Major in Forensic Psychology

BAY PATH UNIVERSITY CORE—43 CREDITS

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<th>Title</th>
<th>Credits</th>
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<td>Research and Writing in the Disciplines</td>
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<td>Women Empowered Learners Leaders</td>
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<td>WEL310</td>
<td>Strategies for Career and Personal Growth</td>
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<td>Applied University Mathematics</td>
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<td>Interviewing &amp; Counseling</td>
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FORENSIC PSYCHOLOGY REQUIREMENTS—42 CREDITS

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<td>PSY101</td>
<td>Introduction to Psychology I</td>
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<tr>
<td>PSY150</td>
<td>Survey of Forensic Psychology</td>
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<td>PSY240</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY321</td>
<td>Theories of Personality</td>
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<td>INT250</td>
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<td>PSY335</td>
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</tbody>
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GENERAL ELECTIVES—26 CREDITS

LIBERAL STUDIES ELECTIVES—9 CREDITS
Science Programs

Degrees: Bachelor of Science in Biology
Bachelor of Science in Forensic Science
Bachelor of Science in Medical Science
Bachelor of Science in Neuroscience

Majors: Biology
Biochemistry
Biology/Secondary Education: Grades 8-12
Biotechnology
Organismal Biology and Biodiversity

Student Learning Outcomes
The goal of the Science Department is to provide graduates with the requisite knowledge and skills to engage in technical careers in the biological and forensic sciences, and to proceed to graduate or professional school if desired.

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

Upon completion of the Bachelor of Science in Forensic Science program students will:
- Demonstrate proper recognition, collection and analysis of trace and pattern evidence.
- Make valid inferences based on evidence analysis.
- Understand the significance of scientific ethics as it pertains to Forensic Science.
- Effectively communicate through scientific writing activities.
- Effectively communicate through scientific speaking activities.

Upon completion of the Bachelor of Science in Medical Science program students will:
- Identify major system anatomical structures and demonstrate understanding of normal physiology for the evaluation of abnormal function.
- Demonstrate ethical and professional interpersonal skills to serve diverse multicultural patient populations.
- Demonstrate critical thinking skills applicable to patient care in professional health care careers.
- Apply biological and molecular concepts to physiologic function for identification of alterations in normal homeostasis.
- Demonstrate concentration-specific skills and knowledge for entry into the workforce or education at the post-graduate level.
- Demonstrate communication skills, both oral and written, essential to success in advance studies and within the medical science workplace.

Upon completion of the Bachelor of Science in Neuroscience program students will:
- Understand key concepts in neuroscience as they relate to neuroanatomy, neural development, electrophysiology, intracellular signaling, nervous system regulation of functions within the organism, etc.;
- Develop familiarity and proficiency in basic laboratory skills in neuroscience;
- Be able to critically evaluate experimental data either via primary literature or through data generated from their own project;
- Develop proficiency to read and interpret primary scientific articles.
- Be able to design and construct experiments to test a hypothesis;
- Gain hands-on research experience in at least one summer research program;
- Be able to communicate using oral or written media;
- Be able to integrate concepts from primary sources and compare it to the findings of their project to incorporate it into a coherent and thoughtful thesis, and;
- Understand the importance for attribution and acknowledgement of sources.

**Possible Career Options:**

<table>
<thead>
<tr>
<th>Forensic Analyst</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Analyst/Supervisor</td>
<td>Pharmaceuticals</td>
</tr>
<tr>
<td>Biology Instructor, Grades 8-12</td>
<td>Dental, Medical, or Veterinary School</td>
</tr>
<tr>
<td>Researcher</td>
<td>Grad Study</td>
</tr>
</tbody>
</table>
Bachelor of Science in Forensic Science

The Forensic Science Program is an interdisciplinary curriculum built by combining the strongest components of three outstanding programs: Criminal Justice, Biology, and Legal Studies. The faculty is comprised of highly credentialed, experienced teachers and active researchers in their respective fields. Lectures and laboratories are taught in small classroom settings in rooms fully equipped with networked computers and computer-interfaced equipment. This approach to teaching ensures that students will receive individual attention and gain facility in the use of the state-of-the-art equipment and data-acquisition and analysis tools so vital for success in today’s technological scientific arena. Extensive web-based tutorials created by faculty are available to assist students in mastering concepts, including digitized laboratory dissections, trace evidence, and osteological specimens used in laboratory sessions. Because credentials as a forensic scientist will be directly tied to such skills, knowledge, and experience, the curriculum is structured to prepare students for a variety of career options, including employment in public and private forensic laboratories, police investigation, medical examiner/coroner offices, as well as municipal, state, and federal agencies.

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

Bachelor of Science in Medical Science

The Bachelor of Science in Medical Science program is designed to fulfill current graduate study entrance requirements to Graduate and Professional Medical, Dental, Physician Assistant and Veterinary Science degree programs. This program is comprised of courses relevant to advanced study in human and animal healthcare. The Medical Science program meets the 120 credit graduation requirement for a Bachelor of Science degree and allows students to complete all introductory science courses during the first two years of study. During the third and fourth years of study, students enroll in upper level science courses to broaden base knowledge, align courses with concentration interests, and apply learned concepts to patient care philosophies.

Bachelor of Science in Neuroscience

Neuroscience is the study of the nervous system and all its related functions. Because the nervous system regulates so many different functions within an organism, better understanding of its inner workings require the contributions of several different research areas including psychology, biology, chemistry, physics and computer science. Therefore, as a field of study, neuroscience is interdisciplinary.

The curriculum for the major is designed to introduce students to a broad range of concepts in neuroscience while providing them with a foundation in mathematics and sciences. With a Bachelor of Science degree in Neuroscience, students could pursue advanced studies and professional development in neuroscience, medicine or a related field in life sciences. The student’s knowledge base in a given area of neuroscience can be further specialized with tailored electives. Additionally, given the extent of research requirements in the curriculum, the student may have the option of pursuing a research-related career or profession soon after graduation.

The major in neuroscience will consist of nine (9) courses in the sciences and mathematics and one course in ethics. Additionally, six (6) required specialized neuroscience courses and five (5) elective courses will be developed for the major. The required courses will provide students with the foundation in essential neuroscience principles and theory as well as to develop skills associated with primary literature evaluation, experimental design, data collection, research, oral presentation and scientific writing. The elective courses will permit students to increase the breadth of their knowledge in specific areas of neuroscience and on topics that are not covered in other courses offered at Bay Path University. In total, a student majoring in Neuroscience will be required to take sixty four (64) credits of required and elective courses in addition to the forty-three (43) credits of general education core courses. As part of the curriculum, students will be required to participate in at least one summer research program (Neuroscience Internship; NEU 498) to provide them with research experience that might not be readily available during the academic year at Bay Path University.

The curriculum for the minor is designed for students from other majors whose career plans might be enhanced by an understanding of neuroscience. The minor in neuroscience will consist of six (6) courses (totaling 20 credits) which include the two semester introductory neuroscience course sequence, research methods in neuroscience, and three neuroscience electives. Following completion of these courses, students in the minor will have obtained basic knowledge in the neurosciences to apply in careers that might utilize neuroscience concepts (e.g. pharmaceutical sales rep for neurological drugs).

Student Learning Outcomes

- Understand key concepts in neuroscience as they relate to neuroanatomy, neural development, electrophysiology, intracellular signaling, nervous system regulation to functions within the organism, and more.
• Develop familiarity and proficiency in basic laboratory skills in neuroscience
• Critically evaluate experimental data, either via primary literature or through data generated from student’s own project.
• Develop proficiency in reading and interpreting primary scientific articles.
• Design experiments to test a hypothesis.
• Conduct hands-on research in at least one summer research experience.
• Communicate using oral and written media.
• Integrate concepts from primary sources and compare them to findings of student’s own project to incorporate into a coherent and thoughtful thesis, with appropriate attribution and acknowledgement of sources.
• Develop behaviors consistent with professionalism and career success.

Program Requirements

The course requirements for the major include a total of 64 credit hours in addition to the 43 credits of Bay Path University Core requirements.

Bachelor of Science in Biology / Major in Biology

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

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

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

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

Bachelor of Science in Biology / Major in Biochemistry

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

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

Bachelor of Science / Major in Biotechnology

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

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

Bachelor of Science / Major in Organismal Biology and Biodiversity

Organismal Biology & Biodiversity is intended for students with wide ranging interests in biological structure, function, development, and evolution at the level of the organism. Integrative by nature and diverse in its methodologies, organismal biology is a vibrant whole organism approach to the study of the natural world and the relationships of organisms to their environments. This concentration takes full advantage of the outstanding natural environments conveniently located near our campus as well as the University’s large osteological and anatomical collection and paleoecological research lab as well as affiliations with natural history museums, nature centers and zoos.

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

Bachelor of Science in Biology / Major in Secondary Education, Grades 8-12

(Licensure: Massachusetts Department of Elementary and Secondary Education)

The licensure program in Biology/Secondary Education consists of a biology major combined with appropriate education courses. Students are required to take the Bay Path University core, a biological sciences core, and a secondary education core. This program has been approved by the Massachusetts Department of Elementary and Secondary Education. Upon completion, students earn an initial license in biology, grades 8-12, issued by the Massachusetts Department of Elementary and Secondary Education. The teaching license qualifies for equivalency with states that participate in the Interstate Agreement and endorse similar licensure. This allows Bay Path University education graduates to teach in states other than Massachusetts, pending meeting specific requirements of the state.

Student Learning Outcomes

● Prepare students to meet the Massachusetts Department of Elementary and Secondary Education Subject Matter standards in secondary biology.
● Prepare students to meet the Massachusetts Department of Elementary and Secondary Education Professional Standards for Teachers: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operations, promotes equity, and meets professional responsibilities.
● Prepare students to pass both components of the MTEL (Massachusetts Tests of Educator Licensure): Communication & Literacy and a subject test in Biology.
● Build familiarity and usage of the Massachusetts Curriculum Framework in Science and Technology/Engineering.
● Prepare students to excel in the Pre-service Performance Assessment, developed by the Massachusetts Department of Elementary and Secondary Education, and used to assess practicum (student teaching).
● Prepare students to become lifelong learners who reflect upon teaching and learning, and seek new content knowledge and skills to improve the teaching-learning process.

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

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

Admissions Requirements for Bachelor of Science in Biology / Major in Secondary Education

The admissions process into the Education Programs at Bay Path University is rigorous. Admission to the University does not guarantee continuance or entry into upper-level education courses (courses numbered 300-400). The student is encouraged to meet with her advisor periodically to review her progress toward meeting the specific requirements for her program of choice. It is the student’s responsibility to meet all of her program requirements in a timely manner.

Education Program Requirements

In addition to meeting all Bay Path University requirements, students who wish to pursue a career in secondary education must meet the following Education Program requirements:

1. The student is expected to have a cumulative grade point average of 2.67 (B-) or better prior to entering the Senior year pre-practicum and practicum.
2. The student must pass the Communication and Literacy Skills Exam of the Massachusetts Tests for Educator Licensure (MTEL) to register for specified courses. It is recommended that students pass this exam in the second year of study or before completion of 60 credits.
3. In order to enroll in Pre-Practicum (EDU 441R) and Practicum (EDU 494), the student must pass the MTEL in Biology. It is recommended that students pass this exam in the third year of study or before completion of 90 credits.
4. A student who does not meet the criteria but who seeks licensure must meet with her academic advisor to plan a course of action. This plan may include re-taking courses and meeting with the Director of the Academic Development Center to better utilize available support services.
5. Education Program requirements are subject to modification due to changes as stipulated by Bay Path University and/or recommendations from the Massachusetts Department of Elementary and Secondary Education.

Education Program Requirements for Transfer Students

1. To be considered for transfer into the Education Program at Bay Path University, a student must transfer a cumulative grade point average of 2.67 or better.
2. The transfer student must pass the Communication and Literacy Exam (MTEL) prior to entering Bay Path University or prior to completing 60 University credits. The transfer student is considered enrolled in the Education Program when she passes the Communication and Literacy Exam.
3. All Science and Education Program requirements at the 100-200 level must be completed prior to entering any courses numbered 300 or above. This may extend the time it takes to complete the program and earn the baccalaureate degree. The transfer student must develop a plan for course selection and sequencing with her academic advisor.
4. The transfer student is expected to have a cumulative grade point average of 2.67 or better prior to entering the Senior year pre-practicum and practicum.
5. In order to enroll in Pre-Practicum (EDU 441R) and Practicum (EDU 494), the student must pass the MTEL in Biology. It is recommended that students pass this exam in the third year of study or before completion of 90 credits.
6. A student who does not meet the criteria but who seeks licensure must meet with her academic advisor to plan a course of action. This plan may include re-taking courses and meeting with the Director of the Academic Development Center to better utilize available support services.
7. Education Program requirements are subject to modification due to changes as stipulated by Bay Path University and/or recommendations from the Massachusetts Department of Elementary and Secondary Education.

Retention in the Education Program

1. The student is expected to have a cumulative grade point average of 2.67 (B-) or better prior to entering the Senior year pre-practicum and practicum.
2. The student must pass the Communication and Literacy component of the Massachusetts Tests for Educator Licensure (MTEL) in order to enter specified education courses numbered 300 or above. For specifics, refer to the course descriptions in the Bay Path University Undergraduate Catalog.
3. To qualify for pre-practicum and practicum in the Senior year, **the student must pass the two exams that comprise the Massachusetts Tests for Educator Licensure (MTEL) in secondary biology.**

**Early Field Experiences**

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

**Pre-Practicum**

Prior to student teaching (practicum), a student must complete a supervised pre-practicum in a public elementary school. Pre-practicum is a field-based experience, is preparatory for student teaching, and is part of the Senior year experience. Placement is done in conjunction with the Education Department, a public school and the central office of a school district. In order to qualify for a placement, the student must have a cumulative grade point average of 2.67 (B-) or better, must pass two required MTEL exams, must be in good standing at the University, must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. As part of the pre-practicum experience, the student will participate in a weekly seminar session with a program supervisor.

**Practicum (Student Teaching)**

Practicum is a field-based experience in a public elementary school, supervised jointly by a public school teacher and University supervisor. Practicum is part of the Senior year experience and is a full-time commitment. Practicum hours are earned over a 12-week period; students must complete a minimum of 300 hours. Placement is done in conjunction with the Education Department, public school, and central office of a school district. In order to qualify for a placement, the student must have a cumulative grade point average of 2.67 (B-) or better, must pass all required MTEL exams, must have successfully completed pre-practicum, must be in good standing at the University, must complete a CORI (Criminal Offense Records Investigation) check, and any other requirements as mandated by a school district. As part of the practicum experience, the student will participate in a weekly seminar session with a program supervisor.

**Exit from the Education Program**

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

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

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

Massachusetts regulations for initial licensure in Secondary Biology, grades 8-12, require candidates to pass two exams:

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

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

It is the student’s responsibility to register for the MTEL and to be aware of registration deadlines and rules of test participation. It is the student’s responsibility to submit all necessary documentation for alternative testing arrangements should she feel they are warranted. Decisions on alternative testing arrangements are made by the MTEL, not Bay Path University.

**Post-baccalaureate Degree Admission**

The Biology/Secondary Education Program at Bay Path University is an undergraduate degree program. A student already holding a Bachelor of Science degree with an undergraduate biology major who seeks initial licensure is advised to pursue an appropriate master’s degree in the field.
A student holding a baccalaureate degree from Bay Path University who has fulfilled all of the biology and education program requirements, but who was not able or allowed to enroll in the pre-practicum or practicum, might have the option to return to Bay Path University under special conditions. She must pass the MTEL and meet any additional academic requirements not in place during the time of previous enrollment in order to fulfill the current requirements for initial licensure if a student is allowed to return to complete this option.

Teaching in States Outside of Massachusetts

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

Title II of the Higher Education Act

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

Bay Path University Pass Rates on the Massachusetts Tests of Educator Licensure (MTEL), 2013-2014

Pass rates are based on the 2011-2012 cohort of students who completed their licensure requirements during that year. These students are designated as program completers and were in the early childhood and elementary education programs.

Number of Program Completers= 57
Pass Rate on the MTEL= 100%
## Bachelor of Science in Forensic Science

### BAY PATH UNIVERSITY CORE—40 CREDITS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG114</td>
<td>Critical Reading and Response</td>
<td>3</td>
</tr>
<tr>
<td>ENG124</td>
<td>Research and Writing in the Disciplines</td>
<td>3</td>
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<td>ENG134</td>
<td>Literary Genres</td>
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<tr>
<td>WEL100</td>
<td>Women Empowered Learners Leaders</td>
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<tr>
<td>WEL310</td>
<td>Strategies for Career and Personal Growth</td>
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<td>WEL400</td>
<td>WELL in Practice</td>
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<tr>
<td>MAT 120</td>
<td>Statistics/Biostatistics</td>
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<tr>
<td>BIO110</td>
<td>Biology for Science Majors</td>
<td>4</td>
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<tr>
<td>Arts Elective</td>
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<tr>
<td>WEL100</td>
<td>Women Empowered Learners Leaders</td>
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<td>WEL310</td>
<td>Strategies for Career and Personal Growth</td>
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<td>WELL in Practice</td>
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<td>MAT 120</td>
<td>Statistics/Biostatistics</td>
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<td>BIO110</td>
<td>Biology for Science Majors</td>
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<tr>
<td>Arts Elective</td>
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<tr>
<td>Society/Citizenship Electives</td>
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<tr>
<td>Global/Cultural Electives</td>
<td>6</td>
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<tr>
<td>Physical Fitness</td>
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<td>Financial Literacy</td>
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### BIOLOGY REQUIREMENTS—80 CREDITS

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<th>Credits</th>
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<tr>
<td>MAT130</td>
<td>Pre-Calculus</td>
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<tr>
<td>MAT221</td>
<td>Calculus I</td>
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<tr>
<td>MAT222</td>
<td>Calculus II</td>
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<tr>
<td>BIO112</td>
<td>Biology II for Science Majors with lab</td>
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<tr>
<td>CHE120</td>
<td>Chemistry I with Lab</td>
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<tr>
<td>CHE121</td>
<td>Chemistry II with Lab</td>
<td>4</td>
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<tr>
<td>BIO210</td>
<td>Genetics with Lab</td>
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<tr>
<td>BIO150</td>
<td>Prin. of Anatomy and Physiology I with Lab</td>
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<tr>
<td>CHE220</td>
<td>Organic Chemistry I with Lab</td>
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<td>CHE221</td>
<td>Organic Chemistry II with Lab</td>
<td>4</td>
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<td>LAW248</td>
<td>Principles of Criminal Procedure</td>
<td>3</td>
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<td>LA0249</td>
<td>Principles of Criminal Law</td>
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<tr>
<td>LAW371</td>
<td>Evidence</td>
<td>3</td>
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<tr>
<td>BIO300</td>
<td>Biochemistry with Lab</td>
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<tr>
<td>BIO320</td>
<td>Cell and Molecular Biology with Lab</td>
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<tr>
<td>CHE300</td>
<td>Analytical Chemistry with Lab</td>
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<td>FSC205</td>
<td>Criminalistics with Lab</td>
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<td>FSC500</td>
<td>Forensic Biology with Lab</td>
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<td>FSC420</td>
<td>Forensic Chemistry with Lab</td>
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<tr>
<td>FSC435</td>
<td>Forensic Anthropology with Lab</td>
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<td>FSC440</td>
<td>Crime Scene Investigation</td>
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<td>FSC498</td>
<td>Research Project in Forensic Science or</td>
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<tr>
<td>FSC499</td>
<td>Internship in Forensic Science</td>
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# Bachelor of Science in Medical Science
## Concentrations: Pre-Medical, Pre-Dental

### CORE REQUIREMENTS - 43 Credits

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENG 114 (3 cr.)</td>
<td>Critical Reading and Response</td>
</tr>
<tr>
<td>ENG 134 (3 cr.)</td>
<td>Literary Genres</td>
</tr>
<tr>
<td>ENG 124 (3 cr.)</td>
<td>Research and Writing in the Disciplines</td>
</tr>
<tr>
<td>WEL 100 (3 cr.)</td>
<td>Women Learners and Leaders</td>
</tr>
<tr>
<td>WEL 310 (1 cr.)</td>
<td>Strategies for Personal and Career Success</td>
</tr>
<tr>
<td>WEL 400 (3 cr.)</td>
<td>WELL in Practice</td>
</tr>
<tr>
<td>Inquiry (7 cr.): BIO 110 or NEU 100, + lab</td>
<td>Biology 1 Majors/Intro to Neuroscience I with lab</td>
</tr>
<tr>
<td>MAT 120</td>
<td>Statistics</td>
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<tr>
<td>Arts (3 cr.)</td>
<td>Introduction to Psychology/Social Problems Elective</td>
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<tr>
<td>Citizenship (6 cr.): PSY 101 or SOC 200</td>
<td>Psychology of Cultural Diversity Elective</td>
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<tr>
<td>Global (6 cr.): Elective or PSY 216*</td>
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<td>Physical Fit. (1 cr.)</td>
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<tr>
<td>Financial Lit. (1 cr.)</td>
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<td>Capstone (3 cr.)</td>
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### CURRICULUM REQUIREMENTS - 60 credits

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<td>BIO 112/NEU 200 + lab (4 cr.)</td>
<td>Biology 2 Majors/Intro to Neuroscience II with lab</td>
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<tr>
<td>BIO 150 + lab (4 cr.)</td>
<td>Principles of Anatomy &amp; Physiology</td>
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<td>BIO 151 + lab (4 cr.)</td>
<td>Anatomy &amp; Physiology 2</td>
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<td>BIO 210 + lab (4 cr.)</td>
<td>Genetics with lab</td>
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<tr>
<td>BIO 260 + lab (4 cr.)</td>
<td>Microbiology with lab</td>
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<td>BIO 300 + lab (4 cr.)</td>
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<td>BIO 497/498/499 (3 cr.)</td>
<td>Biology Research/Internship</td>
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<td>CHE 120 + lab (4 cr.)</td>
<td>General Chemistry 1 with lab</td>
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<td>CHE 121 + lab (4 cr.)</td>
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<td>CHE 220 + lab (4 cr.)</td>
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<tr>
<td>CHE 221 + lab (4 cr.)</td>
<td>Organic Chemistry 2 with lab</td>
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<td>MAT 120 (3 cr.)*</td>
<td>Statistics</td>
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<td>MAT 130 (3 cr.)</td>
<td>Pre-Calculus</td>
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<td>MAT 221 (3 cr.)</td>
<td>Calculus 1</td>
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<td>PHS 101 + lab (4 cr.)</td>
<td>College Physics 1 with lab</td>
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<td>PHS 102 + lab (4 cr.)</td>
<td>College Physics 2 with lab</td>
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<tr>
<td>PSY 101 (3 cr.)*</td>
<td>Introduction to Psychology</td>
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<td>BIO 460 (3 cr.)*</td>
<td>Bioethics</td>
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<tr>
<td>Capstone (3 cr.)*</td>
<td>Evolution or</td>
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<td>Professional Practice Seminar (3 cr.)**</td>
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### Recommended Science Electives 9-11 credits

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<th>Course No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>SCI 204 (3 cr.)</td>
<td>Introduction to Human Disease</td>
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<tr>
<td>BIO 316 + lab (4 cr.)</td>
<td>Musculoskeletal Anatomy with lab</td>
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<tr>
<td>BIO 320 + lab (4 cr.)</td>
<td>Cell and Molecular Biology with lab</td>
</tr>
<tr>
<td>BIO 351 (3 cr.)</td>
<td>Pathophysiology</td>
</tr>
<tr>
<td>BIO 430 (3 cr.)</td>
<td>Immunology</td>
</tr>
<tr>
<td>BIO 445 (3 cr.)</td>
<td>Advanced Biochemistry</td>
</tr>
<tr>
<td>BIO 450 + lab (4 cr.)</td>
<td>Advanced Human Anatomy and Physiology with lab</td>
</tr>
<tr>
<td>NEU 320 (3 cr.)</td>
<td>Neuropharmacology</td>
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</table>

### Recommended General Electives 6-8 credits

<table>
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<tr>
<th>Course No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 216 (3 cr.)*</td>
<td>Psychology of Cultural Diversity</td>
</tr>
<tr>
<td>PSY 221 (3 cr.)</td>
<td>Death, Dying and Bereavement</td>
</tr>
</tbody>
</table>
# Bachelor of Science in Medical Science
## Concentration: Pre-Vet

### Core Requirements - 43 Credits

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENG 114</td>
<td>Critical Reading and Response</td>
</tr>
<tr>
<td>ENG 134</td>
<td>Literary Genres</td>
</tr>
<tr>
<td>ENG 124</td>
<td>Research and Writing in the Disciplines</td>
</tr>
<tr>
<td>WEL 100</td>
<td>Women Learners and Leaders</td>
</tr>
<tr>
<td>WEL 310</td>
<td>Strategies for Personal and Career Success</td>
</tr>
<tr>
<td>WEL 400</td>
<td>WELL in Practice</td>
</tr>
<tr>
<td>Inquiry</td>
<td>Biology 1 Majors/Intro to Neuroscience I with lab</td>
</tr>
<tr>
<td>MAT 120</td>
<td>Statistics</td>
</tr>
<tr>
<td>Arts</td>
<td>Introduction to Psychology/Social Problems Elective</td>
</tr>
<tr>
<td>Citizenship</td>
<td>International</td>
</tr>
<tr>
<td>Global</td>
<td>Elective (2)</td>
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<tr>
<td>Physical Fit.</td>
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</tr>
<tr>
<td>Financial Lit.</td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td>Evolution</td>
</tr>
</tbody>
</table>

### Curriculum Requirements - 60 credits

- **Fulfills Core Requirements***
  - Biology 2 Majors/Intro to Neuroscience II with lab
  - Principles of Anatomy & Physiology
  - Anatomy & Physiology 2
  - Genetics with lab
  - Microbiology with lab
  - Biochemistry with lab
  - Biology Research/Internship
  - General Chemistry 1 with lab
  - General Chemistry 2 with lab
  - Organic Chemistry 1 with lab
  - Organic Chemistry 2 with lab
  - Introduction to Psychology
  - Pre-Calculus
  - Calculus 1
  - College Physics 1 with lab
  - College Physics 2 with lab
  - Animal Nutrition (3 cr.)
  - Evolution

### Recommended Electives = 11-14 credits

- Introduction to Human Disease
- Musculoskeletal Anatomy with lab
- Cell and Molecular Biology with lab
- Immunology
- Comparative Vertebrate Anatomy with lab
- Mammology with lab
- Advanced Biochemistry
- Animal Behavior
- Neuropharmacology

### General Electives = 3-6 credits

- SCI 204
- BIO 316 + lab
- BIO 320 + lab
- BIO 430
- BIO 431 + lab
- BIO 440 + lab
- BIO 445
- NEU 310
- NEU 320
# Bachelor of Science in Medical Science
## Concentration: Pre-Physician Assistant (PA)

### CORE REQUIREMENTS - 43 Credits

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENG 114 (3 cr.)</td>
<td>Critical Reading and Response</td>
</tr>
<tr>
<td>ENG 134 (3 cr.)</td>
<td>Literary Genres</td>
</tr>
<tr>
<td>ENG 124 (3 cr.)</td>
<td>Research and Writing in the Disciplines</td>
</tr>
<tr>
<td>WEL 100 (3 cr.)</td>
<td>Women Learners and Leaders</td>
</tr>
<tr>
<td>WEL 310 (1 cr.)</td>
<td>Strategies for Personal and Career Success</td>
</tr>
<tr>
<td>WEL 400 (3 cr.)</td>
<td>WELL in Practice</td>
</tr>
<tr>
<td>Inquiry (7 cr.): BIO 110 or NEU 100, + lab</td>
<td>Biology 1 Majors/Intro to Neuroscience I with lab</td>
</tr>
<tr>
<td>MAT 120</td>
<td>Statistics</td>
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</tbody>
</table>

**Arts (3 cr.)**

**Citizenship (6 cr.): PSY 101 or SOC 200**

**Global (6 cr.): Elective or PSY 216***

**Physical Fit. (1 cr.)**

**Financial Lit. (1 cr.)**

**Capstone (3 cr.)**

### CURRICULUM REQUIREMENTS - 60 credits

<table>
<thead>
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<th>Course No.</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIO 112/NEU 200 + lab (4 cr.)</td>
<td>Biology 2 Majors/Intro to Neuroscience II with lab</td>
</tr>
<tr>
<td>BIO 150 + lab (4 cr.)</td>
<td>Principles of Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>BIO 151 + lab (4 cr.)</td>
<td>Anatomy &amp; Physiology 2</td>
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<tr>
<td>BIO 210 + lab (4 cr.)</td>
<td>Genetics with lab</td>
</tr>
<tr>
<td>BIO 260 + lab (4 cr.)</td>
<td>Microbiology with lab</td>
</tr>
<tr>
<td>BIO 300 + lab (4 cr.)</td>
<td>Biochemistry with lab</td>
</tr>
<tr>
<td>BIO 497/498/499 (3 cr.)</td>
<td>Biology Research/Internship</td>
</tr>
<tr>
<td>CHE 120 + lab (4 cr.)</td>
<td>General Chemistry 1 with lab</td>
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<tr>
<td>CHE 121 + lab (4 cr.)</td>
<td>General Chemistry 2 with lab</td>
</tr>
<tr>
<td>CHE 220 + lab (4 cr.)</td>
<td>Organic Chemistry 1 with lab</td>
</tr>
<tr>
<td>CHE 221 + lab (4 cr.)</td>
<td>Organic Chemistry 2 with lab</td>
</tr>
<tr>
<td>MAT 120 (3 cr.)*</td>
<td>Statistics</td>
</tr>
<tr>
<td>MAT 130 (3 cr.)</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>MAT 221 (3 cr.)</td>
<td>Calculus 1</td>
</tr>
<tr>
<td>PHS 101 + lab (4 cr.)</td>
<td>College Physics 1 with lab</td>
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<tr>
<td>PHS 102 + lab (4 cr.)</td>
<td>College Physics 2 with lab</td>
</tr>
<tr>
<td>PSY 101 (3 cr.)*</td>
<td>Introduction to Psychology</td>
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<tr>
<td>BIO 460 (3 cr.)</td>
<td>Bioethics</td>
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<tr>
<td>Capstone (3 cr.)*</td>
<td>Professional Practice Seminar (3 cr.)**</td>
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### Recommended Science Electives  11-14 credits

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>SCI 204 (3 cr.)</td>
<td>Introduction to Human Disease</td>
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<tr>
<td>BIO 316 + lab (4 cr.)</td>
<td>Musculoskeletal Anatomy with lab</td>
</tr>
<tr>
<td>BIO 320 + lab (4 cr.)</td>
<td>Cell and Molecular Biology with lab</td>
</tr>
<tr>
<td>BIO 351 (3 cr.)</td>
<td>Pathophysiology</td>
</tr>
<tr>
<td>BIO 430 (3 cr.)</td>
<td>Immunology</td>
</tr>
<tr>
<td>BIO 445 (3 cr.)</td>
<td>Advanced Biochemistry</td>
</tr>
<tr>
<td>BIO 450 + lab (4 cr.)</td>
<td>Advanced Human Anatomy and Physiology with lab</td>
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<tr>
<td>NEU 320 (3 cr.)</td>
<td>Neuropharmacology</td>
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### Recommended General Electives =3-6 credits

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 216 (3 cr.)*</td>
<td>Psychology of Cultural Diversity</td>
</tr>
<tr>
<td>PSY 221 (3 cr.)</td>
<td>Death, Dying and Bereavement</td>
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Bachelor of Science in Neuroscience

BAY PATH UNIVERSITY CORE—43 CREDITS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG114</td>
<td>Critical Reading and Response</td>
<td>3</td>
</tr>
<tr>
<td>ENG124</td>
<td>Research and Writing in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>ENG134</td>
<td>Literary Genres</td>
<td>3</td>
</tr>
<tr>
<td>WEL100</td>
<td>Women Empowered Learners Leaders</td>
<td>3</td>
</tr>
<tr>
<td>WEL310</td>
<td>Strategies for Career and Personal Growth</td>
<td>1</td>
</tr>
<tr>
<td>WEL400</td>
<td>WELL in Practice</td>
<td>3</td>
</tr>
<tr>
<td>HUM210</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>NEU100</td>
<td>Introduction to Neuroscience I w/ lab</td>
<td>4</td>
</tr>
<tr>
<td>MAT120</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Society/Citizenship Electives</td>
<td>6</td>
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<td>Physical Fitness</td>
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NEUROSCIENCE REQUIREMENTS— 64 CREDITS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NEU 200</td>
<td>Introduction to Neuroscience II with lab</td>
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<tr>
<td>BIO 210</td>
<td>Genetics with lab</td>
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<tr>
<td>BIO 320</td>
<td>Cell and Molecular Biology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHE 120</td>
<td>Chemistry I with lab</td>
<td>4</td>
</tr>
<tr>
<td>CHE 121</td>
<td>Chemistry II with lab</td>
<td>4</td>
</tr>
<tr>
<td>CHE 220</td>
<td>Organic Chemistry I with lab</td>
<td>4</td>
</tr>
<tr>
<td>CHE 221</td>
<td>Organic Chemistry II with lab</td>
<td>4</td>
</tr>
<tr>
<td>PHS 101</td>
<td>University Physics I with lab</td>
<td>4</td>
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<tr>
<td>PHS 102</td>
<td>University Physics II with lab</td>
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<tr>
<td>NEU 250</td>
<td>Research Methods in Neuroscience</td>
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<tr>
<td>NEU 399</td>
<td>Junior Seminar</td>
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<td>NEU 498</td>
<td>Neuroscience Internship</td>
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<td>NEU 490</td>
<td>Senior Thesis</td>
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<tr>
<td></td>
<td>3/4 BIO/CHE/PSY/NEU___ Electives</td>
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GENERAL ELECTIVES - 13

Students in the major will need a total of 120 credits to graduate. This will necessitate that students select at least two courses for the program or open electives that are in the 4 credit range to fulfill requirements for graduation.

Neuroscience Electives: (BIO300) Biochemistry with lab; (BIO316) Musculoskeletal Anatomy with lab; (BIO431) Comparative Vertebrate Anatomy with lab; (BIO 450) Vertebrate Physiology with Lab; (NEU 300) Neural Development; (NEU310) Animal Behavior; (NEU320) Neuropharmacology; (NEU330) Neuroendocrinology; (NEU340) Cognitive Neuroscience; (PSY240) Abnormal Psychology; (PSY340) Physiological Psychology; (PSY341) Drugs and Behavior.

Electives not specified in this curriculum will need to be approved by the Director of the Neuroscience Program prior to registration.

NOTE: For students interested in pursuing graduate careers in Neuroscience it is strongly recommended that they take Calculus I & II (MAT221 & 222) as well as Biochemistry (BIO300) with lab in addition to the major curriculum requirements outlined above.
## MINOR in Neuroscience – 20 credits

<table>
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<tbody>
<tr>
<td>NEU 100</td>
<td>Introduction to Neuroscience I</td>
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<tr>
<td>NEU 200</td>
<td>Introduction to Neuroscience II with lab</td>
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</tr>
<tr>
<td>NEU 250</td>
<td>Research Methods in Neuroscience</td>
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<tr>
<td>3 BIO/CHE/PSCY/NEU_____ Electives</td>
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</table>
**Bachelor of Science in Biology**  
**Major in Biology**

**BAY PATH UNIVERSITY CORE—40 CREDITS**

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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG114</td>
<td>Critical Reading and Response</td>
<td>3</td>
</tr>
<tr>
<td>ENG124</td>
<td>Research and Writing in the Disciplines</td>
<td>3</td>
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<tr>
<td>ENG134</td>
<td>Literary Genres</td>
<td>3</td>
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<tr>
<td>WEL100</td>
<td>Women Empowered Learners Leaders</td>
<td>3</td>
</tr>
<tr>
<td>WEL310</td>
<td>Strategies for Career and Personal Growth</td>
<td>1</td>
</tr>
<tr>
<td>WEL400</td>
<td>WELL in Practice</td>
<td>3</td>
</tr>
<tr>
<td>MAT 120</td>
<td>Statistics/Biostatistics</td>
<td>3</td>
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<tr>
<td>BIO110</td>
<td>Biology for Science Majors</td>
<td>4</td>
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<td>Arts Elective</td>
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<td></td>
<td>Society/Citizenship Electives</td>
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<td>Global/Cultural Electives</td>
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<td>Physical Fitness</td>
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**BIOLOGY REQUIREMENTS—67 CREDITS**

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<tr>
<td>MAT221</td>
<td>Calculus I</td>
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<tr>
<td>MAT222</td>
<td>Calculus II</td>
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<td>PHS101</td>
<td>University Physics I with Lab</td>
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<tr>
<td>PHS102</td>
<td>University Physics II with Lab</td>
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<tr>
<td>BIO112</td>
<td>Biology II for Science Majors with lab</td>
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<td>CHE120</td>
<td>Chemistry I with Lab</td>
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<td>CHE121</td>
<td>Chemistry II with Lab</td>
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<tr>
<td>BIO210</td>
<td>Genetics with Lab</td>
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<td>CHE220</td>
<td>Organic Chemistry I with Lab</td>
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<tr>
<td>BIO260</td>
<td>Microbiology with Lab</td>
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<td>BIO410</td>
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<td>BIO497/498</td>
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**General Electives - 13**
### Bachelor of Science in Biology
**Major in Biochemistry**

#### BAY PATH UNIVERSITY CORE – 43 CREDITS

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<th>Credits</th>
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<tbody>
<tr>
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<td>ENG124</td>
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</tr>
<tr>
<td>ENG134</td>
<td>Literary Genres</td>
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</tr>
<tr>
<td>WEL100</td>
<td>Women Learners and Leaders</td>
<td>3</td>
</tr>
<tr>
<td>WEL310</td>
<td>Strategies for Career and Personal Growth</td>
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</tr>
<tr>
<td>WEL400</td>
<td>Well in Practice</td>
<td>3</td>
</tr>
<tr>
<td>BIO110</td>
<td>Biology I (for Science Majors) with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO410</td>
<td>Evolution</td>
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<tr>
<td>SCI220</td>
<td>History/Philosophy of Science</td>
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<tr>
<td>PSY101/SOC200</td>
<td>Introduction to Psychology I/Social Problems</td>
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<tr>
<td></td>
<td>Society/Citizenship Electives</td>
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#### BIOLOGY REQUIREMENTS – 72 CREDITS

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<th>Title</th>
<th>Credits</th>
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<td>CHE120</td>
<td>Chemistry I with Lab</td>
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<tr>
<td>MAT130</td>
<td>Pre-Calculus</td>
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<tr>
<td>BIO210</td>
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<tr>
<td>BIO260</td>
<td>Microbiology with Lab</td>
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<td>University Physics I with Lab</td>
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<td>PHS102</td>
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<td>BIO300</td>
<td>Biochemistry with Lab</td>
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<td>BIO320</td>
<td>Cell and Molecular Biology with Lab</td>
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<td>CHE370</td>
<td>Physical Chemistry with Lab</td>
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<td>BIO425</td>
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<td>Research Project I or Internship in Biology</td>
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#### GENERAL ELECTIVES—5 CREDITS

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<tr>
<th>Course No.</th>
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</table>
# Bachelor of Science in Biology
## Major in Biotechnology

### BAY PATH UNIVERSITY CORE—40 CREDITS

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<tr>
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<tr>
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<td>ENG124</td>
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<td>ENG134</td>
<td>Literary Genres</td>
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<tr>
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<td>WELL in Practice</td>
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<td>MAT120</td>
<td>Statistics/Biostatistics</td>
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### BIOTECHNOLOGY REQUIREMENTS—69 CREDITS

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<td>BIO425</td>
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<td>BIO 470</td>
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### GENERAL ELECTIVES—3 CREDITS

### SCIENCE ELECTIVES—8 CREDITS

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141
Bachelor of Science in Biology
Major in Organismal Biology and Biodiversity

BAY PATH UNIVERSITY CORE – 43 CREDITS

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<td>Introduction to Psychology I/Social Problems</td>
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BIOLOGY REQUIREMENTS – 53 CREDITS

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*Fulfills BPU CORE Requirements

GENERAL ELECTIVES—6-9 CREDITS

SCIENCE CONCENTRATION COURSES—28-31 CREDITS:

<table>
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<td>BIO151</td>
<td>Anatomy and Physiology II with Lab</td>
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<td>BIO230</td>
<td>Botany with Lab</td>
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<td>BIO431</td>
<td>Comparative Vertebrate Anatomy with Lab</td>
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<td>BIO440</td>
<td>Mammalogy with Lab</td>
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<td>BIO450</td>
<td>Advanced Human Anatomy and Physiology with Lab</td>
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<td>Ecology</td>
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<td>BIO__</td>
<td>Research Project II</td>
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<td>NEU300</td>
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Bachelor of Science in Biology
Major in Secondary Education: Grades 8-12

**BAY PATH UNIVERSITY CORE—43 CREDITS**

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**Arts Elective** | 3 Credit

**Society/Citizenship Electives** | 6 Credits

**Global/Cultural Electives** | 3 Credits

**Physical Fitness** | 1 Credit

**Financial Literacy** | 1 Credit

**BIOLOGY REQUIREMENTS—73 CREDITS**

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<td>BIO150</td>
<td>Princ/Anatomy &amp; Physiology I</td>
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<td>EDU130</td>
<td>Education, Schools, and Culture</td>
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<td>EDU250</td>
<td>Introduction to Special Education</td>
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<td>PSY206</td>
<td>Adolescent and Adult Development</td>
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<tr>
<td>EDU331</td>
<td>Fundamentals of Instruction/Secondary</td>
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<td>EDU351</td>
<td>Curric Dev &amp; Classroom Mgmt/Secondary</td>
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<td>EDU441R</td>
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<td>EDU492</td>
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**SCIENCE ELECTIVE—4 CREDITS**
UNDERGRADUATE COURSE DESCRIPTIONS

ACCOUNTING

ACC 100 (3 credits)
Introduction to Financial Accounting
This course’s objective is to develop students’ ability to read, interpret, and identify the differences and relationships among the primary financial statements. This objective is met not only by analyzing the effect of business transactions on financial statements and financial ratios but also by recording essential transactions; measuring the amounts of assets, liabilities, owner’s equities, revenues, and expenses; and preparing the primary financial statements. This course also explains the difference between the cash and accrual bases of income measurement, the use of t-account analysis in determining important measures of business activity, and how the time value of money affects the measurement of liabilities. This emphasis on financial statements is reinforced through a comprehensive project.
Prerequisites: Sophomore status with the exception of highly qualified first-year accounting major
Offered fall semester

ACC 101 (3 credits)
Introduction to Managerial Accounting
The primary objective of this course is to explore how accounting information is used to help managers make decisions, with an emphasis on their planning and control activities. This objective is accomplished by exploring the terms that are used to classify costs, key business cost behavior patterns, cost-volume-profit analysis, budgeting, raw materials and direct labor variance analysis, short-run decision making using relevant costs, and performance evaluation. Students are also introduced to how product costs are determined in manufacturing, merchandising, and service businesses.
Prerequisites: ACC 100
Offered spring semester

ACC 200 (3 credits)
Accounting Information Systems
The primary objective of this course is to introduce the use and control of computerized and non-computerized accounting information systems. This objective is facilitated by using the small business software QuickBooks to illuminate course concepts. Key course topics include internal control, documentation, transaction cycles, database management systems and network technology, control procedures in automated environments, an introduction to the new digital syntax called XBRL mandated for use in financial reports, and ethical considerations in accounting information systems. Students are required to build a small accounting system using both QuickBooks and Excel.
Prerequisites: ACC 101
Offered fall semester

ACC 201 (1 credit)
Volunteer Income Tax Assistance (VITA)
The primary objective of this course is to provide volunteer income tax return assistance to members of the local community and invaluable training to students in how to complete an individual federal income tax return. This special course is open to all Bay Path University sophomores regardless of major who become certified as volunteer income tax preparers for low income community members. The course requires students to complete a 6-hour training session authorized by the Internal Revenue Service and a minimum of 3 hours of volunteer tax return preparation over a 6 week period during February and March.
Prerequisites: Sophomore status
Offered spring semester
ACC 300 (3 credits)
Intermediate Accounting I
The primary objective of this course is to explore the historical development of financial reporting and the conceptual framework, the concepts associated with revenue and expense recognition, and the principles governing the measurement and reporting of assets. Topics include a review of essential accounting concepts and the accounting process; accounting changes and error correction; financial statements and their elements, including financial statement disclosures and valuation issues related to cash, receivables, long-term construction contracts, inventory, depreciable assets and natural resources. Students are required to complete a comprehensive intermediate accounting level practice set in Excel.
Prerequisites: ACC 200 and Junior status
Offered fall semester

ACC 301 (3 credits)
Intermediate Accounting II
The primary objective of this course is to introduce the use of present value techniques in the measurement of long-term liabilities. Topics include investment and intangible assets; current liabilities; time value of money concepts applied to notes, bonds, and leases; stockholder’s equity; stock options; earnings per share; and the statement of cash flows. Students are required to complete a continuation of the Excel practice set begun in AC 300 as well as a comprehensive annual report project devoted to financial analysis.
Prerequisites: ACC 300
Offered spring semester

ACC 302 (3 credits)
Cost Management
The primary objective of this course is to provide a more advanced treatment of the topics introduced in ACC 101 (Introduction to Managerial Accounting), an expanded treatment of product costing including process costing and activity-based costing, and such new topics as regression analysis, variable costing, target costing, cost allocation for joint products and by-products, and capital budgeting. Students must complete a case analysis project.
Prerequisites: ACC 200 and Junior status
Offered fall semester

ACC 303 (3 credits)
Auditing
The primary objective of this course is to introduce financial statement audits and other assurance and attestation services conducted by the public accounting profession. Topics include the audit report, risk assessment, audit sampling, internal controls, standards of ethical conduct, fraud, work paper preparation and report writing, and the current nature of the public accounting profession. Both internal auditing and operational auditing are also introduced. This course includes a case analysis project to demonstrate specific techniques used in a real audit.
Prerequisites: ACC 300 and Junior status
Offered spring semester

ACC 400 (3 credits)
Federal Income Tax Concepts (3)
The primary objective of this course is to introduce the fundamental concepts of the federal income tax system with an emphasis on individual returns. Topics include determination of gross income, deductions and losses, tax credits, basis considerations, property transactions, deferral techniques, capital gains, and nontaxable exchanges. Students will fill out the various tax forms used in the preparation of individual income tax returns as part of a comprehensive project. Corporate taxation, basic research techniques, and tax planning are also introduced.
Prerequisites: ACC 301 and Senior status
Offered fall semester
ACC 404 (3 credits)
Advanced Accounting
The primary objective of this course is to present the concepts associated with accounting for mergers and acquisitions. Emphasis is placed on the equity method, goodwill measurement, and preparation of consolidated financial statements as well as accounting for multinationals, including foreign currency transactions and translations of foreign financial statements.
Prerequisites: ACC 301 and Senior status
Offered fall semester

ACC 405 (3 credits)
Contemporary Issues
The primary objective of this course is to provide a capstone experience for accounting majors that assists them in preparing for professional exams. Topics include accounting for pensions and income taxes, earnings management, and government and not-for-profit accounting. In addition, two emerging developments in financial reporting that are "cutting edge" in nature are presented. These are the recent moves to using fair value measurements, and the emergence of international financial reporting standards that are expected to supplant GAAP as we know it. This course includes a case study and an international financial reporting project.
Prerequisites: ACC 400 and ACC 404
Offered spring semester

ACC 499 (3-6 credits)
Accounting Internship
The primary objective of this internship is to provide Junior and Senior accounting majors with work experience in a variety of organizations. This on-the-job training is supervised by both professional managers and University accounting faculty. Interns are able to link theory with practice by comparing the knowledge obtained from their classes with the real-world experiences obtained from their job.
Prerequisites: Junior status and approval of the accounting program director

ANTHROPOLOGY

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

ART

ART 100 (3 credits)
Art History
Through a survey of selected works, this course demonstrates the beauty and power of the Western heritage of visual arts and architecture. By studying examples of great art, students learn about the underlying values they express in various time periods. This course is presented through illustrated lectures and other media that augment the textbook. Field trips will supplement classroom learning.

ART 110 (3 credits)
Drawing
This is a studio course in which the student will have supervised drawing practices under the direction of an artist-instructor. Using the most widely accepted approaches to drawing techniques, this course develops the student’s talents and skills through extensive drawing and rendering exercises involving the human form, natural objects, landscape, and perspective.

ART 121 (3 credits)
Painting I
The emphasis in this introductory course is on the fundamental skills of manipulation and observation necessary in acrylic media. Painting problems are paralleled with a study of color, texture, and forms as they apply to the work of beginning painters.
ART 122 (3 credits)
Painting II
A continuation of the painting experience, this course provides additional exercises to help develop fluency and competence in acrylic media.
Prerequisite: ART 121 or permission of the instructor

ART 230 (3 credits)
Art in America
This course examines the major trends in painting, sculpture, domestic and commercial architecture, and the decorative arts in America from the Colonial Period through the 20th century. Study includes artistic trends in the Colonial North and South, the evolution of style during the 18th and 19th centuries, and trends and innovations during the 20th century. Social and cultural history, including folk art and the gilded age as reflected in the arts, will be stressed. Field trips will highlight the course.

ART 240 (3 credits)
Modern European Painting and Sculpture
European painting and sculpture from the Romanticism of the late 18th century to the emergence of new directions during the early 20th century will be defined and discussed; concurrent trends and the dramatic impact of specific artists will be examined. Museum visits and field observations will highlight the course.

ART 250 (3 credits)
Women in Art
This course focuses on prominent women artists and their stylistic contributions to the cultural history of their respective eras. Emphasis is also placed on women as subjects and as patrons of art. The course features illustrated lectures and field trips.

BIOLOGY

BIO 110 (4 credits)
Biology I for Science Majors
This course will examine in depth concepts of cellular biology, mitosis, meiosis, developmental biology, genetic variation and heredity, gene expression, recombinant DNA technology, and evolutionary mechanisms. (Lab fee)
Offered fall semester

BIO 111 (4 credits)
Biology I for Non-Science Majors
This course will examine basic concepts of cellular biology, developmental biology, genetic variation and heredity, and evolution. Laboratory sessions will involve mitosis, embryology, heredity and recombinant DNA technology, and biochemical evolution. (Lab fee)

BIO 112 (3 credits)
Biology II for Science Majors
This course will survey the types of organisms representing the diversity of life on the planet and explore the form and function of plants and animals as well as animal behavior.
Prerequisite: A grade of C or better in BIO 110 lecture

BIO 112L (1 credit)
Biology II for Science Majors Laboratory
Laboratory sessions will involve an investigation of the structure and development of plants, the body design and physiology of invertebrates and vertebrates, and selected field work in animal behavior. (Lab fee)
Corequisite: BIO 112
BIO 150 (3 credits)
Anatomy and Physiology I
This course provides an overview of tissue types and their identification and function, as well as the integument, skeletal, muscular, and digestive systems.
*Prerequisite: A grade of C or better in BIO 110 lecture or NEU 100 lecture*

BIO 150L (1 credit)
Anatomy and Physiology I Laboratory
Laboratory topics include microscopic examination of histological slides of body tissues, gross skeletal morphology, and dissection of a mammal. (Lab fee)
*Corequisite: BIO 150*

BIO 151 (3 credits)
Anatomy and Physiology II
This course involves a study of the structural anatomy and physiological functioning of the senses, respiratory, circulatory, digestive, nervous, and urinary systems.
*Prerequisite: A grade of C or better in BIO 150 lecture*

BIO 151L (1 credit)
Anatomy and Physiology II Laboratory
Laboratory topics include the dissection of neurological organs to study gross and histological structure as well as the evaluation of selected physiological, clinical, and diagnostic tests. (Lab fee)

BIO 210 (3 credits)
Genetics
This course studies Mendelian inheritance, chromosome abnormalities, cytogenetics, sex determination, and linkage. Genetic recombination, molecular genetics, and biochemical and population genetics will be addressed, as well as the social impact of cloning and other genetic techniques.
*Prerequisites: A grade of C or better in BIO 110 lecture and BIO 112 lecture or NEU 100 lecture and NEU 200*

BIO 210L (1 credit)
Genetics Laboratory
Laboratory sessions include recombination analysis in bacteria, viruses, and Drosophila as well as studying the effects of mutations. (Lab fee)
*Corequisite: BIO 210*

BIO 220 (3 credits)
Ecology
This course emphasizes the evolution of the biosphere and the structure and function of communities and ecosystems, as well as the effects of both biotic and abiotic factors. The transformation and flow of energy, nutrient cycling, and population dynamics will be addressed. Hypothesis testing of data collected and analyzed in the field will be included.
*Prerequisites: A grade of C or better in BIO 110 lecture and BIO 112 lecture*

BIO 240 (3 credits)
Plants Rock
This course is an examination of the importance of plants with special attention to their roles in the natural world. Emphasis is placed on the historical and practical significance of plants as sources of food, medicine, and as a natural resource. The course also covers the economic, social, and medicinal uses of plants and plant products as related to herbal medicine, invasive species, and other plant-derived resources.
BIO 240L (1 credit)
Plants Rock Lab
Laboratories will include hands-on experimentation, field work and identification of common flower and tree species located on campus and in the surrounding community. (Lab fee)
Corequisite: BIO 240

BIO 260 (3 credits)
Microbiology
This course investigates the taxonomy, morphology, pathogenicity, and growth requirements of representative viruses, bacteria, fungi, and protozoa.
Prerequisites: A grade of C or better in BIO 110 lecture and BIO 112 lecture or NEU 100 and NEU 200 lecture

BIO 260L (1 credit)
Microbiology Laboratory
Laboratory sessions include aseptic technique, staining, isolation, culture, and identification of microbes, as well as diagnostic biochemical reactions, identification of unknown organisms, and immunological techniques. (Lab fee)
Corequisite: BIO 260

BIO 270-2 (3-4 credits)
Special Topics in Biology
Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles.
Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering

BIO 300 (3 credits)
Biochemistry
This course provides a survey of structural and functional chemical properties of biologically important molecules and macromolecules such as water, enzymes, vitamins, carbohydrates, proteins, lipids, and nucleic acids.
Prerequisites: A grade of C or better in CHE 220 lecture and CHE 221 lecture

BIO 300L (1 credit)
Biochemistry Laboratory
Laboratory sessions will explore enzyme kinetics and the isolation and analysis of macromolecules. (Lab fee)
Corequisite: BIO 300

BIO 314 (3 credits)
Botany
This course provides an introduction to the classification, relationships, structure, and function and metabolism of plants. Topics include photosynthesis, reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. Laboratory exercises are coordinated with lecture topics and may include field exercises.
Prerequisites: A grade of C or better in BIO 110 lecture and BIO 112 lecture

BIO 314L (1 Credit)
Botany Lab
Laboratory exercises are coordinated with lecture topics and may include field exercises.
Corequisite: BIO 314
BIO 316 (3 credits)
Musculoskeletal Anatomy
This course emphasizes the detailed form and function of the muscular, skeletal, and nervous systems. Pathology from an anatomical and physiological perspective is discussed. Origins, insertions, innervations, and actions of human muscles are studied in detail. Basic biomechanics are addressed.
Prerequisites: A grade of C or better in BIO 150 lecture and BIO 151 lecture

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

BIO 320 (3 credits)
Cell and Molecular Biology
A study of eukaryotic cell structure, function and regulation. DNA structure, replication, transcription, and translation will be stressed, as well as genetic engineering and recombinant DNA techniques.
Prerequisite: A grade of C or better in BIO 210 lecture

BIO 320L (1 credit)
Cell and Molecular Biology Laboratory
Laboratory sessions explore the isolation of DNA reactions, and restriction enzyme mapping. (Lab fee)
Corequisite: BIO 320

BIO 351 (3 credits)
Pathophysiology
Pathophysiology is designed to introduce students to the potential causes and outcomes associated with the disease process. Physiologic alterations involved in initiating disease and its progression will be discussed. Specific conditions related to the human body systems will be used to demonstrate these alterations. This is a comprehensive course designed to give students an in-depth understanding of the disease process. Included is an exploration, by body system, of the functional changes that occur due to pathological mechanisms. Mechanical and physical insult, as well as biochemical abnormalities, are discussed from a clinical viewpoint.
Prerequisite: A grade of C or better in SCI 204
Offered spring semester only.

BIO 410 (3 credits)
Evolution
This course examines in detail the processes of chemical and biological evolution and tracks the history of life on earth. Concepts will include microevolution, macroevolution, the origin of species, and the origin of major evolutionary innovations. Social Darwinism will be addressed, particularly in terms of how this theory is relevant to understanding the basics and development of sociology and the fundamental differences between society and organisms.
Prerequisites: A grade of C or better in BIO 110 or BIO 111 or NEU 100

BIO 420 (2 credits)
Biology Seminar
This course examines a number of important and exciting topics in biology. The intellectual and research development that formulated these fundamental concepts is traced through readings of the primary literature. Discussions will emphasize the critical evaluation of experimental techniques, data analysis, and interpretation.
Prerequisites: A C or better in BIO 110, 112, BIO 210
BIO 425 (3 credits)
Applied Biotechnology
This course covers the use of biotechnological techniques for microbial-based bioprocessing pharming, the applications of biosensors, recovering metals, bioremediation, engineering insect and herbicide resistance, engineering weed control and plant nutritional quality, engineering growth hormones, and bioterrorism. Concepts of intellectual property, ethical implications, risk analysis and regulations, and biotechnology as a business will also be addressed.
Prerequisites: A grade of C or better in BIO 260 lecture and BIO 320 lecture

BIO 430 (3 credits)
Immunology
This course involves a thorough examination of the immune response in animals. Topics include the structure, formation, and function of antibodies, antigen-antibody interactions, the complement system, and hypersensitive and autoallergic reactions, as well as immunosuppression.
Prerequisite: A grade of C or better in BIO 260 lecture

BIO 431 (3 credits)
Comparative Vertebrate Anatomy
This course involves a detailed study of the morphology and phylogeny of the Vertebrata including its origins, adaptations, and evolutionary trends from fish to mammals.
Prerequisite: A grade of C or better in BIO 110 or NEU 100

BIO 431L (1 credit)
Comparative Vertebrate Anatomy Laboratory
Laboratory work will consist of a comparative examination of the osteology and gross and microscopic anatomy of representative vertebrates. (Lab fee)
Corequisite: BIO 431

BIO 440 (3 credits)
Mammalogy
This course investigates the phylogenetic relationships and evolution of the different groups of mammals, as well as their comparative and functional morphology and biology.
Prerequisite: A grade of C or better in BIO 110 or NEU 100

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

BIO 445 (3 Credits)
Advanced Biochemistry
This course focuses on selected metabolic pathways, the regulation of metabolism, post-translational modification of proteins, cell signaling, mechanisms, and the control of gene expression. The course is designed to blend lectures with class discussion and presentations by students.
Prerequisites: A grade of C or better in CHE 220, 221, and BIO 300

BIO 450 (3 credits)
Advanced Human Anatomy & Physiology
This course is designed to give students a broader understanding of the human anatomy and physiology of the respiratory, urinary, digestive, cardiovascular, blood, endocrine, and nervous systems. Emphasis will be on normal physiology as compared to potential disease mechanisms. Laboratory assignments will reinforce lecture material and give the student a “hands on” experience of system mechanics.
Prerequisite: A grade of C or better in BIO 110 lecture or NEU 100 lecture
BIO 450L (1 credit)
Advanced Human Anatomy Physiology Laboratory
Laboratory sessions will include the application of techniques involving physiological experimentation in the areas of diffusion, membrane potentials, biomechanics, and the role of the interaction of organ systems in the maintenance of homeostasis. (Lab fee)
Corequisite: BIO 450

BIO 460 (3 credits)
Bioethics
This course is designed to introduce students to the interdisciplinary field of Bioethics. This course will explore fundamental moral issues that arise in medicine, health, and biotechnology. The course has two main orientations: grounding in theory & methodology and application of bioethical principals. We will consider selected contemporary issues such as: allocation of health-care resources, the responsibilities of doctors to patients, the distinction between killing and letting die, medically-assisted suicide, abortion, clinical research, and the use of technologies for genetic screening and manipulation.
Prerequisite: Junior/Senior status

BIO 497-498 (3 credits each)
Research Project in Biology
The Senior research project is designed to allow students to conduct research on a specific topic in biology. Research will be under the direction of a faculty member and will require a scholarly report.
Prerequisites: Senior status and approval of the department chair

BIO 499 (3 credits)
Internship in Biology
(This course is graded Pass/Fail)
The internship in biology is a supervised practical learning experience designed to give students the opportunity to explore career interests in biology, acquire valuable on-the-job experience, and put into practice the knowledge and skills acquired through course work.
Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of department chair

BIOTECHNOLOGY

BIT 425 (3 credits)
Applied Biotechnology
This course covers the use of biotechnological techniques for microbial-based bioprocessing pharming, the applications of biosensors, recovering metals, bioremediation, engineering insect and herbicide resistance, engineering weed control and plant nutritional quality, engineering growth hormones, and bioterrorism. Concepts of intellectual property, ethical implications, risk analysis and regulations, and biotechnology as a business will also be addressed.
Prerequisites: A grade of C or better in BIO 260 lecture and BIO 320 lecture

BIT 470 (3 credits)
Biotechnology Techniques
This course will examine the approaches used in the field of biotechnology such as structural and functional genomics, and the application of biotechnology techniques to agriculture, human health and diagnostics, and forensics.
Prerequisites: A grade of C or better in BIO 210 lecture, BIO 260 lecture, and BIO 320 lecture

BIT 497-498 (3 credits each)
Research Project in Biotechnology
The Senior research project in biotechnology is designed to allow students to conduct research under supervision and consultation with a faculty member on a specific topic in biotechnology, including literature searching, laboratory experimentation, recording, and summarizing and presenting results in a scholarly report.
Prerequisites: Senior status and approval of the department chair
BIT 499 (3 credits)
Internship in Biotechnology
(This course is graded Pass/Fail)
The biotechnology internship provides real-world experience for biotechnology majors. Field placement in a bioscience company is supervised by both designated agency personnel and University faculty. Students must complete a project in connection with the internship placement which is evaluated by the supervising instructor.
Prerequisites: A minimum CGPA of 2.0, senior status, and approval of department chair

BUSINESS

BUS 120 (3 credits)
Innovations in Business
This course provides the 21st Century foundation for business students who will need newly shaped perspectives, solid research and communication skills, positive ethical spirits, and new technological resources to work and make decisions in a global economy. Through hands-on research projects, a live business learning “lab,” and multiple field trips, students in this course learn the basics of business, the process of innovation, and the role that business plays in society. Students are encouraged to develop their own innovative capacities, whether they eventually want to start a business, shine in a nonprofit, or excel in corporate America. They begin to learn how to think as business professionals, entrepreneurs, and innovators, and will learn how to harness knowledge and accurate information to understand industrial and institutional trends and to anticipate future business conditions. Through communication-intensive activities and assignments, students are introduced to principles of economics, business ownership, management, marketing, finance, accounting, business ethics, international business issues, production, and human resources. Through course activities students will meet and interact with live business owners as well as business students from other colleges. Offered fall semester

BUS 201 (3 credits)
Entrepreneurship
This course focuses on the entrepreneurial startup. Topics include creative thinking about products and services, recognizing venture opportunities, evaluating venture viability, matching individual skills and interests with the venture, and acquiring the resources necessary for a successful business venture. Students will engage in research and teamwork to write a complete business plan and present this plan to the class. Whether or not a student is interested in starting a business, this class provides sound exposure to the entrepreneur and the mindset which is critical to making strong business decisions.

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

BUS 204 (1 credit)
Financial Wellness
Financial Wellness is a practical approach to making informed and empowering decisions about financial health. Students explore values, feelings and knowledge related to money, acquire basic financial knowledge and apply this knowledge to short and long term financial decisions. Curriculum is customized to individual student learning, with four required modules and two elective modules.

BUS 226 (3 credits)
Principles of Marketing
A survey of the marketing structure for the creation, research, and distribution of goods and services for all types of corporations is examined. Specifically, the fundamentals of the marketing mix -- product development, promotion activities, price objectives and placement of goods or services -- will be explored. Students will also examine how communication, distribution, and exchange activities affect consumer behaviors.
Offered spring semester
BUS 235 (3 credits)

Dynamics of Management
This course is an introduction to the basic functions and theories of management in the context of a dynamic environment. The role of managers in making organizations effective and efficient is emphasized. Students will develop an understanding of how to assess and capitalize on the changing internal and external environments, as well as how to deal with the complexities of human behavior in the context of organizational management.
Offered fall semester

BUS 245 (3 credits)

Social Media & Electronic Business
Business today is not conducted as it was in the past. Internet is such an important element of all exchanges and everyone needs to know how to communicate or face being left behind in employment, business transactions, or life in general. The course covers the World Wide Web, the Internet with a strong focus on sound media such as Linked In, Facebook, Twitter, MySpace and blogs.
Prerequisites: BUS 226

BUS 255 (3 credits)

Human Resource Management
This course is a presentation and discussion of the specific functions of an organization’s Human Resource Department, including the human relation, knowledge, and skills vital to a successful manager. The standards for a manager, the subordinate, and the organization are discussed, as well as the supportive relationship between the employees and the organization.

BUS 260 (3 credits)

Integrated Marketing Communications
This course presents a media-oriented analysis of advertising and sales promotion related to the marketing of goods and services. Budgeting, reach, and frequency — as well as the development of multimedia advertising campaigns — highlight this theoretical, yet practical approach.

BUS 262 (3 Credits)

Talent Management
This course examines the array of initiatives and tools to effectively managing talent with the goal of supporting organizational outcomes and fit. The student will be exposed to methodologies utilized in planning, recruiting, selecting, hiring, orienting, managing and retaining employees. Performance management in diverse industries is included as a focus of study.
Prerequisite: BUS255

BUS 270-2 (3 credits)

Special Topics in Business
This includes courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisites: To be determined based on course offering

BUS 300 (3 credits)

Organizational Development and Change
Organizational Development and Change provides students with the opportunity to learn critical theory and application in the field of Organizational Behavior and Change and how to use that knowledge to improve organizational development to adapt quickly and effectively to change. Students apply proven methods to help organizations achieve goals and build capabilities to meet future challenges.
Prerequisite: BUS 235

BUS 301 (3 credits)

Organizational Behavior
Organizations are made up of human beings with frequently different agendas. How can an organization reach its goals if policies and procedures don’t keep people “in line”? This course studies human behavior in organizations with respect to enhancing individual and organizational effectiveness. The emphasis is on the application of behavioral science research in such areas as leadership, individual teamwork, work teams, motivation, communication, conflict resolution, decision-making, and organizational change. Experiential exercises and a team project help connect theory and practice.
BUS 307 (3 credits)
**Compensation and Benefits**
This course provides a strong overview of the process of job analysis and job design related to position descriptions, job evaluation and the development of wage/salary structures. Connections will be established between individual, group and/or organizational outcomes. Students will study traditional and progressive approaches to employee benefit packages, specifically in terms of meeting the needs of the changing workforce.
**Prerequisite:** BUS 255

BUS 308 (3 Credits)
**Communicating in Business**
This course builds a bridge from students’ general education to the work they do in the field of business. With the aim of preparing students for both professional life and graduate work, this writing-intensive course introduces disciplinary strategies for preparing routine business correspondence, investigating provocative issues, and communicating to others about them. In this way, the course offers students time to learn and to practice more advanced skills in reading, writing, speaking, and listening; using appropriate software support in presentations; and mastering information literacy in the field of business. The course emphasizes fundamental principles of communication with time-on-task and real-world, discipline-specific models for communication tasks.
**Corequisites:** ENG 114, ENG 134, and ENG 124

BUS 325 (3 credits)
**Entre-vation**
"Entre-vation: A Hands-on Approach to Entrepreneurship and Innovation" provides a unique opportunity for students to learn about entrepreneurship and innovation from some of the area’s leading entrepreneurs and innovators. Through an innovative, case-based and hands-on approach, students will learn about entrepreneurship and innovation as well as creativity, thinking “out of the box,” risk-taking, venture capital, and social responsibility. Students will travel to area businesses to hear the stories behind the owners or innovative thinkers within the organization, and to tour the facilities or headquarters. Students will work in teams to research, create, and develop informed innovative solutions to real-life cases entailing problems or challenges within these businesses and/or industries. Students will be required to both generate and effectively communicate innovative ideas and entrepreneurial practices throughout the course by developing their own ideas from conception to completion. At the end of the course, the teams will present their ideas to local entrepreneurs for debate and discussion.
**Prerequisite:** BUS 120, BUS 201, BUS 226, and BUS 235

BUS 327 (3 credits)
**Financial Management**
In this course, students will learn the concepts, tools, and analytical techniques that are essential in conducting a financial analysis. The course is targeted to teach students financial analysis and its linkage to business performance. The course will cover one of financial ratios to identify potential risks and opportunities, analyzing financial performance of a company, conducting financial forecast, time value of money, cost of capital and return on investments.
**Prerequisite:** MAT112, ECO212, ACC101, Basic use of Excel
**Offered fall semester**

BUS 329 (3 credits)
**HR Policy, Employment Law & Records Management**
This course uses a positive approach to understanding and integrating the legislative environment impacting human resources with the development and implementation of internal policy and procedure from an ethical business perspective. Topics include exposure to federal legislation, labor relations, employment handbooks, documentation and Human Resource Information System.
**Prerequisite:** BUS 255

BUS 334 (3 credits)
**Operations Management**
The operational management skills you need to run a hospital are the same that you need to run a hotel, retail store, manufacturing facility or nonprofit organization. In this course you will learn skills that are transferable to various industries which will help you to improve productivity, increase responsiveness, provide more choice to the customer, and deliver higher quality standards. In short, you will learn how to analyze business processes and learn how to improve them.
BUS 337 (3 credits)
Quality Management
The 21st Century belongs to those who can think and act based on sound business intelligence. Employers are seeking individuals that have the skills and techniques to problem solve and develop creative solutions based on data and sound analytical tools and techniques. The Quality Management course will provide you with a good understanding of basic quality tools such as: cause and effect diagrams, check lists, Pareto Charts, SWOT analysis, brainstorming techniques and the 5 Y’s technique. In addition, students will learn about the leadership skills needed for effective implementation of change management projects.

BUS 339 (3 credits)
Enterprise Resource Planning
Organizations consider ERP systems as vital operational tools because these integrated suite of software modules support and connect the basic internal business processes of a company. ERP systems gives a company an integrated real-time look at its core business processes such as production, order processing, and inventory management. Along with a common database information flows between all internal business functions, which allows the ability to track business resources such as raw materials, production capacity, and cash flow. This course allows students to understand the value of ERP systems for real-time data analysis, day-to-day operational decision making and long-term strategic planning.

BUS 350-2 (3 credits)
Special Topics in Business—Advanced Level
These courses or seminars on special opportunity topics are beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering and junior or Senior status is required

BUS 371 (3 credits)
Best Practices for Human Resources Professionals
Analysis of current and projected global human resource trends and initiatives, as well as HR benchmarks and outcomes practices. Best practices from organizations that meet or exceed HR outcomes will be researched and analyzed for reflection and innovation.
Prerequisites: BUS 255, BUS 262, BUS 307, BUS 329

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

BUS 400 (3 credits)
Marketing Research
Utilizing 21st Century information tools and systems, students will data mine for current product and/or service developments and trends. Gathering secondary research information from case studies, industry associations, and books and periodicals, students will assess qualitative and quantitative information. Possible primary research opportunities through focus groups and/or statistical survey may be incorporated. Final recommendations and suggestions presented in a PowerPoint executive summary portfolio format will be made to entrepreneurs and/or representatives from corporations.
Prerequisite: MAT 112, BUS 226

BUS 491 (3 credits)
Strategic Management and Policy I
This course is all about connecting the dots, linking various functions of business and understanding the interdependency between marketing, sales, advertising, operations/supply chain and other business functions. The purpose of this course is to enable the student to integrate the lessons learned in previous business, accounting, finance, international business, and management courses through the use of case studies analyzed from the general manager’s point of view. Students will also learn the importance of score card and metrics that are essential for running a business.
Prerequisite: All Business Management Core courses must be completed prior to taking this course.
Offered fall semester
BUS 498-499 (3-6 credits)
Business Internship
(This course is graded Pass/Fail.)
Senior business students gain work experience in multi-varied business organizations, including insurance, manufacturing, banking, advertising, personnel, marketing, and international trade. Students obtain on-the-job training supervised by both professional managers and University faculty.
Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of department chair

CYBERSECURITY

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

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

CBY 200 (3 credits)
Introduction to Digital Forensics
This course is designed to introduce and explore the basic concepts of digital forensic investigations and analysis. Students will learn the basic terminology and tools utilized in a digital forensic investigation. Students will broaden their knowledge and understanding of what a digital forensic investigator does and the types of skills needed in this field.

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

CBY 210 (3 credits)
Fundamentals of Network Security
The purpose of this course is in-depth exploration of data security controls and techniques. This course will examine theoretical concepts of network security implementation. This course will examine network security tools and techniques and include hands-on practical applications.

CBY 215 (3 credits)
Elementary Data structure
The purpose of this course is to explore abstract data types and their implementation. Topics include stacks, queues, and trees, linked lists, as well as design and testing principles and software interfaces.

CBY 220 (3 credits)
Cyber Investigations I
This course prepares students with the knowledge and skills necessary to utilize forensic software tools to perform an analysis of a variety of digital devices. Students will also learn the role of a digital forensic examiner in both the private and public sector. Students will be introduced to fundamental principles of digital forensics investigations. Lab fee.
Prerequisite: CBY 220
CBY 300 (3 credits)
Assembly Language Programming
A study of computer organization and assembly language programming. Topics include, syntax, instruction type, control structures, data types, input/output, macros, hybrid, and hybrid programs.

CBY 310 (3 credits)
Cyber Investigations II
This course prepares students to conduct forensic investigations on Microsoft Windows systems. Students will learn where and how to locate Windows systems artifacts. They will also gain an understanding of the types of evidence associated with a variety of crimes. Students will learn advance concepts such as data carving, live and static filtering, acquisition, and password recovery. Lab fee.
Prerequisite: CBY 220

CBY 330 (3 credits)
Mobile Technology Analysis I
This course provides the knowledge and skills necessary for entry level mobile device examiner to gain a basic understanding of how cellular devices store data, how cellular networks function, collecting evidence and preserving it, methods for radio frequency interruption, troubleshooting connections, verifying results, and the forensic process.
Prerequisite: CBY 220

CBY 400 (3 credits)
Introductory Incident Response
This course provides the knowledge and skill necessary to utilize digital forensic software tools to conduct a forensic examination of network based systems. Students will learn about remote acquisition, memory analysis, enterprise management systems, and registry files.
Prerequisite: CBY 220

CBY 420 (3 credits)
Programming with C
General introduction to programming with C programming language in a UNIX environment.

CBY 425 (3 credits)
Network Intrusion
This course will focus on remote data collection, analysis of file data, Windows processes and DLLs, registry data, network artifacts and rootkit detection associates with network intrusions and recovery. Lab fee.
Prerequisite: CBY 310

CBY 430 (3 credits)
Mobile Technology Analysis II
This course prepares students to perform a forensic examination of mobile technologies by examining the process of collection or artifacts from handsets and SIM cards, extraction of physical data from various device types like iOS and Android, parsing data, searching, bookmarking, visualization, and incorporation of forensic software, export and reporting. Lab fee.
Prerequisite: CBY 330

CBY 435 (3 credits)
Internet Security
This course introduces digital forensic processes, methods and software to recover forensic information from Internet artifacts from a variety of Internet based applications and browsers. Lab fee.
Prerequisite: CBY 220

CBY 445 (3 credits)
Advanced Decryption
This course introduces digital forensic processes, methods and software to utilize decryption technology to identify and recover encrypted data identified during the forensic lifecycle.
Prerequisite: CBY 220
CHEMISTRY

CHE 120 (3 credits)
Chemistry I
Chemistry I is an introduction to the fundamental facts and principles of chemistry. Topics considered include chemical stoichiometry, atomic structure, the periodic table, chemical bonding, thermochemistry, and physical states of matter.
Prerequisite: MAT 104

CHE 120L (1 credit)
Chemistry I Lab
Laboratory experiences will include experiments that illustrate concepts presented in lecture, as well as introduce the students to experimental design, computer/instrument interfacing, and the statistical treatment of data. (Lab fee)
Corequisite: CHE 120

CHE 121 (3 credits)
Chemistry II
This course is a continuation of CHE 120. Topics considered include solutions, reaction rates, chemical equilibrium, precipitation reactions, acids and bases, reaction spontaneity, redox reactions, and electrochemistry.
Prerequisite: A grade of C or better in CHE 120 lecture or the equivalent, MAT 112

CHE 121L (1 credit)
Chemistry II Lab
Laboratory experiences include experiments that illustrate concepts presented in lecture and introduce the student to experimental design, computer/instrument interfacing, and the statistical treatment of data. (Lab fee)
Corequisite: CHE 121

CHE 220 (3 credits)
Organic Chemistry I
This course is an introduction to the fundamental principles of organic chemistry. Topics covered will include stereochemistry, reaction mechanisms, basic nomenclature, and the recognition of basic functional groups.
Prerequisite: A grade of C or better in CHE 120 lecture and 121 lecture

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

CHE 221 (3 credits)
Organic Chemistry II
This course is a continuation of CHE 220. Topics covered will include an examination of the higher structural classes and functional groups. Organic synthesis and spectroscopic methodologies will be explored.
Prerequisite: A grade of C or better in CHE 220 lecture

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

CHE 270-2 (3-4 credits)
Special Topics in Chemistry
This includes courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisites: To be determined based on course offering
CHE 300 (3 credits)
Analytical Chemistry
This course will cover the theory and practice of quantitative analytical chemistry as well as the interpretation of chemical data. Practical inorganic and organic applications will be examined as well as the use of chemical instrumentation.
Prerequisites: MAT 120 and MAT 221, and a grade of C or better in CHE 221 lecture

CHE 300L (1 credit)
Analytical Chemistry Lab
Laboratory topics include selected instrumental methodologies for interpreting chemical data. Topics will include acid-base, complexometric, and redox methods as well as titrimetric, electrochemical, and separation methods and spectroscopic techniques.
(Lab fee)
Corequisite: CHE 300

CHE 310 (4 Credits)
Physical Chemistry I & Lab
This course is an exploration of the fundamental physical laws governing the behavior of all chemical systems. Among the topics examined are ideal and real gases, the laws of thermodynamics and their applications to pure substances, mixtures, and chemical reactions.
Prerequisites: A grade of C or better in CHE 221
Offered spring semester only.

CHE 311 (4 credits)
Physical Chemistry II & Lab
This course is an exploration of the fundamental physical laws governing the behavior of all chemical systems. Among the topics examined are the laws of thermodynamics and their applications to pure substances, mixtures, and chemical reactions, reaction rates, and quantum chemistry.
Prerequisites: A grade of C or better in CHE 221

CHE 350-2 (3-4 credits)
Special Topics in Chemistry—Advanced Level
This includes courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisites: To be determined based on course offering; Junior or Senior status is required

CHINESE

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

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

CMS 201 (3 credits)
Introduction to Mass Communication and Pop Culture
This course introduces students to the information age and its significance in our personal and professional lives. Students explore mass communication from the perspectives of advertising, film, journalism, public relations, radio, and television. Other topics may include multi-media and interactive technology, the Internet and international communication.

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

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

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

CMS 303 (3 credits)
Gender and Communication
A survey of the research investigating how the concept of gender is socially constructed and defined through communication practices, how individual gender identities are communicatively constructed, and how gender identities affect communication practices.
*Prerequisite: ENG 124*

CMS 305 (3 Credits)
Communicating in Liberal Studies
This course encourages students to develop professionally in fields related to the humanities with consideration of the unique viewpoints that study the human condition from the liberal studies vantage point. Focusing on the theme of “professional conversations,” students are asked to think about what issues, debates, trends, etc., are happening in their fields of study and prospective careers. This course intends to equip students professionally and academically as they delve into their field of interest and think of their own contributions to their future profession.
*Prerequisites: ENG 114, ENG 134, and ENG 124*

CMS 306 (3 credits)
Theories of Communication
This course provides frameworks for understanding human communication in a variety of contexts: interpersonal, small group, organizational, public and mass media. The history and scope of the field of communications will also be delineated.
*Prerequisite: Sophomore standing or higher.*
CMS 310 (3 credits)
Writing for the Media
This course provides students with an overview of the writing process involved in the creation of content for both traditional and “new” media. Students will learn the stylistic differences inherent in the construction of news stories, ad copy, marketing pieces, etc. Concurrently, they will analyze specific target audiences in order to achieve clearly formulated rhetorical objectives. Through lecture, discussion, and projects, students will gain an understanding of the varied contexts within traditional media, such as TV, radio, newspapers, and magazines, along with the changing trends found in newer forms of media, such as e-zines, blogs, and podcasts. Social media such as Facebook and Twitter will also be included.
Prerequisite: ENG 124

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

COMMUNICATION AND INFORMATION TECHNOLOGY

CIT 210 (3 credits)
Intercultural Communication
This course focuses upon communicating effectively in a culturally diverse world. Students receive a solid grounding in Cultural Anthropology combined with Interpersonal Communication theory and practice to develop knowledge and skills essential for communicating effectively across cultural borders. Through lectures, small group discussions, research projects, videos, and guest speakers, students learn first to identify other people’s cultural patterns and then to analyze strategies for adjusting their own communicative styles to resolve and to avoid intercultural conflicts. Students demonstrate proficiency in intercultural theory and practice through writing assignments, including a formal cross-cultural research paper; oral presentations; and a variety of class activities and assignments.
Prerequisites: ENG 114 and ENG 124

COMPUTER APPLICATIONS

COM 130 (3 credits)
Computer Applications
Students learn from practical examples that demonstrate how useful a tool the computer is for presenting business data, solving problems, and making business decisions. Students will prepare professional-style worksheets; build formulas and functions; create and modify charts; work with Excel lists; manage multiple worksheets and workbooks; and use financial functions. Students will also design, create, and modify databases; run queries; and produce reports.
CRIMINAL JUSTICE

CRJ 120 (3 credits)
Introduction to Criminal Justice
This course will be an introduction to the criminal justice system in the United States. Crime, criminals, victims, explanations of criminal behavior, law and the criminal justice system, policing strategies, police and the law, courts and courtroom workgroups, proceedings before trial, conviction by trial and guilty pleas, sentencing, community corrections, prisons and jails, prison life and juvenile justice will be covered.
Offered fall and spring semester

CRJ 202 (3 credits)
Victimology and Criminology
The scope of victimology, gauging the extent of criminal victimization, the costs of being a victim, remedying the plight of victims, restorative justice, victimization at work and school, and victim rights will be studied. Criminology and crime theory, different perspectives -- classical, biological, psychological, and sociological – and measuring crime will be examined.
Prerequisite: CRJ 120
Offered fall semester

CRJ 204 (3 credits)
Principles of Policing
This course will introduce students to the principles of policing in the United States from its inception to the present. Police ethics, discretion, stress, culture, work, patrol operations, criminal and internal investigations, promotions, professional development and community policing will be examined.
Prerequisite: CRJ 120
Offered spring semester

CRJ 206 (3 credits)
Private Security
An overview of the U.S. private security industry: What is it? How is it done? Who hires private security officers? Why and where are they utilized? Private security business, concepts, and law will be explored. Private security operations and categories – such as premises, business, retail, personal, employment-related, corporate, information and computer security – will be studied.
Prerequisite: CRJ 120
Offered fall semester

CRJ 222 (3 credits)
Criminal Investigations and the Elements of Criminal Law
The fundamentals of effective and professional criminal investigations will be studied, through the lens of the elements of criminal law. Crime scene procedures, evidence collection and preservation, forensic science technology, interview and interrogation techniques, use of informants to obtain information and intelligence, surveillance methods, writing comprehensive reports, identifying and arresting suspects, legal searches and the Fourth Amendment, investigating violent crimes against persons as well as property will be covered.
Prerequisite: CRJ 120
Offered fall and spring semesters

CRJ 270 (3 credits)
Special Topics in Criminal Justice
Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles.
Course/seminar may be repeated if topic is different.
Prerequisite: CRJ 120; To be determined based on course offering; Sophomore, Junior or Senior status is required
CRJ 275 (3 credits)
Criminal Procedure for the Criminal Justice Professional
Criminal Procedure will be examined with an emphasis on the varying, and sometimes conflicting, roles of professionals in law enforcement, including police, probation, parole, corrections, homeland security, and court administration. The course will cover police stop-and-frisks, probable cause, arrest, search and seizure, search warrants and affidavits, Miranda Rights, confessions and interrogations, line-ups and show-ups, investigations, informants, plain view doctrine, consent, exigent circumstances, right to counsel, due process, entrapment, and the exclusionary rule.
Prerequisite: CRJ 120
Offered spring semester

CRJ 300 (3 credits)
Corrections
The basic organization and objectives of the American correctional system will be examined. Local, state, federal and private sector correctional systems and practices will be studied. Special categories of correctional clients – male, female, juvenile, sex offenders, mentally and physically disabled or challenged, geriatric, and HIV – will be considered.
Prerequisites: CRJ 120 and Junior or Senior Status
Offered fall semester

306 (3 credits)
Healthy Living for the Criminal Justice Professional Woman
Students will be exposed to a variety of tools and techniques to excel, as a woman, in the criminal justice arena. Topics such as stress management, nutrition, fitness, and strategies for success will be explored and discussed.
Prerequisite: CRJ 120 and Junior or Senior status
Offered spring semester

CRJ 310 (3 Credits)
Communicating in Criminal Justice
This course builds a bridge from students’ general education to the work they do in the field of criminal justice. With the aim of preparing students for both professional life and graduate work, this writing-intensive course introduces disciplinary strategies for investigating provocative issues and for communicating to others about them. In this way, the course offers students time to learn and to practice more advanced skills in reading, writing, speaking, and listening; in using appropriate software support in presentations; and in mastering information literacy in the field of criminal justice. The course emphasizes fundamental principles of communication with time-on-task and real world, discipline-specific models for communication tasks.
Prerequisites: CRJ 120, ENG 114, and ENG 134

CRJ 312 (3 credits)
Criminal Evidence
Topics of study will include the burden of proof and burden of production for criminal trials, probation hearings, and parole violations; forms of criminal evidence; relevance; competency; direct and circumstantial evidence; exculpatory evidence; identification; authentication; expert testimony; admissions and confessions; the Hearsay Rule and its exceptions; character evidence; alibi evidence; and privileged communications. Criminal courtroom procedure, witness preparation, and both Grand Jury and courtroom testimony will be discussed. Multiple actual criminal case studies will be utilized throughout this course.
Prerequisites: CRJ 120, CRJ 222, and CRJ 275, and Junior or Senior status
Offered spring semester

CRJ 320 (3 credits)
Probation and Parole
This course will explore the different roles and responsibilities of the probation and parole officer in the criminal justice system. Emphasis will be placed on understanding an integrated model of supervision, developing effective treatment plans, aftercare services, and sanctions for non-compliance. The interplay among the police, prosecutors, judges, prison personnel, probation and parole officers will be examined.
Prerequisite: CRJ 120 and Junior or Senior status
Offered fall semester
CRJ 325 (3 credits)
Criminal Organizations
This course will explore and compare the structure and characteristics of various criminal organizations. Common characteristics of criminal organizations, causes of organized crime, the businesses, the paradigms, the role of law enforcement, crime statutes, prosecution strategies, defenses, and sentencing will be discussed. Different national and international groups—Asian, Russian, Latin American, Italian, Afrolineal, European, urban street gangs, prison gangs, and the evolving relationship between terrorism and organized crime — will be studied.
Prerequisites: CRJ 120 and Junior or Senior status

CRJ 335 (3 credits)
White Collar Crime
White collar crime in contemporary society will be explored. Explanations for white collar crimes, the principal focus of these crimes, prosecutorial and defense practices, and the response of the criminal justice system to these crimes will be studied. Emphasis will be placed on corporate fraud, environmental crimes, unsafe products, fiduciary fraud, and corruption of public officials, securities fraud, institutional corruption, mass media, and religion. A case study approach will be utilized throughout the course.
Prerequisites: CRJ 120 and Junior or Senior status
Offered spring semester

CRJ 342 (3 credits)
The Juvenile Justice System
This course will consist of an overview of the juvenile justice system in the U.S. The history and origins of juvenile court, causes of delinquency, the legal rights of juveniles, juveniles and the police, juvenile court trials and dispositions, juveniles in adult court, probation and dispositional alternatives, juvenile corrections, custodial sanctions and parole, and restorative justice will be considered.
Prerequisite: CRJ 120 and Junior or Senior Status
Offered spring semester

CRJ 348 (3 credits)
Terrorism and Homeland Security
This course seeks to theoretically and analytically examine the concept of terrorism. Students will analyze terrorist philosophies, motivations, and organizations. The course will explore the general tactics and concepts of terrorism. Students will study the law enforcement response to terrorism, including the major implications of the “War on Terror,” the USA Patriot Act, and the impact on American civil liberties.
Prerequisites: CRJ 120 and Junior or Senior status
Offered spring semester

CRJ 350-2 (3 credits)
Special Topics in Criminal Justice—Advanced Level
Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: CRJ 120 and Junior or Senior status. To be determined based on course offering

CRJ 355 (3 credits)
International Criminal Justice Systems
This course will examine criminal justice systems around the world. Students will explore the background, historical development, and societal influences that have affected the development of various criminal justice systems. The role of the Rule of Law and concepts of justice, punishment, and rehabilitation will be examined.
Prerequisites: CRJ 120
Junior or Senior status
Offered fall semester
CRJ 380 (3 credits)
Computer Crime
This course will provide an overview of computer crime and its increasing prevalence in our society. The course will introduce students to the role digital devices play in computer crime investigations. Students will examine not only the device itself and why it is used to commit crime, but more importantly, the critical evidence left behind on the device that may be useful to solve and prosecute the crime. Students will learn basic concepts involved in the digital crime scene, including the laws that guide investigations of this type. They will work with software tools designed to preview digital evidence and full digital evidence forensic processing tools. The course will cover internet technologies and how law enforcement deals with Internet Service Providers.
**Prerequisite:** Junior or Senior status
**Offered spring semester**

CRJ 399 (1-3 credits)
Directed Study in Criminal Justice
**CRJ 120, CRJ 233, requires the approval of the department chair, Junior or Senior status**

CRJ 402 (3 credits)
Ethics and the Criminal Justice Professional
Ethical dilemmas frequently encountered by professionals – police, prosecutors, defense attorneys, probation officers, parole officers, court officers, judges and correctional officers – within the criminal justice system will be thoughtfully explored within a discussion-based classroom setting.
**Prerequisite:** CRJ 120 and Senior status
**Offered fall semester**

CRJ 406 (3 credits)
Violence against Women and Children
This course is an intensive seminar that studies cross-cultural issues of violence against women and children around the world. Students will be required to read books, to participate fully in all in-class discussions, to write a number of short papers, and to give a scholarly presentation to the class.
**Prerequisite:** Permission of Department Chair
**Offered spring semester**

CRJ 498 (3 credits)
Criminal Justice Internship
(This course is graded Pass/Fail.)
Students receive supervised training from practicing professionals, typically during their Senior year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that apply to their individual career and educational objectives. Sites may include: federal and state law enforcement agencies; the District Attorney’s Office, Attorney General’s Office, or U.S. Attorney’s Office; state and federal Public Defender’s Offices; state and federal courts; municipal and state police departments; victim/witness assistance units; correctional facilities; state and federal probation and parole offices; and corporate security departments.
**Prerequisites:** Junior or Senior status, and permission of department advisor.
**Offered fall and spring semesters**

CRJ 499 (3-6 credits)
Criminal Justice Internship
(This course is graded Pass/Fail.)
Students receive supervised training from practicing professionals, typically during their Senior year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that apply to their individual career and educational objectives. Sites may include: federal and state law enforcement agencies; the District Attorney’s Office, Attorney General’s Office, or U.S. Attorney’s Office; state and federal Public Defender’s Offices; state and federal courts; municipal and state police departments; victim/witness assistance units; correctional facilities; state and federal probation and parole offices; and corporate security departments.
**Prerequisites:** Junior or Senior status and permission of department advisor.
**Offered fall and spring semesters**
DANCE

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

DAN 110 (1 credit each semester)
Dance Technique
(This course is graded Pass/Fail.)
This class draws upon the techniques of modern dance pioneers: Martha Graham, Doris Humphrey, and Merce Cunningham. The class will stress body placement, contrasts in movement qualities, and dance as a means of personal expression.

DAN 121 (1 credit)
Jazz I
(This course is graded Pass/Fail.)
This course serves as an introduction to the fundamentals of jazz dance techniques. The class will expose the student to body isolations and rhythmic awareness combined with dance phrases to enhance the understanding of basic jazz vocabulary.

DAN 122 (1 credit)
Jazz II
(This course is graded Pass/Fail.)
A continuation of Jazz I, this course presents a further study of jazz dance techniques stressing the extended jazz vocabulary and complexity of movement phrases. Prerequisite: DAN 121 or permission of the instructor

DAN 131 (1 credit)
Tap I
(This course is graded Pass/Fail.)
This course serves as an introduction to basic tap dance terminology and techniques. Various styles of tap dance will be explored, such as soft shoe and rhythm, as well as traditional tap steps. Tap shoes are required.

DAN 190 (1 credit each semester)
Bay Path Dance Company
(This course is graded Pass/Fail.)
This course is open to selected students by audition only. Participants will be required to take part in on- and off-campus dance programs as well as in all necessary rehearsals.

DAN 201 (3 credits)
Twentieth Century Entertainment
The history of entertainment will provide a fascinating window into the culture of America through textbook, audio, and video study. We will explore social and cultural movements that influenced and celebrated theater, music, and dance in the 20th century. Included areas of focus will be early and contemporary entertainment on Broadway, television, and in Hollywood as well as how Ballroom dancing gave way to today’s “club dancing” and MTV.

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

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

ECO 211 (3 credits)
Macroeconomics
This course examines the elementary principles of economics involving individual and social choice, economic analysis, supply, demand, the market and the price mechanism. Major concentration is on macroeconomic principles relative to money, the banking system, national income analysis, inflation, unemployment and the dilemma of stabilization, competing theories in contemporary times and world trade, development issues and alternatives, and evolving economic systems.
Offered fall semester

ECO 212 (3 credits)
Microeconomics
Microeconomics studies theories of specialization, trade, income distribution and consumer choice; the theory of the firm; real-world market analysis; the problems of modern society; and the overview of evolutionary growth and change in the American economy.
Offered spring semester

EDUCATION

EDU 110 (3 credits)
Introduction to Early Childhood Education
This course presents an introduction to the field of early childhood education through an examination of the history and philosophy of early childhood education programs and educational theorists. Emphasis will be placed on understanding the development of early childhood programs and environments in relation to the changing needs of modern society. Required observations made at local early childhood facilities, and public elementary schools will augment classroom activities.
Offered spring semester

EDU 130 (3 credits)
Education, Schools, and Culture
The course presents a comprehensive examination of the field of education. Students will be exposed to the major historical, philosophical, economic, societal and cultural, professional, and accountability issues that continue to shape education within a complex, changing society. Required observations at public schools will augment classroom activities.
Offered spring semester

EDU 211 (3 credits)
Methods and Approaches in Teaching Children I
This early childhood course studies the theoretical and practical aspects of teaching and caring for young children. Topics include: philosophical constructs, program development, curriculum design and delivery, planning and organization, and instructional and classroom management techniques. Students will be introduced to the Massachusetts Curriculum Frameworks. Students will participate in a 20-hour field experience at the preschool or kindergarten level.
Prerequisite: EDU 110
Offered fall semester

EDU 212 (3 credits)
Methods and Approaches in Teaching Children II
This course continues the study of the theoretical and practical aspects of teaching and caring for young children. Topics include: creative arts, mathematics, science and technology, history, early literacy and literature for young children. The Massachusetts Curriculum Frameworks are used to plan and design instruction. Students will participate in a 20-hour field experience at the preschool or kindergarten level.
Prerequisite: EDU 211
Offered spring semester
EDU 250 (3 credits)
Introduction to Special Education
This course deals with the implications of disabling conditions on optimal learning potential and daily well-being of children. Emphasis is on identification of disabling conditions and techniques used to promote successful integration of children with and without special needs in education settings. Topics covered include familiarity with individualized education plans, intervention and instructional behavioral strategies for diverse learners, and collaborative partnerships with families and community resources.
Observations are required.
Offered fall semester

EDU 270-2 or 350-2 (3 credits)
Special Topics in Education
This course enables students to have an in-depth exploration of various topics in education. The topic for study will be determined prior to registration and will change every one or two years.
Prerequisite: To be determined based on course offering

EDU 300 (3 credits)
Reading and Early Literacy
Students examine content, pedagogical, and assessment strategies for effective literacy instruction based upon guidelines in the *Massachusetts English/Language Arts Curriculum Framework*. Topics include techniques for fostering emergent literacy, vocabulary development, comprehension strategies, the interactive relationship between beginning reading and writing, and factors that put children at risk for literacy development. Included is an in-depth study of phonics as a system for teaching reading.
Observations/fieldwork is required.
Prerequisite: PSY 205 or one course in education, Junior status
Offered fall semester

EDU 323 (3 credits)
Reading and Language Arts for the Elementary School
Students explore content and teaching strategies used to develop competent readers and writers, based upon guidelines in the *Massachusetts English/Language Curriculum Framework*. Topics include expanding literacy across the content areas, language arts instruction, diagnosis and assessment of reading skills using a variety of assessment techniques, and intervention programs for success in reading. Observations/fieldwork are required.
Prerequisite: EDU 300, Junior status
Offered spring semester

EDU 330 (3 credits)
Fundamentals of Instruction and Classroom Management
This course explores curriculum design and classroom management strategies for teachers using guidelines presented in the *Massachusetts Curriculum Frameworks*. Topics include instructional design and delivery methods, technology as a curriculum resource, formal and informal assessment techniques and their connection to instructional planning, effective communication with children and adults, and strategies for behavior management. Observations/fieldwork are required.
Prerequisites: completion of all 100 and 200 level courses in education, Junior status
This course must be taken at Bay Path University.
Offered fall semester
EDU 331 (3 credits)
Fundamentals of Instruction and Classroom Management for Secondary Education
This course explores curriculum design and classroom management strategies for teachers using guidelines presented in the Massachusetts Curriculum Frameworks. Topics include motivation and learning, educational equity, working with standards, instructional planning and design, integrating technology into the curriculum, formal and informal assessment techniques and their connection to instructional planning, effective communication with students, and strategies for behavior management. Fieldwork in a secondary biology class required.
Prerequisites: completion of all 100 and 200 level courses in education, Junior status
This course must be taken at Bay Path University.
Offered fall semester

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

EDU 350 (3 credits)
Curriculum Development
Students plan, implement, and assess curriculum and instruction using the Massachusetts Curriculum Frameworks. Emphasis is on explorations in mathematics and problem solving, science and the process of inquiry, social studies and American civic culture, and integration of technology into the curriculum. Special attention will be given to a variety of methods of assessment for both learning and behavior. Observations/fieldwork are required.
Prerequisite: EDU 330, Junior status
This course must be taken at Bay Path University.
Offered spring semester

EDU 351 (3 credits)
Curriculum Development for Secondary Education
Students design, implement, and assess curriculum and instruction using the Massachusetts Curriculum Frameworks as they relate to the academic disciplines in secondary education. Emphasis is on instructional approaches and methodology in a standards based environment for both learning and behavior. Fieldwork in a secondary biology class is required.
Prerequisite: EDU 331, Junior status
This course must be taken at Bay Path University.
Offered spring semester

EDU 370-3 (3 credits)
Special Topics in Education—Advanced Level
This course enables students to have an in-depth exploration of various topics in education. The topic for study will be determined prior to registration and will change every one or two years.
Prerequisite: To be determined based on course offering; Junior or Senior status is required

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

EDU 441P (1 credit)
Early Childhood Pre-Practicum
Supervised pre-practicum with seminar in grades 1 or 2
Pre-Practicum begins the student’s Senior year experience and gives the student a consistent, supervised experience in a public school setting. Students integrate and apply what has been learned in earlier education courses, including planning, preparing and teaching through use of the Massachusetts Curriculum Frameworks. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.
Pre-Practicum hours are typically earned in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period. Included is a weekly seminar session with a program supervisor from the University. This course must be taken at Bay Path University.

Offered fall semester

**EDU 441Q (1 credit)**

**Elementary Education Pre-Practicum**

*Supervised pre-practicum in grades 1-6*

Pre-Practicum begins the student’s Senior year experience and gives the student a consistent, supervised experience in a public school setting. Students integrate and apply what has been learned in earlier education courses, including planning, preparing and teaching through use of the *Massachusetts Curriculum Frameworks*. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Pre-Practicum hours are typically earned in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period.

**Prerequisites:** EDU 350, CGPA of 3.0 or better, Senior status, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the MTEL, and the approval of the department chair

**Corequisite:** EDU 490

This course must be taken at Bay Path University.

Offered in both fall and spring semesters

**EDU 441R (1 credit)**

**Pre-Practicum in Secondary Biology**

*Supervised pre-practicum in grades 8-12*

Pre-Practicum begins the student’s Senior year experience and gives the student a consistent, supervised experience in a public school setting. This experience allows the student to integrate and apply what she has learned in earlier education courses. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offence Records Investigation) check and any other requirements as mandated by a school district. Pre-Practicum hours are typically earned in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period.

**Prerequisites:** EDU 351, CGPA of 2.67 (B-) or better, Senior status, passing scores on the Communication and Literacy Exam and the Biology MTEL grades 8-12, and the approval of the department chair.

**Corequisite:** EDU 492

This course must be taken at Bay Path University.

Offered in both fall and spring semesters

**EDU 460 (3 credits)**

**Director I**

This course is designed to familiarize students with the basic values, structure, and organizational leadership needed to successfully operate an early childhood center. This course will explore effective leadership, different styles of leadership, and types of child care centers. It will also address topics such as: establishing and equipping an early childhood center, working with personnel, staff development, and retaining and recruiting of quality teachers, supervisory responsibilities, curriculum development, ethical responsibilities, and working with families, volunteers and the community. We will also discuss ways of how to be active advocates for young children. Observation/field work is required.

**EDU 461 (3 credits)**

**Director II**

This course is designed to familiarize students with the Massachusetts licensing requirements and regulations as mandated by the Department of Early Education and Care. This course will explore the fiscal requirements and management of Early Childhood Centers in both the for-profit and non-profit sectors. It will also address topics such as Quality Rating Scale Indicators, Massachusetts preschool guidelines and early learning standards, ethical responsibilities, and writing effective policies. We will also discuss ways of how to be active advocates for young children. Observation/field work is required.
EDU 490 (1 credit)
Pre-Practicum Seminar
Facilitated by a University program supervisor, students discuss curriculum, pedagogy and critical issues in support of their success as future teachers.
Corequisite: EDU 441P or EDU 441Q

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

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

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

EDU 494 (12 credits)
Practicum in Secondary Biology
Students will complete a full-time, supervised practicum (student teaching) with seminar in a public school, grades 8-12, and will assume direct instructional and professional responsibilities as teachers. Practicum hours are earned over a 12-week period. A minimum of 300 hours are required. Requirements for Practicum are the same for students enrolled in the traditional or one-day program. Practicum allows the student to refine pedagogical and methodological skills necessary for exemplary teaching. Practicum students are supervised jointly by the school supervising practitioner and program supervisor. Students will have three observations and participate in a minimum of three conferences during the semester. Students must demonstrate competence on the Preservice Performance Assessment, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education. Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) and any other requirements as mandated by a school district.
Prerequisites: EDU 441R, Senior status, CGPA of 2.67 (B-) or better, passing scores on the Communication and Literacy Exam and Biology MTEL, and the approval of the department chair.
Corequisite: EDU 493
This course must be taken at Bay Path University.
Offered in both fall and spring semesters
EDU 497 (12 credits)
Early Childhood Practicum
Students will complete a full-time, supervised practicum with seminar in a public school, grades K and 1-2, and will assume direct instructional and professional responsibilities as teachers. Students enrolled in EDU 497 must complete two public school placements, one in a kindergarten setting (minimum of 100 hours over a 4-week period) and the second in a grade 1 or 2 setting (minimum of 200 hours over an 8-week period). At least one of these settings must include children with special needs. A minimum of 300 hours are required over 12 weeks. A weekly seminar session, facilitated by a University program supervisor, will be incorporated into the practicum experience.

Practicum (student teaching) allows the student to refine pedagogical, methodological, and management skills necessary for exemplary teaching, using the Massachusetts Curriculum Frameworks. Practicum students are supervised jointly by the school supervising practitioner and program supervisor. Students will have three observations and participate in a minimum of three conferences during the semester. Students must demonstrate competence on the Pre-service Performance Assessment, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education.

Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Prerequisites: EDU 441P, Senior status, CGPA of 3.0 or better, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.

Corequisite: EDU 491
This course must be taken at Bay Path University.
Offered in both fall and spring semesters

EDU 499 (12 credits)
Elementary Education Practicum
Students will complete a full-time, supervised practicum with seminar in a public school, grades 1-6, and will assume direct instructional and professional responsibilities as teachers. Practicum hours are earned over a 12-week period. A minimum of 300 hours are required. Requirements for Practicum are the same for students enrolled in the traditional or one-day program.

Practicum (student teaching) allows the student to refine pedagogical, methodological, and management skills necessary for exemplary teaching, using the Massachusetts Curriculum Frameworks. Practicum students are supervised jointly by the school supervising practitioner and program supervisor. Students will have three observations and participate in a minimum of three conferences during the semester. Students must demonstrate competence on the Pre-service Performance Assessment, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education. Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Prerequisites: EDU 441Q, Senior status, CGPA of 3.0 or better, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.

Corequisite: EDU 491
This course must be taken at Bay Path University.
Offered in both fall and spring semesters

ENGLISH

ENG 099 (3 degree credits; 6 non-degree credits)
English-as-a-Second-Language
This course is designed to meet the special needs of students for whom English is non-native. Class meetings and individual instruction provide skills and practice in oral and written communication.

ENG 114 (3 Credits)
Critical Reading and Response
This course introduces the integration of communication skills essential for effective reading, writing, speaking, and listening at the University level. In this writing intensive course, students develop composition skills to produce collegiate-level papers modeling rhetorical modes and thematic content. In addition, they sharpen strategies for reading complex texts; research skills for locating and evaluating information and incorporating it into written work; presentation skills for verbal summaries of readings and response writings, and peer review of papers; and basic technological skills for word processing, e-mail, and introductory-level research.
ENG 134 (3 credits)
**Literary Genres**
Selected readings in fiction, poetry, and drama introduce the student to literary types and techniques. These readings provide a basis for collegiate-level discussion, analysis, and the development of critical judgment. Building on the communications and research skills from earlier courses in the sequence, this course emphasizes continued practice in writing. Students complete a documented research paper using primary and secondary sources as one of the course writing assignments. Discussions and oral presentations based on assigned literature support the overall goal of the sequence: to enhance the advancement of the students, first academically and then professionally.
*Prerequisite: ENG 114*

ENG 124 (3 credits)
**Research and Writing in the Disciplines**
In this course, readings from a variety of disciplines will provide students with strategies to communicate in the sciences; business and technology; liberal studies, and the social sciences. Research and documentation skills appropriate to the disciplines are stressed. In addition to leading students through the research process from start to finish, this course will examine the many ramifications of academic honesty.
*Prerequisite: ENG 114*

ENG 135 (3 credits)
**American Culture-Reading, Writing and Communicating in English**
This course is intended for non-native speakers of English and develops students’ reading, writing, speaking, and listening comprehension skills. Students’ skills in areas such as grammar, vocabulary, and research/library skills will receive particular attention. Instruction integrates these skills to improve written communication and reading comprehension using progressively challenging assignments. U.S. culture, both historical and contemporary, provides the focus for all class discussion and course assignments. Students practice reading skills via various kinds of texts, including textbooks, current newspapers, magazines and web-based content. Audio and video materials are used to develop listening comprehension and expand students' knowledge of U.S. culture.

ENG 200 (3 credits)
**Women in Literature**
The changing image of women, as well as their experience and perspectives, is considered through representative works of literature. Readings explore the conflict of roles, stereotypes, and traditions together with personal discovery, integrity, and self-definition.
*Prerequisite: ENG 134*

ENG 210 (3 credits)
**Children’s Literature**
This course provides the opportunity to study literary concepts and purposes in writings designed primarily for, but not confined to, young minds. The heritage of children’s literature is considered in relation to selected representative works, both traditional and recent. Also considered are the uses, presentation, and critical evaluation of children’s literature from a multi-cultural, nonsexist and international perspective. This course addresses English standards for teachers in early childhood and elementary education:
- children’s and young adult literature,
- genres, literary elements, and literary techniques.
*Prerequisite: ENG 134*

ENG 221 (3 credits)
**American Literature**
This course is designed to acquaint students with major American writers and literary movements. The course helps students deepen their understanding of American literary works by relating them to their historical backgrounds. The course offers students practice identifying, analyzing, and applying knowledge of literary elements, structures, and themes in American myths, fiction, literary nonfiction, and poetry.
*Prerequisite: ENG 134*
ENG 245 (3 credits)
World Myths and Folktales
This course is an introduction to mythology and mythic literature in general. The course will begin with ancient mythology, progress to contemporary mythic literature, and examine the interplay of human, demoniac, and divine elements in folktales. This course introduces students to texts that are international and multicultural in scope, including those of China and Japan.

ENG 265 (3 credits)
Legend of King Arthur
This course examines the growth and development of the legends surrounding King Arthur from their beginning and blossoming in Europe through their adaptations in the modern era. Students will read Arthurian texts originally written in languages such as Latin, Welsh, Middle English, Old French, medieval Spanish, Provencal, Medieval Italian, Middle High German, Old Norse, and Hebrew, as well as modern English and Japanese, comparing and discussing changes in the cultural ideals represented, the literary techniques employed, and the characterizations adopted.

ENG 270-2 (3 credits)
Special Topics in English
These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering

ENG 300 (1 credit)
Writing Tutor Theories and Pedagogies
Required for peer writing tutors, analyzes the theories and pedagogies associated with writing tutoring from a pluralistic perspective. The course introduces composition theory and pedagogy as applied to writing tutoring. Students learn how to respond to a variety of texts and writers through readings, discussions and practice. The course adopts a reflective stance, where tutors read and discuss theories and approaches in effective writing tutoring and reflect on their practices. Students receive applied training in writing tutoring through their employment as writing tutors. Topics include writing process theory, revision strategies, MLA and APA documentation styles, grammar and punctuation, learning styles, learning differences, and multilingualism.

ENG 311 (3 credits)
World Literature
This course introduces students to masterpieces of world literature in translation, with particular attention to the cultural traditions reflected in the literature. The course uses specific works of literature to show the evolution of the human experience from ancient times to the present day. Overall, the course aims to teach students more about what it has meant, and continues to mean, to be a human being in cultures around the world.
Prerequisite: ENG 134

ENG 330 (3 credits)
Shakespeare
This course examines Shakespeare’s major plays, including representative comedies, tragedies, histories, and romances. In addition to overviews of Shakespeare’s life and Renaissance theatre traditions and practices, the course provides a look at the outlines of Shakespeare’s career and an introduction to scholarly criticism of his work. Attention will be given to Shakespearean themes, language, and characterization, as well as the influence of Shakespeare on later writers and art.
Prerequisite: ENG 134

ENG 350-2 (3 credits)
Special Topics in English—Advanced Level
These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering; Junior or Senior status

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

**EXT 198 (1-3 credits)**

*Community Service*

(This course is graded Pass/Fail.)

Students may earn one credit for every 45 hours of supervised community volunteer work they perform. Open to all students regardless of major. This course may be repeated for a total of four credits.

*Offered both semesters*

**EXT 198A (1-3 credits)**

*Community Service in Education*

(This course is graded Pass/Fail.)

Students may earn one credit for every 45 hours of supervised volunteer work that they perform in schools. Schools selected must reflect the diversity requirement for teacher preparation. Students can volunteer as: tutors, classroom assistants, caring adults, reading/literacy partners, or after-school program assistants for early childhood and elementary school children.

*Students must provide their own transportation. Prerequisite: Permission of the chair of the education department*

FORENSIC SCIENCE

**FSC 105 (4 credits)**

*Criminalistics*

This course introduces the theoretical underpinnings of criminalistics, including the techniques for discovery, collection, preservation, and analysis of physical evidence.

**FSC105L Criminalistics Lab**

This course will entail a practical examination of topics and laboratory testing procedures introduced in FSC105 such as fibers, blood spatter patterns, footwear and tire impressions, narcotics, blood, semen, soil, fingerprints, documents, firearms, and other topics.

*(Lab fee) Corequisite: FSC105*

**FSC 420 (3 credits)**

*Forensic Chemistry*

This course will provide the theoretical and practical foundation for the uses of separation, chromatographic, electrophoretic, molecular, and spectrophotometric techniques used in forensic analyses.

*Prerequisite: A grade of C or better in CHE 300 lecture*

**FSC 420L (1 credit)**

*Forensic Chemistry Lab*

Laboratory work will include gas chromatography, liquid chromatography, protein electrophoresis, atomic spectroscopy, and molecular spectroscopy.

*(Lab fee) Corequisite: FSC 420*

**FSC 435 (3 credits)**

*Forensic Anthropology*

This course will present the methodological basis of the osteological techniques behind the analysis and identification of human skeletal remains from criminal and legal contexts. Topics will include skeletal anatomy of humans and other vertebrates, taphonomic analysis, search and recovery techniques, mass disaster victim identification, trauma interpretation, and bone DNA analysis.

*Prerequisite: A grade of C or better in BIO 150*
FSC 435L (1 credit)
Forensic Anthropology Lab
Laboratory topics include hands-on exercises designed to teach the basic and advanced techniques of skeletal analysis and facial reconstruction.
(Lab fee) Corequisite: FSC 435

FSC 440 (3 credits)
Crime Scene Investigation
This course focuses on the application of the scientific method to the analysis of crime scenes and their reconstruction. Scenes involving a variety of violent crimes, including homicides, sexual assaults, and non-fatal stabbings and beatings will be discussed in detail. The goals of crime scene reconstruction will be presented along with scientific and ethical matters associated with reconstruction. Types of evidence used to reconstruct crime scenes will be explained.
Prerequisites: FSC 105 and Junior or Senior status

FSC 497-498 (3 credits each)
Research Project in Forensic Science
The Senior research project in forensic science is designed to allow students to conduct research under supervision and consultation with a faculty member on a specific topic in forensics, including literature searching, laboratory experimentation, recording, and summarizing and presenting results in a scholarly report.
Prerequisites: Senior status and approval of department chair

FSC 499 (3 credits)
Forensic Science Internship
The forensic science internship provides real-world experience that is for forensic science majors. The field placement experience is supervised by both designated agency personnel and college faculty and is administered in federal, state, local or private forensic or other analytical laboratories. Students must complete a project in connection with the internship placement which is evaluated by the supervising instructor.
Prerequisites: A minimum cgpa of 2.0, senior status, and approval of department chair

FSC 500 (3 credits)
Forensic Biology
This is an introductory course on the basics of forensic DNA analysis. The subject is developed so as to provide the student with an enhanced understanding of DNA evidence, its collection, preservation, and processing. The key legal questions raised by the increasing power of DNA analysis will be discussed.
Prerequisites: A grade of C or better in BIO 210 lecture and BIO 320 lecture and/ or permission from the instructor.

FSC 500L (1 credit)
Forensic Biology Laboratory
The principles and techniques of current methods of forensic DNA analysis will be taught and discussed.
(Lab fee) Corequisite: FSC 500
FORENSIC STUDIES

FNS 100 (3 credits)
Introduction to Forensic Studies
This course, which is required of all forensic studies majors, will introduce students to field of forensics and to the range of sources of evidence used in criminal and civil cases. Enrollment may be limited.

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

FNS 498 (3 credits)
Forensic Studies Internship
(This course is graded Pass/Fail.)
This internship offers the student an opportunity to work in the field of forensics in her Junior or Senior year.
Prerequisites: A minimum CGPA of 2.0 and approval of the department chair

FNS 499 (6 credits)
Forensic Studies Internship
(This course is graded Pass/Fail.)
This internship offers the student an opportunity to work in the field of forensics in her Junior or Senior year.
Prerequisites: A minimum CGPA of 2.0 and approval of the department chair

FRENCH

FRN 113 (3 credits)
French Language and Culture I
The first course in the four-course French language and culture sequence concentrates on learning basic French through constant speaking, reading, writing, and small group communicative activities in the target language. Students read examples of children’s literature in order to encounter French as it is taught to young native speakers. The course also incorporates French culture with study devoted to the social life, art, literature, and film of the French people.

FRN 114 (3 credits)
French Language and Culture II
The second course in the four-course French language and culture sequence continues the study of basic French with writing, reading, and conversational activities, as well as further opportunities to study francophone cultures and lifestyles. Students will read one or two examples of more advanced children’s literature from France in order to practice reading and discussion skills.
Prerequisite: FRN 113 or appropriate placement test score

FRN 213 (3 credits)
French Language and Culture III
The third course in the four-course French language and culture sequence advances students’ knowledge and proficiency of French at the intermediate level with an emphasis -on communicative activities that stress speaking, reading, and writing in the target language. Students are also introduced to selected works of French literature and to major elements of French culture.
Prerequisite: FRN 114 or appropriate placement test score

FRN 214 (3 credits)
French Language and Culture IV
This final course in the four-course French language and culture sequence concludes the study of intermediate French with emphasis -on strengthening student proficiencies in speaking, reading, and writing in the target language. In addition to textbook work, students are further exposed to classic works of French literature and film and to French culture.
Prerequisite: FRN 213 or appropriate placement test score
GEOGRAPHY

GEO 102 (3 credits)
Introduction to Geography
This course introduces students to basic geographic concepts, familiarizing them with broad, world-scale patterns. The course provides an understanding of geography as a comprehensive discipline that draws knowledge from various other subject areas that focus on patterns of physical distribution (i.e. mountains, forests, deserts, bodies of water, etc.) on the earth's surface and the interrelationships between peoples and their environments. Students are taught to use geography as an investigative set of tools to answer analytical questions of “Where?” and “Why there?” as they look at the intertwining of human and environmental patterns of development and change over time.

GOVERNMENT

GOV 100 (3 credits)
American Government
This course provides an understanding of the function of the American national government. The development of the Constitution and the American political system are considered in the light of contemporary economic, social, and technological conditions.

GOV 330 (3 credits)
United Nations Policies and Practices
This issue-oriented and discussion-based introduction to the United Nations overviews the history and structure of the U. N. and teaches students about the functioning of its various committees through study of current issues that are being addressed by U. N. member states. Topics include the concept of “collective security,” Eleanor Roosevelt and the Universal Declaration of Human Rights, an introduction to the Middle East conflict, and the impact of the Cold War on the U.N. Case studies will include the U.N.’s response to the AIDS epidemic, genocide (Rwanda and Durfur), nuclear weapons proliferation (Iran and North Korea), women’s rights issues, and global climate change. Students will research these and other issues confronting the United Nations and participate in group presentations and debates. All students in the course represent Bay Path University at the four-day Harvard National Model United Nations Conference held each year in Boston. The latter half of the course is devoted to researching the nation assigned to Bay Path University and preparing for the conference in Boston.  
Prerequisite: Junior status and member of the Bay Path University Honors Program; students not in the Honors Program may request instructor permission to take the course

GOV 331 (3 credits)
Global Politics and Leadership
Students in this course learn about global leadership models, skills, and practices by assuming leadership roles in the Bay Path University chapter of the Harvard National Model United Nations such as ambassador, cultural attache, or special U. N. consultant in a specific area. All students in the course represent Bay Path University at the four-day Harvard National Model United Nations Conference held each year in Boston.  
Prerequisite: Junior status and member of the Bay Path University Honors Program; Students not in the Honors Program may request instructor permission to take the course.

HEALTH AND HUMAN STUDIES

HHS 304 (3 Credits)
Communicating in the Helping Professions
This course builds a bridge from students' general education to the work they do in the “helping professions,” which are in the fields of education and occupational therapy. With the aim of preparing students for both professional life and graduate work, this writing-intensive course introduces disciplinary strategies for investigating provocative issues and for communicating to others about them. In this way, the course offers students time to learn and to practice more advanced skills in reading, writing, speaking, and listening; in using appropriate software support in presentations; and in mastering information literacy in fields of human service that students intend to enter as graduates. The course emphasizes fundamental principles of communication with time-on-task and real-world, discipline-specific models for communication tasks.  
Prerequisites: ENG 114, ENG 134, and ENG 124
HHS 401 (3 credits)
Play & Leisure in Human Health and Wellness
Occupational therapy consumers find meaning in many activities of daily living, including play and leisure. Throughout this course, students will explore the roles play and leisure have in cognitive, physical, and social development in childhood, and health and wellness in adulthood. Students will learn play and leisure concepts, understand methods to use play and leisure activities for rehabilitation, and develop client-centered play and leisure activities to meet client goals.
Prerequisite: Junior or Senior status
Offered fall semester only

HHS 410 (3 credits)
Social Policy in Health & Human Services
This course focuses on current and historical factors influencing the development of social and health care policies to promote overall awareness of the health care delivery system and processes, as well as selected health issues important to us as individual consumers and health care professionals. There will be special emphasis on the influence of political, economic, social, and cultural factors in the development of health and social policy. Themes that run throughout the course include the importance of understanding the interrelationships between politics, culture, socioeconomic status, health status and health care delivery; cross-cultural comparisons; issues of quality, access, and cost; ethical dilemmas; legal concerns; and the need for health professionals to serve as activists within the wider social system. Discussions are particularly encouraged which relate to current health events and news, and have direct or indirect association with the need to develop social and health policies for our nation during the early 21st Century.
Prerequisite: Junior or Senior status
Offered spring semester only

HHS 415 (3 credits)
Research Skills in Health/Human Services
Effective health and human services professionals use evidence from research to plan effective programs. This class introduces the theory of evidence-based practice and basic research principles. Students write a research proposal supported by an extensive literature review on a topic related to health and human studies.
Prerequisite: Junior or Senior status and HHS 304
Offered spring semester only

HISTORY

HIS 114 (3 credits)
The United States to 1877
This course is a topical and chronological survey of American history from the time of European settlement through the Civil War and Reconstruction. Emphasis will be placed on historical methodology, interpretive skills, and oral and written expression. Topics to be covered include the impact of settlement on native peoples, slavery, the development of American identity, the creation of an independent government, and the threat posed by the Civil War.

HIS 115 (3 credits)
The United States Since 1877
This course is a topical and chronological survey of American history from the end of Reconstruction to the present. Heavy emphasis will be placed on the discipline of history, and in developing interpretive, oral, and written skills. Topics to be covered include the emergence of Jim Crow, the expansion of America, the Gilded Age, reform movements, America at War, the Depression and New Deal, the Cold War, the turbulent 1960’s, social movements, recent political developments, and the role of the United States in a multinational/multi-ethnic world.

HIS 202 (3 credits)
Global History to 1500
This course surveys the origins, development, and cross-fertilization of major civilizations in Africa, Asia, Europe, and the Americas from pre-history to 1500 A.D. Attention is given to important themes and human achievements in this early time period, including the agricultural revolution, the rise of cities, kingdoms, and empires, the development of writing, the systematization of religious belief systems, and the development of complex forms of government among various societies. The course encourages students to critically analyze developments in human history, such as advances in technology for making war, treatment of women, notions of
superior and inferior societies and civilizations, differing political and philosophical systems, and the ways in which societies have historically distributed, used, and abused power.

HIS 203 (3 credits)
Global History since 1500
HIS 203 builds upon knowledge, themes, ideas, and issues introduced in HIS 202 and carries the study of human history forward into the modern world. The course treats the growth and development of nations and of relationships between nations as global regions and worldwide organizations emerge in contemporary times. At the core of the course is a broad treatment of major social, political, economic, religious, and philosophical movements and themes as these have shaped various peoples and groups of people around the world in the past 500 years. Students are constantly asked not only to learn and understand important facts about the past, but to analyze, apply, synthesize, and evaluate what these facts have meant for the different peoples involved and for the world as it has become today.

HIS 220 (3 credits)
The Vietnam War
The Vietnam War – or the “American War,” as it is known in Vietnam – is a watershed event in the history of the United States and Indochina. The Vietnam War was one of the longest and most controversial wars in U.S. history. This course will examine the Vietnamese roots of the conflict and seek to explain America’s deepening involvement in that far-away land. We will explore the experiences of those who fought the war; the antiwar movement; the history of Vietnam veterans; the war’s depiction in popular culture (especially film), and the profound legacy of a war that was the defining event for a generation. The class will include guest speakers and video presentations.

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

HIS 255 (3 credits)
Native American History
This course covers major themes and issues in the history of red/white contact in the Americas from the arrival of Columbus to present. Students examine the American experience as it has been lived by our red citizens over time. [Note: It is a very different story than the white, mainstream one of “rags to riches” that often makes a unilateral claim as “The” American History. Please come prepared to see a side of both Red and White America that is very different from what you may have seen to this point in your life.] Because it is impossible to recount the individual stories of some 500 different tribal cultures, the course exposes students to speeches, texts, images, and films of representative tribes from coast to coast in the territory that has become the United States. Core themes of war and peace, “savage” and “civilization,” religion and spirituality, and “destruction of” vs. “harmony with” nature bring the course to life in ways that are not only relevant but urgently needed for meaningful understanding of the daunting challenges that America faces in the world today.

HIS 260 (3 credits)
The Holocaust
The Holocaust will focus upon the Perpetrators, Beneficiaries, Bystanders and the Victims of the Nazi genocidal effort against Europe’s Jewish population and others that Hitler regarded as a threat to his Biocratic Vision. The unique role of Adolf Hitler and the assorted professors and professionals who made such mass murder possible will be explored in detail. In addition, the increasing understanding of the tremendous support Hitler enjoyed with women in particular, and the German population in general, will be thoroughly examined and considered. Special attention will be devoted to the reaction of the United States, Great Britain, and other European countries to the growing evidence of the widespread nature of Hitler’s Final Solution to the Jewish Question as World War II raged on. Students will be asked to evaluate whether or not they believe the Holocaust is a unique event as they compare this tragic event to other genocidal events and mentalities. Lastly, students will be made aware of the great efforts of Raphael Lemkin and Daniel Jonah Goldhagen in confronting the plague of genocide since the Holocaust ended.
HIS 270-2 (3 credits)
Special Topics in History
These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles.
Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering

HIS 315 (3 credits)
Contemporary America: The United States Since 1945
This course will take an in-depth look at political, cultural, and social trends within the United States from the end of World War II to the present. It will begin with America’s post-war patterns of consumer economics, Cold War politics and mass culture expressiveness, and trace transformations to the present. Class meetings will mix lecture, discussion, and multimedia formats.
Prerequisite: Junior or Senior status

HIS 320 (3 credits)
The History of Women in America
This course is designed to tell women’s history from colonial times to the present. It will survey American history from the vantage point of women who shaped it and contributed to it. As such, much of the course will focus on biography. Each student will research several historical figures, including prominent women leaders, and will present her findings in oral and written form.
Prerequisites: Junior or Senior status

HIS 321 (3 credits)
Women and War: Warriors, Victims and Peacemakers
This discussion-based course seeks to explore the topic of women and war throughout history from three distinct perspectives. The first section of the course focuses on women as warriors. From the ancient myth of the Amazons to television’s Xena, the image of the female warrior has captivated the imagination. We will explore the myth and reality of women warriors and wartime leaders, including Joan of Arc and modern wartime heads of state such as Indira Gandhi, Golda Meir and Margaret Thatcher. Second, we will examine women as victims in war, beginning with the sack of Troy in ancient times. We will conclude with an exploration of women’s role as peacemakers throughout history. The unique potential of women as peacemakers was first recognized in the satirical Greek play Lysistrata, and throughout history, groups like Women’s Strike for Peace have often been in the vanguard of movements to rid the world of the scourge of war. We will conclude with a discussion of the age old question: if women had the power traditionally wielded by men, would the world be a more peaceful place?

HIS 330 (3 credits)
African-American History from 1865 to Present
This course examines African-American history from the end of the Civil War and the destruction of slavery to the present, focusing on African-American movements for equality and justice and exploring the important contributions of African-Americans to the larger American experience. Major themes include the impact of racism on African-Americans; the various African-American responses to inequality and oppression; the differences in racism in the North and South; and the diversity of America’s black communities (taking into account the role of class, region, and rural/urban geography). Course readings and video presentations also highlight the experiences and contributions of African-American women who faced the dual challenges of racism and sexism.
Prerequisites: Junior or Senior status

HIS 350-2 (3 credits)
Special Topics in History—Advanced Level
This includes courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering; Junior or Senior status
HIS 399 (1-3 credits)
Directed Study in History
Requires the approval of the department chair

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

HONORS

HON 101 (1 credit)
Darwin Across the Disciplines
This one-credit honors course examines Charles Darwin's theory of evolution from the vantage point of four different academic disciplines. The objective is for students to gain a holistic understanding of this topic and how a scientific theory has impacted history, economics and psychology. After establishing a basic working knowledge of the theory of natural selection, students are encouraged to consider evolution from multiple perspectives and develop their own informed points of view on this important scientific theory.

HON 102 (1 credit)
Drugs, Culture and Society
This one-credit honors course will undertake a multi-disciplinary examination of the impact drugs legal and illegal have on culture and society in the modern world. Drugs, including alcohol, have bestowed great benefits upon humanity and simultaneously have caused some of society’s greatest ills. Drugs can provide lifesaving cures and cause fatal addictions. This course seeks to examine the promise and peril of drugs from a multi-disciplinary perspective and help students formulate their own views on the topic.

HON 201 (1 credit)
Ethics in Conflict
This one-credit honors course explores the sources of ethical values like religion and philosophy and seeks to define some of the principles that guide different ethical systems. Taking a multi-disciplinary approach, the class will consider the questions of what role ethics should play in society and the life of the individual. Students will also examine contemporary issues from an ethical perspective and consider how to negotiate the competing claims of different ethical frameworks.

HON 202 (1 credit)
Violence and Non-Violence in North America
There is rather indisputable evidence that levels of social violence are higher in the U.S. than in Canada. Yet there seems to be little consensus upon why this is so. The goal of the course will be to give students analytical tools which will enable them to come to their own informed conclusions about some of the root causes of this North American paradox.

HON 401 Honors Thesis (3 credits)
This course is designed for students in the Honors Program undertaking a thesis during their final two years. The student will work under the guidance of a faculty thesis director and should begin formulating the thesis in the beginning of the junior year. The student should complete a thesis prospectus formally outlining the thesis by the beginning of the second semester of her junior year, and have the prospectus approved by the faculty thesis director and chair of her department. The student will then work with the faculty director in reviewing relevant literature and carrying out research related to the thesis. During the Senior year, the student should be well under way with writing her thesis. Some students, however, may choose to do a non-written thesis project such as a video documentary or other project related to her field. In the final semester of the Senior year, the student should register in the three credit Honors Thesis Course and complete the thesis. Upon completion, the student should arrange for a presentation to the campus community. Criteria will vary by department, but a written thesis should be in the range of 25-40 pages. The thesis will be evaluated by the faculty advisor and should include original research and work. It is expected that the thesis will represent highest standards of academic excellence.
HUMANITIES

HUM 101 (3 credits)
Fine and Performing Arts
This course highlights significant aspects of music, theatre, dance, and art. Specific musical compositions, art works, and theatre pieces will be explored as expressions of historical events and changing values. Off-campus activities, such as a play, a concert, and museum exhibit, extend the classroom experience.

Offered both semesters

HUM 110 (3 credits)
Introduction to Philosophy
This course introduces students to basic knowledge, ideas, and processes in philosophy. It presents an overview of Eastern and Western philosophical systems with attention to significant differences in approaches to making sense of the world that characterize each system. Major thinkers and important philosophical problems from each system are overviewed followed by deeper study of selected representative figures and issues.

HUM 117 (3 credits)
Introduction to World Religions
The focus of this course is on major world religions – their history, teachings, role today, and the interrelationships of religion and culture in the modern world. The course takes an approach that emphasizes “personal explorations” of the religious ideas and beliefs of other peoples around the globe. Rather than concentrating upon the memorization of other religious creeds and dogmas from books, the course encourages students to try to understand how and why other peoples find meaning, comfort, and fulfillment on a deeper level of existence through their religious beliefs. The course will combine study of the sacred works of other religions with multimedia presentations/videos and guest speakers who provide the human and historical contexts in which major world religions have developed.

HUM 120 (3 credits)
The Art of Film: History and Technique
This course is an examination of those artistic and technical innovations which have shaped the world-wide history of film as an art. Through the study of cinematic effects and technologies, students will learn to view films critically, seeing them as collaborative works of art that both reflect and influence society. Classes combine lecture, screenings and discussion.

HUM 125 (3 credits)
History and Appreciation of Interior Design
Students participate in a lively in-depth comparison of historical and contemporary styles as they pertain to the organization of today’s interiors and lifestyles. This course provides a context for the social, architectural, cultural, fashion and interior design influences from around the world and particular emphasis on the styles of the Western world from the Classical Age through into the 21st Century. Illustrated lectures, discussions and design exercises enrich the classroom experience.

HUM 210 (3 credits)
Ethics
Philosophy is a disciplined search for knowledge. It investigates what is real and true. Ethics is a branch of philosophy which asks “What ought we do?” It rigorously challenges us to think critically, assess knowledge, and form criteria for making personal decisions as well as decisions which shape community and national standards of action. Ethics is the applied branch of philosophy. It’s not just theory. It affects real decisions, real people, in the real world. In this course we will investigate the field of ethics from a multicultural and international perspective. We’ll start with basic ethical theories and proceed to use these theories to learn about and evaluate some of the major ethical issues in the world on topics such as poverty, justice, war, rights, discrimination, etc.

Prerequisite: ENG 124

HUM 251 (1 credit)
Nations and Cultures
When students have the opportunity to visit either a major world center or a national landmark for approximately 7-10 days to experience its culture and to visit museums and points of interest, this six-week seminar prior to the trip will serve as an orientation. The topics to be covered will include the city or landmark to be visited, its contribution to cultural history and current national or global role, the contemporary government, social and public support systems, the arts, and the geographic region.

Offered spring semester
HUM 266 (3 credits)
Women in Islam
The topic of women in Islam is one of the most debated and discussed issues in current events. It is also one of the most deeply misunderstood issues about Islam and the Middle East in general. In order to understand the contemporary role of women in Islam and the Islamic world, one must first understand the historical role of women in that region. This course will cover the history of women in the pre-Islamic era (in general and more specifically in the Middle East), the rise of Islam and the change this brought concerning a woman’s role in Middle Eastern and Islamic society, and the rights of women according to Islamic law. We will also address the current stigmatization and prevalent misconceptions of Muslim women in the western world. Finally, we will complete the course by evaluating contributions of important Muslim women throughout history.

IDS 200 (3 credits)
Health and Nutrition for Children
This course focuses on health, safety, and nutritional factors for promoting optimal growth and development of children. Common childhood illnesses, chronic health conditions, health control and assessment tools and measures, emergency first aid, personal hygiene, and nutrition education will be stressed. Available online.

INTERIOR DESIGN

IND 101 (3 credits)
Introduction to Interior Design
Students learn about the materials, products, and furnishing lines used in interior spaces and will apply the principles of design, color, and space planning to selected projects. Case studies will stress accommodating functional and psychological needs. Selection, construction, coordinating, estimating, choosing services, and pricing will be stressed. Local and regional field trips are included.
Offered fall semester

IND 121 (3 credits)
Drafting and Technical Drawing
Students will become familiar with the techniques and concepts of planning and drafting interior spaces. Floor plans, elevations, isometric, axonometric, graphic standards, reflected ceiling plans, and one and two-point perspective drawings will be executed.
Offered spring semester

IND 122 (3 credits)
Introduction to Computer-Aided Drafting and Design
This introduction to the study of computer-aided drafting and design provides students with an opportunity to design plans, sections, and elevations for residential and commercial applications using the computer. Three-dimensional applications will include modeling, advanced perspectives, and rendering.
Prerequisite: IND 121
Corequisite: IND 101
Offered fall semester

IND 221 (3 credits)
Interior Design Studio: Residential
This in-depth course in residential design provides a room-by-room, problem-solving approach to correct and creative design. Styles and interior treatments will be emphasized within the context of supervised projects and design experiments. Programming, codes, and barrier-free considerations will be stressed while preparing proposals for actual residential clients. Portfolio development, project management, and oral presentation skills will be highlighted. Field trips will be included.
Corequisite: IND 121
Offered spring semester
IND 250 (3 credits)
Technical Design and Building Systems
This is an introduction to structural systems and construction techniques involved in both traditional and contemporary building types. Students will become familiar with a variety of building systems that must be coordinated to produce a successful project. The course will focus on materials used in construction, the impact of building codes and standards which govern the design process, and appropriate planning considerations.
Prerequisite: IND 121
Offered fall semester

IND 270-2 (3 credits)
Special Topics in Interior Design
These courses offer seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles.
Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering

IND 280 (3 credits)
Sustainable Design for Interior Environments
In today's world, the terms eco-friendly, environmentally correct, LEED designed energy efficient and sustainable are increasing popular. Each is uniquely used to describe innovative ways of building and designing for both residential and commercial spaces while being conscious of materials and systems impact upon the world around us. Sustainability and Green Building serve as the basis of this course. Case studies and topics dealing with creating sustainable strategies for integrated designs will be highlighted.
Prerequisite: IND 101

IND 322 (3 credits)
Interior Design Studio: Commercial
Research and the use of case studies highlight this course. Topics include: programming and problem solving, coordination of materials and furnishings, ergonomics, and systems design for corporate, restaurant, retail, and other public spaces. Barrier-free specifications and codes will be considered; portfolio presentations and field trips will be included.
Corequisite: IND 250
Offered fall semester

IND 350-2 (3 credits)
Special Topics in Interior Design—Advanced Level
These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles.
Course/seminar may be repeated if topic is different.
Prerequisites: To be determined based on course offering; Junior or Senior status is required

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

INTERDEPARTMENTAL

INT 101 (1 credit)
Rape Aggression Defense
The Rape Aggression Defense System is a program of realistic, self-defense tactics and techniques. The R.A.D. System is a comprehensive course for women only that begins with awareness, prevention, risk reduction, and avoidance, while progressing on to the basics of hands-on defense training. The Rape Aggression Defense System is dedicated to teaching women defensive concepts and techniques against various types of assault, by utilizing easy, effective and proven self-defense tactics. Our system of realistic defense will provide a woman with the knowledge to make an educated decision about resistance.

INT 102 (1 credit)
Advanced Rape Aggression Defense
Advanced RAD is designed to serve as an extension of the basic RAD program and taught in component block supplements to BSD training. The techniques supplement the basic class and add to the options for the student. The original techniques are reviewed and
used to systematically build on additional defense options. The class is physical training and requires the student to be in good physical condition. It is held in the Mini Gym.

Prerequisite: IDS 101

INT 250 (3 credits)
Research Methods in the Social Sciences
Students will develop an understanding of the basic principles of research in the social sciences (including the fields of criminal justice and psychology), appreciate the importance of scientific research and evaluate research of others. Research ethics, methodologies, data analysis, sampling, and design will be studied. Students are required to create a scholarly research proposal paper.

Prerequisites: MAT 120 and CRJ 120 or PSY 101

LAW

LAW 103 (3 credits)
Introduction to the American Legal System
This course introduces students to basic legal concepts, the structure of the American state and federal court systems, basic legal theory and practice, and provides an overview of several areas of law.

This course is required for all legal studies majors, minors, and certificate students; it is a prerequisite for all other legal courses.

Offered spring and fall semesters

LAW 220 (3 credits)
Business Law
This course studies the legal environment of business, including an examination of the format and characteristics of corporations, partnerships, and agency law. The law of contracts is studied in detail.

Prerequisite: LAW 103

Offered spring and fall semesters

LAW 232 (3 credits)
Principles of Litigation
This course introduces students to the principles and process of civil litigation from pre-suit investigation through trial. Students will gain insight into the litigation process from lecture and class discussion, reading assignments, examination of actual-case documentation, and the drafting of pleadings and motions and other documents.

Prerequisite: LAW 103

Offered spring and fall semesters

LAW 240 (3 credits)
Legal Research and Writing
This course surveys published sources and materials of the law. Students are trained in the research and analysis of legal problems and in the practical applications of legal writing. This course includes drafting correspondence, case briefs, and legal memoranda.

Prerequisite: LAW 103

Offered spring and fall semesters

LAW 241 (3 credits)
Computer Assisted Legal Research
This course provides an opportunity for hands-on experience in legal research and fact investigation. Topics covered include citation and searching methods, types of resources, Web site evaluation, and a comparison of print and electronic research tools. Students will perform tasks similar to those expected of them in a legal setting. Print, electronic, and Web-based resources from information providers such as WESTLAW and LEXIS-NEXIS are included. (Lab fee)

Prerequisite: LAW 240 or permission of Department Chair

Offered spring and fall semesters
LAW 246 (3 credits)
Tort Law
This introductory course covers basic tort law, including assault, battery, trespass, conversion, infliction of emotional distress, products liability, and negligence. Classroom work will be reinforced by assignments in which students research and brief a variety of tort cases.
Prerequisites: LAW 232 and LAW 240
Offered spring semester

LAW 247 (3 credits)
Employment Law
This course introduces students to a variety of laws affecting the employment relationship between employers and employees. Topics include discrimination, sexual harassment, employment contracts/employee-at-will doctrine, Fair Labor Standards Act, OSHA, ADA, privacy issues in the workplace, AIDS, and the Family Medical Leave Act.
Prerequisite: LAW 220
Offered fall semester

LAW 248 (3 credits)
Principles of Criminal Procedure
This course provides an overview of criminal procedure with special focus on the respective rights and duties of the defense and prosecution. It covers the development and present state of the law as it applies to arrest, search and seizure, statements by the accused and others, the right to counsel, trial proceedings and issues, sentencing, punishment, and appeal. The course is designed to give students an understanding of the history and development of the constitutional dynamics of a criminal case and the current state of the law from the perspective of legal practitioners. Students will use a text supplemented with outside readings that include criminal case law, law-review articles, court pleadings, and fiction. Instructional materials also include videotapes, such as “The Thin Blue Line.” Students will be required to brief cases and write short papers.
Prerequisite: LAW 103, Sophomore status or permission of the Department Chair
Offered spring and fall semesters

LAW 249 (3 credits)
Principles of Criminal Law
This course provides an overview of the history and structure of criminal law and focuses on the elements of common crimes, common defenses, the concepts of criminal liability, criminal intent, and conduct punishable by the criminal law. The course is designed to give students an understanding of the development and current state of criminal law and the similarities and differences between criminal and civil law. Students will use a text supplemented with outside readings that include case law, jury instructions, law-review articles, and fiction.
Prerequisite: LAW 103, Sophomore status or permission of the Department Chair
Offered spring and fall semesters

LAW 250 (3 credits)
Wills, Estates, and Trust Management
An examination of the law of property and how it is obtained, held, and disposed of during life and at death. The course includes preparation and drafting of various estate planning documents. Instruction includes using computer software in the writing of wills.
Prerequisite: LAW 103
Offered spring semester in alternate years

LAW 260 (3 credits)
Real Estate Law
This course introduces the student to the following areas: ownership interests, methods and problems of co-ownership, contracts for the sale of real estate, deeds, mortgages, title examinations, brokerage contracts, leases, and landlord and tenant rights and liabilities. The course includes preparation of a title examination and various real estate documents, including RESPA forms.
Prerequisite: LAW 103
Offered fall semester
LAW 270-2 (3 credits)
Special Topics in Law
These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering

LAW 281 (3 credits)
Understanding Law through Literature
The law and fiction both employ the creation of comprehensive, compelling narrative to support persuasive argument and appeal to the intellect and emotion. Both fictional narratives about the law and legal narratives often illuminate how the law defines roles and relationships within society and how the lives of people are shaped or affected by legal institutions and law. Using a variety of sources, including novels, short stories, legal opinions and commentary, film, poetry and criticism, students will examine these themes through class discussion and short written assignments. Students will be expected to participate in class discussion and the course may require attendance at one or more evening film or theatrical events. This course, which is open to all majors, is not a legal specialty course and does not satisfy the requirements for the paralegal certificate.
Prerequisites: ENG 134 and LAW 103
Sophomore status or higher

LAW 299 (3 credits)
Paralegal Internship
(This course is graded Pass/Fail.)
The student chooses a law office or other legal setting that offers varied exposure to all aspects of paralegal work to gain practical experience within a realistic setting. The internship has been designed for those students who will be entering the legal assistant profession after completing the associate degree program.
Prerequisites: A minimum CGPA of 2.0, Sophomore status, and approval of the department chair
Open only to legal studies or forensic studies majors
Required for associate degree paralegal majors
Offered spring and fall semesters

LAW 311 (3 credits)
Family Law
This course introduces students to aspects of laws affecting traditional and nontraditional families, including such issues as marriage, divorce, custody, support, alimony, adoption, and property rights.
Prerequisites: LAW 232 and LAW 240
Offered spring semester in alternate years

LAW 312 (3 credits)
Law and Society
This course is an interdisciplinary examination of the functions of law in society emphasizing the relationship between individuals and institutions. Students will research and evaluate the law and legal and social institutions, addressing primarily the issues of justice, fairness, and equality. This course, which is open to all majors, is not a legal specialty course and does not satisfy the requirements for the paralegal certificate.
Prerequisite: LAW 103, Sophomore status or higher
Offered fall semester

LAW 314 (3 Credits)
Bankruptcy and Insolvency
This course introduces students to personal and corporate bankruptcy beginning with an examination of the interplay between bankruptcy and the American economy. Following the historical overview, the class examines the central concepts necessary to understand bankruptcy law, including debtor/creditor relations, Chapter 7, Chapter 13, Chapter 11, the automatic stay, discharge injunction, exemptions, foreclosure in bankruptcy, reaffirmation agreements, and proof of claims. Material will be explored through analysis of cases, statutes, and constitutional provisions. The roles and ethical obligations of legal professionals will also be discussed in the context of bankruptcy.
Prerequisites: Law 103 and Law 220 or permission of the Department Chair
LAW 315 (3 credits)
Juvenile Law
This course provides an overview of the juvenile justice system as it applies to juveniles from infancy to majority. Emphasis is on the law as it applies to children who have been abused or neglected, who are in need of supervision, or who have been charged with delinquent acts. Consideration is also given to issues surrounding placement, treatment, foster care, and termination of parental rights.
Prerequisites: LAW 232 and LAW 240
Offered fall semester in alternate years

LAW 330 (3 credits)
Advanced Litigation
Building on the information learned in Principles of Litigation, students will explore topics raised there in greater detail, focusing on the key to the process of civil litigation—the gathering of potential evidence and the presentation at trial of admissible evidence. Students will also concentrate on processes likely to be encountered in a litigation practice, such as discovery and dispositive motions.
Prerequisites: LAW 232 and three legal specialty electives
Offered spring and fall semesters

LAW 332 (3 credits)
Alternative Dispute Resolution
This course is designed to introduce students to various methods of settling disputes with primary focus on negotiation and mediation. The course will address the history and theory behind ADR, the application to various substantive areas, and ethical considerations. Relying heavily on simulations, students will negotiate and mediate disputes.
Prerequisites: LAW 232 and three legal specialty electives
Offered fall semester in alternate years

LAW 350-1 (3 credits)
Special Topics in Law—Advanced Level
These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering; Junior or Senior status

LAW 352 (3 credits)
Administrative Law
This course is designed to explore the how, when, and why of advocacy before government agencies. In addition to general and procedural topics in administrative law, the course will focus on a substantive administrative law area, such as social security, welfare, retirement, and employment. Students will be assigned a case file, draft documents, and hold hearings.
Prerequisites: LAW 232 and LAW 240 Junior status or higher
Offered spring semester in alternate years

LAW 355 (3 credits)
Consumer Law
This course is designed to introduce students to the basic principles of consumer law through examination of federal and state statutes. The Truth-in-Lending Act and the Massachusetts Consumer Protection Act are examples of such statutes. Students will research the law and draft memos and pleadings relating to protections available to consumers.
Prerequisites: LAW 220, LAW 232, and LAW 240
Offered spring semester in alternate years

LAW 365 (3 credits)
Elder Law
In this course, students will analyze the legal and policy issues affecting older Americans. Topics include estate planning, taxes, Medicare, Medicaid, insurance, financial planning, nursing homes, and ethical considerations.
Prerequisite: LAW 250 or permission of the Department Chair
Offered spring semester in alternate years
LAW 371 (3 credits)
Evidence
This course examines the rules of evidence in both civil and criminal proceedings, focusing on the gathering of potential evidence and the presentation to a judicial tribunal of admissible evidence. Topics include relevancy, competency, impeachment, real and demonstrative evidence, best evidence (original writing), judicial notice, expert testimony, character evidence, the hearsay rule and its exceptions, privileged communications, admissions and confessions, and civil rights.
Using federal and state rules of evidence, students will analyze and evaluate possible pieces of evidence and argue orally and in writing through dispositive motions, for inclusion or exclusion at trial.
Prerequisite: LAW 103, LAW248, Junior status or higher or permission of the Department Chair
Offered every semester

LAW 375 (3 credits)
Intellectual Property Law
This course will serve to acquaint students with the basics of intellectual property (IP) law. Students will be introduced to the five main areas of intellectual property: patents, trademarks, copyrights, trade secrets, and cyber law. At the conclusion of this course, students will fully understand how IP rights are acquired, protected, registered (if necessary), transferred, and infringed. Moreover, students will be introduced to the Intellectual Property and Communications Omnibus Reform Act of 1999, emerging intellectual property topics, and international developments in intellectual property.
Prerequisites: LAW 232 and LAW 240 Junior status or higher
Offered fall semester in alternate years

LAW 380 (3 credits)
Interviewing and Investigation
In this course, students learn the basic skills required in interviewing and investigation. Issues covered include establishing rapport with the client, questioning techniques (including dealing with the reluctant witness), finding/preserving information, and ethics. Through mock exercises, students will interview and investigate in various legal settings.
Prerequisites: LAW 232 and LAW 240

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

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

LAW 405 (3 credits)
Constitutional Law
Students are introduced to Constitutional Law through study of actual Supreme Court cases from Marbury v. Madison to the most recent decisions of the court. Through case briefing and class discussion, the cases are put in an historical perspective with emphasis on pertinent court doctrines. Students will prepare memoranda, complaints, and other legal documents appropriate for constitutional claims. Topics covered include judicial review, separation of powers, the Bill of Rights, procedural and substantive due process and privacy. This course is taught in conjunction with Advance Legal Research and Writing, LAW 415, as part of the Senior Experience for Legal Studies Majors. It is expected that student work in this course will reflect an understanding and application of research methodology and practical legal writing skills and that discussions of student work in this course will be informed by discussions in that and other course work. LAW 405 must be taken concurrently with LAW 415.
Prerequisites: LAW 232 and three legal specialty electives
Senior status or permission of the Department Chair
Offered fall semester
LAW 415 (3 credits)
Advanced Legal Research and Writing
Building on the skills learned in Legal Research and Writing, students will research and analyze state and federal statutes, cases, common law, regulations, and rules. Based on their research, students will prepare legal memoranda for the office and the court. This course is taught in conjunction with Constitutional Law, Law 405, as part of the Senior Experience for Legal Studies Majors. It is expected that student work in this course will reflect an understanding and application of legal principles from Constitutional Law and that discussions of student work in this course will be informed by discussions in Constitutional Law. LAW 405 must be taken concurrently with LAW 415. (Lab fee)
Prerequisites: LAW 240 and three legal specialty electives
Senior status or permission of the Department Chair

LAW 435 (3 credits)
Forensics and Law
This course is an advanced seminar in which students will explore in-depth the application of a variety of frequently applied fields of forensics to legal cases and problems. Students will examine the processes by which forensic evidence is collected, examined, prepared for presentation, and admitted in legal settings. Topics for discussion include the introduction of specific types of forensic evidence in criminal and civil cases, and objections and challenges to the admissibility of such evidence.
Prerequisites: FSC 100 (or equivalent as determined by Department Chair), LAW371, and Senior standing or permission of Department Chair

LAW 441
Bankruptcy Clinic
Working as paralegals under the supervision of an attorney, students in this course serve clients in Chapter 7 Bankruptcy proceedings. Working closely with an attorney, students are responsible for client contact, collection and preparation of documents and pleadings, and other duties associated with client service in a bankruptcy proceeding. Students may be required to travel off campus to meet with clients or attend meetings and hearings.
Prerequisites: LAW 232, LAW 240, LAW 241, LAW 314 and Senior standing or permission of Department Chair
Offered fall semester

LAW 490 (3 credits)
Legal Ethics
This course offers an in-depth examination of the ethical considerations and dilemmas faced by paralegals in their work environment. Building on the ethics learned in earlier courses, students will explore complex ethical issues using case studies, literature, and films. The students will evaluate ethical issues and research, write, and present a paper.
Prerequisites: LAW 232 and LAW 240 and three legal specialty electives
Senior status or permission of the Department Chair
Offered fall semester

LAW 498 (3 credits)
Legal Studies Internship
(This course is graded Pass/Fail.)
This extensive internship places students in a law office or law-related setting in corporations, courts, banks, government agencies, etc., to further enhance their paralegal training in a work environment under the supervision of professionals and University faculty.
Prerequisites: LAW 330, a minimum CGPA of 2.0, Senior status, and approval of department chair
Open only to legal studies majors
Offered spring and fall semesters

LAW 499 (6 credits)
Legal Studies Internship
(This course is graded Pass/Fail.)
This extensive internship places students in a law office or law-related setting in corporations, courts, banks, government agencies, etc., to further enhance their paralegal training in a work environment under the supervision of professionals and University faculty.
Prerequisites: LAW 330, a minimum CGPA of 2.0, Senior status, and approval of department chair
Open only to legal studies majors
Offered spring and fall semesters
LIBERAL ARTS

LAR 400 (3 credits)
Conflict and Consensus in Contemporary Culture
Students will conduct research, possibly collaboratively, into self-selected aspects of contemporary culture. Once topics are approved, students will use appropriate research methods and report their findings objectively, thereby generating the content of projects in a variety of media (audio, video, graphic design, print, etc.). The scope of these final projects will be significant and represent a capstone achievement.
Prerequisite: Senior status

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

MATHEMATICS

MAT 104 (3 credits)
Fundamentals of Mathematics
This course is designed for University students who need a review in preparation for further study of University-level mathematics, and it does not fulfill the B.A/B.S. core requirement in mathematics.
Prerequisite: Appropriate placement test score

MAT 112 (3 credits)
Applied University Mathematics
This course is designed for diverse students to acquire a solid foundation in non-calculus mathematics. It uses practical mathematics to develop problem-solving and analytical skills. Topics include linear equations, linear inequalities, matrix and its application, linear programming, and the simplex method.
Prerequisite: MAT 104 or appropriate placement test score

MAT 120 (3 credits)
Statistics
This is an introduction to the basic descriptive and inferential statistics for students from all disciplines. It emphasizes the development of statistical literacy and the use of computer for analyzing data. Topics include principles of experimental design; graphical and numerical methods for summarizing, describing, exploring and analyzing data; binomial and normal probability distributions; point and interval estimates for means and proportions; hypothesis testing; and correlation and regression. Offered both semesters

MAT 130 (3 credits)
Pre-Calculus
This course is an overview of algebra, trigonometry and analytic geometry. It is designed to provide students with a comprehensive and mathematically sound treatment of topics needed for calculus. The topics include, functions and graphs; polynomial, rational, exponential, logarithmic, and trigonometric functions; matrices; vectors; and three-dimensional coordinate geometry.
Prerequisite: MAT 112 or appropriate placement test score

MAT 134 (3 credits)
Notable Women in STEM
This is women-focused, empowering students to take ownership of their lives and learning by engaging them in transformative, purposeful leadership opportunities. The course will look at women role models in Science, Technology, Engineering, and Mathematics (STEM).
MAT 161 (3 credits)
Numbers and Operations
This course is designed for students who plan to teach. It involves a study of Number & Operations with the depth required for successful mathematics instruction. Topics include, but are not limited to, mathematical processes; operations and properties of integers, whole numbers and rational numbers; computation algorithms; and basic number theory.
**Prerequisite:** MAT 104 or appropriate placement test score

MAT 162 (3 credits)
Functions and Algebra
This course is designed for students who plan to teach. It involves a study of Number & Operations and Functions & Algebra with the depth required for successful mathematics instruction. Topics include, but are not limited to, proportional reasoning; number systems, signed numbers, and the real number line; variables, algebraic expressions and functions; solving equations; exploring graphs of equations; and connecting algebra and geometry.
**Prerequisite:** MAT 161

MAT 163 (3 credits)
Geometry and Statistics
This course is designed for students who plan to teach. It involves a study of Geometry & Measurement and Statistics & Probability with the depth required for successful mathematics instruction. Topics include, but are not limited to, basic geometry concepts; measurement and unit conversions; using descriptive statistics and graphs to summarize data; measures of central tendency (mean, median, and mode) and dispersion (range, standard deviation, etc.); permutations, combinations, and their applications in computing probability; sample space, simple /compound events, independent/dependent events, and conditional probability.
**Prerequisite:** MAT 104 or appropriate placement test score

MAT 221 (3 credits)
Calculus I
This course is part of a two-semester sequence (221-222), covering materials on limits, continuity, derivative of a function, techniques of differentiation, and applications of derivatives. It prepares students for further study of MAT 222, Calculus 2. This is an applied calculus course with less emphasis on theoretical rigor. Instead, the emphasis is on basic concepts, methods, and applications.
**Prerequisite:** MAT 130 or appropriate test score

MAT 222 (3 credits)
Calculus II
This course is part of a two-semester sequence (221-222), covering materials on techniques of integration, differential equations, and their applications. This is an applied calculus course with less emphasis on theoretical rigor. Instead, the emphasis is on basic concepts, methods, and applications.
**Prerequisite:** MAT 221 or the equivalent

MAT 250 (3 credits)
Calculus III
This course offers more techniques of calculus in two and three dimensions. Topics include partial differentiation, multiple integration, sequences and series, three-dimensional vector calculus, line and surface integrals, and their applications.
**Prerequisites:** MAT 221 and MAT 222 or the equivalent

MAT 270-2 (3 credits)
Special Topics in Mathematics
These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles.
**Prerequisite:** To be determined based on course offering
MAT 350 (3 credits)
Linear Algebra
This course offers basic concepts of linear algebra. Topics include matrices, determinants and eigenvalues, linear systems, vector spaces, linear transformations, and their applications.
Prerequisite: MAT112 or appropriate placement test score

MAT 350-2 (3 credits)
Special Topics in Mathematics—Advanced Level
These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles.  
Prerequisites: To be determined based on course offering; Junior or Senior status

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

MAT 450 (3 credits)
Methods of Applied Statistics
This is an applied statistics course for students to understand and use statistical methods in research and applications. Topics include estimation and hypothesis testing, analysis of variance, simple and multiple linear regression, correlation, model building, analysis of categorical data, and nonparametric statistics. The course has a large data-analytic component using a statistical computing software package.
Prerequisite: MAT 120 or the equivalent

MODERN LANGUAGE

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

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

MUSIC

MUS 101 (1 credit)
Applied Instrumental Music
This course provides individual musical instruction for students on a musical instrument. Students will have weekly lessons and will be required to build technical and musical skills on their instruments.

MUS 102 (1 credit)
Applied Vocal Music
This course provides individual vocal instruction. Students will have weekly lessons and will be required to develop vocal technique and musical skills.
MUS 207 (1 credit each semester)
Chorale
(This course is graded Pass/Fail when taken for credit and Satisfactory/Unsatisfactory when participation does not include earning credit.)
The Chorale performs in concert several times during the year on and off campus and each year sings joint concerts with the choral groups of other colleges and universities in the New England area. The repertoire of the Chorale includes secular and sacred music of the past and present.

MUS 208 (1 credit each semester)
Page Singers
(This course is graded Pass/Fail when taken for credit and Satisfactory/Unsatisfactory when participation does not include earning credit.)
Members of the Chorale are eligible, through audition, for membership in a smaller informal group, the Page Singers. This selected group of 12 to 15 students performs frequently off campus, as well as for University activities. The extensive repertoire includes secular and sacred music and popular styles.

MUS 230 (3 credits)
American Music
This course traces developments in music of the United States by region. From the music of the very first Americans to contemporary music, students will explore this rich history through readings, lectures, discussions, writing, and especially through developing music listening skills. From folk music to jazz to classical music and beyond, students will come to understand the significance of various cities such as New Orleans, Boston, New York, Nashville, and St. Louis, as well as broad regions of the USA in the context of musical developments.

NEUROSCIENCE

NEU 100 (3 credits) Lab (1 credit)
Introduction to Neuroscience I with Lab
This course will provide a broad introduction to neuroscience, focusing on examples and approaches from cellular and molecular, cognitive, behavioral and systems neuroscience. Topics will include structure and function of the central and peripheral nervous systems, neuroanatomy, basic neurophysiology, neurochemistry, and sensory processing. The accompanying laboratory is designed to support concepts and material covered in the lecture component. Labs will consist of dissection of sheep brains, recording the activity of nerve cells, engaging in computer simulation and case studies.

NEU 200 (3 credits) Lab (1 credit)
Introduction to Neuroscience II with Lab
This course is a continuation of NEU 100 and will build on the foundations in neuroscience covered in the previous course. Topics such as motor systems, neural development, neuroendocrinology, learning, memory, cognition and neurological disorders will be covered. The accompanying laboratory is designed to supplement and support concepts covered in lecture. Labs include reaction time analysis, muscle activity, brain waves (electroencephalograms) and case studies.
Prerequisites: A grade of C or better in NEU 100.

NEU 250 (3 credits)
Research Methods in Neuroscience
This course will cover the basics associated with designing and implementing research experiments in neuroscience. Additionally, the course will introduce students to a variety of current techniques that neuroscientists use to study the nervous system. Topics include histology and microscopy, behavioral analysis, brain imaging and the use of transgenic organisms.
Prerequisites: A grade of C or better in NEU 100 and 200

NEU 270 (3 credits)
Special Topics in Neuroscience
Courses or seminars on topics beyond the scope of existing department offerings.
Prerequisite: To be determined based on course offerings or a grade of C or better in NEU 100 and NEU 200. Students from other majors may be permitted to enter the course at the discretion of the instructor.
NEU 300 (3 credits)
Neural Development
This course will cover the major concepts of developmental neurobiology. Recent advances in the understanding of the molecular and cellular events underlying neural induction, neural tube formation, cell differentiation, proliferation, migration, axon guidance, synapse formation, neurotropic factors, and neural death will be discussed. The course will also focus on activity-dependent plasticity and its role in generating and maintaining synaptic input within the nervous system. Pathologies arising from failures of these processes will also be examined.
Prerequisites: A grade of C or better in NEU 100 and 200 or BIO 110 and 112

NEU 310 (3 credits)
Animal Behavior
This course will introduce students to the basic principles derived from evolution, ecology, ethology and development and use these principles to explain how and why animals behave as they do in particular situations. The course will also focus on many important survival activities such as foraging, communication, migration, predator-prey interactions, mating, and parental care.
Prerequisites: A grade of C or better in NEU 100 and 200 or BIO 110 and 112

NEU 320 (3 credits)
Neuropharmacology
This course will cover the basic principles underlying neurochemistry. Topics will include neurotransmitter function, synthesis and metabolism as well as signaling. In addition to normal neurochemistry, the course will introduce students to the chemical disturbances that underlie some mental illnesses such as schizophrenia and addiction.
Prerequisite: A grade of C or better in NEU 100 and 200 or BIO 110 and 112

NEU 330 (3 credits)
Neuroendocrinology
This course will cover the basic principles of neuroendocrinology with a focus on how hormones influence behavioral outcome. Animal models will be examined to explore how the endocrine and nervous systems interact to control functions such as reproductive behaviors, aggression, stress, biological rhythms, metabolism and fluid intake. Human neuroendocrine research will be included if available and appropriate.
Prerequisites: A grade of C or better in NEU 100 and 200 or BIO 110 and 112

NEU 340 (3 credits)
Cognitive Neuroscience
This course will introduce students to basic concepts in the history, neuroanatomy and methods of cognitive neuroscience. In addition topics related to sensation and perception, learning and memory, emotion, language, attention and impulsivity will be covered.
Prerequisites: A grade of C or better in NEU 100 and 200 or BIO 110 and 112.

NEU 399 (3 credits)
Junior Seminar
This course is a critical overview of major fields of specialization in neuroscience, with a focus on conducting research. The course will emphasize developing a viable research proposal grounded in historical, philosophical, and empirical foundations related to a student conceived research question. Students will be expected to conduct literature searches, develop a rationale for their research question and write a proposal which should include an introduction, a hypothesis, methods and expected results.
Prerequisites: A grade of C or better in NEU 250.

NEU 498 (3 credits)
Neuroscience Research/Internship
As part of this course, students will complete a research internship that consists of either an 8-week full-time summer research experience or 300-hours of research over an entire academic year (at least two semesters). The research experience will involve an independent hypothesis-drive study implemented and completed by the student as her chosen research mentor's laboratory. Students may register for this course either during the research internship (if being conducted during the semester) or after the internship has been completed (if the research was conducted in the prior summer). A student cannot register for this course prior to the completion of the research experience. This course is graded Pass/Fail.
Prerequisite: A grade of C or better in NEU 250.
NEU 490 (3 credits)
Senior Thesis
The course is designed to provide the senior student with instruction and practice in the oral, poster, and written presentation of research data. Topics will include preparation of figures, slides, posters, and organization of the presentation. Students are required to provide their own data from independently conducted research. Students must have completed an internship prior to registering for this course.
Prerequisites: A grade of C or better in NEU 399

NONPROFIT MANAGEMENT & PHILANTHROPY

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

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

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

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

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

NMP 400 (3 credits)
Capstone Experience: Creating Social Change
The student cohort will be provided with seed money from a funder to participate in a micro-enterprise project. The students decide what and how to make an impact on the world on a local, regional, national or international scale with their funds as a group.
Prerequisites: NMP 200, NMP 300 and either NMP 205 or NMP 305

OCCUPATIONAL THERAPY

OTP 100 (1 credit)
Exploring Occupational Therapy
This course is comprised of two units; What is occupational therapy? And What are occupational therapy practitioners? It includes an overview of the current status of the profession, a look at its historical roots, an understanding of its philosophical principles, the roles and responsibilities of OT practitioners, ethical and legal practice, professional organizations, and practice settings.
Offered spring semester only
OTP 101 (1 credit)
Medical Terminology
Medical Terminology is a specialized language that allows for communication between health care professionals. Learning to apply correct medical terminology will positively affect the student’s understanding of future health classes. Increasing the student’s knowledge of medical terminology will be accomplished by reducing medical words into their simple word parts, combining suffixes and prefixes, and word applications for specific medical domains.

OTP 500 (2 credits)
Introduction to Occupational Therapy
Basic concepts important to occupational therapy are addressed. National, state, and local organizations important to the occupational therapist are covered. Foundations for teaching and learning, ethics, and clinical skills are introduced. Students will practice teaching and learning concepts using media common in occupational therapy. The history of occupational therapy, the Occupational Therapy Practice Framework, and activity analysis are covered. Students participate in analyzing activities across the lifespan for therapeutic value. Medical terminology, observation, interview, health history, and Occupational Profile are also addressed.

Prerequisite: Permission of the department
Offered summer only

OTP 502 (3 credits); OPT 502L (1 credit)
Integrated Anatomy
This course examines musculoskeletal and peripheral nervous system anatomy in the context of human movement and function, through lecture and lab. In the lab, students develop a working knowledge of anatomical structures with the use of computer models, bones, and prosected cadavers. The lecture component expands on students’ knowledge of structures by exploring the function of the musculoskeletal system, including movement analysis, joint mobility and function. Anatomy and function of the integumentary and lymphatic systems is also reviewed. Selected pathology related to the musculoskeletal, integumentary system, and lymphatic systems are examined to support students’ application of anatomy concepts to clinically relevant knowledge. Students are responsible for their own transportation to off-campus cadaver labs.

There is a lab fee for OTP502L.
Prerequisite: Permission of the department
Offered fall semester only

OTP 503 (2 credits)
Models of Practice in Occupational Therapy
The content covered in this course addresses theory, models, and frames of reference used throughout occupational therapy practice across the lifespan. Students will learn to differentiate theory, models, and frames of reference; learn to apply specific theories in treatment planning and intervention; and integrate theoretical frames to address occupational performance limitations for people of all ages.

Prerequisite: Permission of the department
Co-requisite: OTP 500
Offered summer only

OTP 504 (2 credits)
Foundations of Neuroscience
This course will focus on the application of anatomy and function of the human nervous systems and its role in development, movement, sensation, cognition, perception and behavior to support the understanding of neurorehabilitation practice. Normal function and dysfunction of the peripheral and central nervous systems will be reviewed including the spinal cord, brainstem, cerebrum and auditory, visual and vestibular systems. Concepts and knowledge will be linked to selected neurological disorders, clinical problems and case studies.

Prerequisite: Permission of the department
Offered fall semester only

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

Prerequisites: OTP 531, 541, 550 and permission of department
Offered summer I only

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

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

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

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

OTP 513 (3 credits)
Professional Development IV: From Student to Practitioner
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 (2 credits)
Occupation, Purpose, and Meaningfulness
This course will explore daily occupations of individuals across the lifespan. Using the language of the AOTA OT Practice Framework and a variety of OT models of practice, students will explore components of basic and instrumental activities of daily living, work, play and leisure. Analysis and clinical assessment of occupational performance will be explored as well as treatment utilizing a modify/adapt approach. The constructs of client-centered practice and the person-occupation-environment interaction will be woven through the course to highlight connections between human occupation in supporting purpose and meaning through the lifespan.

Prerequisite: Permission of the department
Co-requisites: OTP 500 and 503
Offered summer only

OTP 521 (2 credits)
Level I Fieldwork: Psychosocial Rehabilitation
Students spend a minimum of 25 hours in a mental health setting. Students will work in pairs to complete occupational therapy assessments commonly used in mental health practice. In addition, students lead a task or communication group with clients and will engage in reflective activities to support the development of clinical reasoning.
Students are responsible for their own transportation to clinical sites.
Prerequisites: OTP 531 and permission of the department
Offered summer I only

OTP 522 (2 credits)
Level I Fieldwork: Childhood Occupations
Students spend a minimum of 25 hours in a pediatric setting observing and engaging children and/or adolescents in a variety of occupations. Students will apply knowledge of typical and atypical development to design and implement appropriate activities to meet the diverse needs of the children in the fieldwork setting. In addition, students will begin to document pediatric services and engage in reflective activities to support the development of clinical reasoning.
Students are responsible for their own transportation to clinical sites.
Co-requisite: OTP 550
Offered spring semester only

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

OTP 530 (4 credits)
Psychological/Social/Cognitive Components of Living I
Pathology, assessment media, and general treatment approaches in mental health and cognitive settings are addressed. Students learn several assessments from different frames of reference and are introduced to the documentation of evaluations. Safety and suicide precautions are highlighted. Using the Occupational Therapy Practice Framework as the foundation, students learn several treatment modalities.
Prerequisites: OTP 500, 503, 520 and permission of department
Offered fall semester only
Materials fee applies

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.
Prerequisites: OTP 530 and permission of the department
Offered spring semester only
Materials fee applies

OTP 540 (4 credits)
Sensorimotor Components of Living I
The first course in the sensorimotor series focuses on occupational therapy evaluation and treatment of adults with orthopedic, systemic, and traumatic disorders. The etiology, signs, symptoms, and medical management of common medical and orthopedic disorders will be reviewed and their impact on occupational performance will be explored. Assessment and treatment approaches will focus on biomechanical and rehabilitation frames of reference. The occupational therapy process will be reviewed and students will begin to develop clinical reasoning skills through assessment and treatment planning assignments.
Prerequisites: OTP 500, 503, 520 and permission of department
Co-requisite: OTP 502
Offered fall semester only
Materials fee applies
OTP 541 (4 credits)
Sensorimotor Components of Living II
The second course in the sensorimotor series focuses on occupational therapy evaluation and treatment of adults with neurological disorders. The etiology, signs, symptoms, and medical management of common neurological disorders will be reviewed and their impact on occupational performance will be explored. Assessment and treatment approaches will focus on neurophysiological frames of reference. Compensatory methods (covered in OTP 540) will be applied to individuals and populations with neurological disorders. Students will build on clinical reasoning skills introduced in OTP 540 through additional assessment and treatment planning assignments.
Prerequisites: OTP 504, 540 and permission of the department
Offered spring semester only
Materials fee applies

OTP 542 (4 credits)
Sensorimotor Components of Living III
The third course in the sensorimotor series focuses on assessment and treatment of the older adult population. Theories of aging are introduced and used to adapt occupational therapy interventions learned in OTP 540 and 541 to the unique needs of older adults. Additional issues unique to the aging population are addressed, including Medicare, aging in place, falls, driving and community mobility, and end-of-life issues. The etiology, signs, symptoms, and medical management of disorders typically seen in a geriatric population will also be covered. The use of client-centered practice and meaningful occupation will be emphasized.
Prerequisites: OTP 531, 541 and permission of the department
Co-requisite: OTP 523
Offered fall semester only
Materials fee applies

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.
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.
Prerequisites: OTP 550 and permission of the department
Offered fall semester only
**OTP 560 (3 credits)**

**Occupation and Technology**

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

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

*Offered fall semester only*

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**OTP 562 (1 credit)**

**Current Issues in Occupational Therapy**

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

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

*Offered fall semester only*

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**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*

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

**Level II Fieldwork**

(These courses are graded Pass/Fail.)

Supervised field experiences provide the student therapist with an opportunity to apply theory and clinical reasoning skills to the evaluation and treatment of people or populations across the lifespan, with a range of disabilities, in a variety of settings. OTP 590 and 591 are designed to provide students with in-depth experiences in delivering occupational therapy services to clients, focusing on meaningful occupation. Students will engage in reflective practice to embrace professional values as lifelong responsibilities of the occupational therapist, such as engaging in ethical practice, professional behaviors, and continued competence. The goal of level II fieldwork is to develop competent, entry-level, generalist occupational therapists.

The fieldwork experiences are arranged and coordinated by the academic fieldwork coordinator according to the requirements of the American Occupational Therapy Association’s (AOTA) Accreditation Council of Occupational Therapy Education (ACOTE) and the Bay Path University Occupational Therapy Department. Attempts are made to meet students’ requests regarding practice setting and geographic location, however, student requests are not guaranteed. The sequence and dates of each level II fieldwork placement may be altered, depending on the availability of placement sites or the requirements of federal financial aid. Each course requires 12-weeks of fulltime fieldwork. Both fieldwork experiences (OTP 590 and 591 for a total of 24 weeks) must be completed within 24 months of the completion of coursework.

*Prerequisites: Completion of all OTP course requirements (except OTP 570) or permission of department*

*Students must also meet all level II fieldwork requirements stated in the most recent Bay Path University OT Student Handbook and requested by a student’s fieldwork site.*
PHYSICAL SCIENCE

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

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

PHS 101 (3 credits)
University Physics I
This is a non-calculus based introduction to the principles of physics and their applications. The topics covered include kinematics, Newton’s laws of motion, work energy, momentum, and rotational motion.
Prerequisite: MAT 112

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

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

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

PHYSICAL FITNESS

PHY 101 (1 credit)
Fitness
This course is designed to facilitate cardiovascular fitness as well as increase muscular strength, endurance, and flexibility. With the combination of high and low impact moves, muscular strengthening and stretching exercises, students will be able to burn calories; increase their muscular strength, endurance, and flexibility; and relieve stress. Students are encouraged to work at their own pace by utilizing high or low impact moves when appropriate. This course is based on instructor-led group movements, combined with music. Students will learn brief explanations of basic aerobic principles, definitions and guidelines for proper work out techniques.
**PHY 102 (1 credit)**  
*Yoga I*  
This course is intended for students who wish to enhance their overall level of physical fitness by designing a customized personal training program of activity. Students will become acclimated with the proper usage of the machines in the Breck Fitness Center. Students will also be able to build their self-esteem and relieve stress. There is no experience necessary when enrolling in this course. This course will be run by the Physical Fitness Trainer.

**PHY 103 (1 credit)**  
*Ab-Core Fusion*  
Focusing on the core muscle group will help tone and lengthen the abdomen while strengthening the lower back muscles. A strong ab-core will also alleviate the discomfort in the shoulders, back, and sacrum through proper alignment and posture. The entire body benefits from ab-core yoga as tensions and toxins are released from the center of the body.

**PHY 104 (1 credit)**  
*Hatha Yoga I*  
Embrace your core strength and flexibility! Enhance energy levels while relieving tensions as you move through core strengthening sequences. The entire body benefits from hatha yoga as stress and toxins are released from the center of the body.

**PHY 120 (1 credit)**  
*Meditation*  
This course helps students develop coping skills.

**PHY 130 (1 credit)**  
*Boxing*  
Learn the basic punches, correct footwork, and basic patterns of movement while getting a great workout. This class will improve your cardiovascular conditioning, core strength, and functional strength. Boxing gloves are required and can be purchased for ten dollars.

**PHY 210 (1 credit)**  
*Nutrition: Keys to Healthy Living*  
University is a key time where nutrition habits and attitudes can contribute to the establishment of healthy or unhealthy daily behaviors that remain for life. In this course students will learn to establish healthy eating habits and attitudes about food.

**PSYCHOLOGY**

**PSY 101 (3 credits)**  
*Introduction to Psychology I*  
Using an active learning approach, students will explore psychological perspectives and methods as explanations for human behavior and mental processes. Other topics include: neurophysiology, consciousness, learning, personality theories, and psychological disorders.  
*This course is a prerequisite for all other psychology courses.*

**PSY 102 (3 credits)**  
*Introduction to Psychology II*  
This course is a continuation of PSY 101 and is required for all general psychology majors. It continues the exploration of the broad variety of areas studied in psychology, including motivation, memory, cognition, thinking and learning, and stress and health.  
*Prerequisite: A grade of C or higher in PSY 101*  
*Offered spring semester*
PSY 150 (3 credits)
Survey of Forensic Psychology
This course introduces students to the field of forensic psychology and explores the relationship between psychology and the legal system. Current events, case studies, and research are used to demonstrate the applications of forensic psychology to critical issues and special topics in the field. Students will gain a broad understanding of the different career opportunities from a multidisciplinary perspective.
Prerequisite: PSY 101

PSY 205 (3 credits)
Child Development
This course is a study of developmental changes from birth through 12 years old. Prenatal and neonatal issues are also discussed. Physical, emotional, social, and cognitive growth is explored at each age. The dominant theories of development are examined, as well as contemporary issues relating to childhood and parenting.
Prerequisite: PSY 101
Offered spring semester only

PSY 206 (3 credits)
Adolescent and Adult Development
This course surveys how people develop and change from the onset of adolescence through late adulthood. Different theoretical perspectives and contemporary information relating to the physical, social, emotional, and cognitive realms are examined.
Prerequisite: PSY 101
Offered fall semester only

PSY 216 (3 credits)
Psychology of Cultural Diversity
This course is designed to assist, encourage, and challenge students to develop more fully their awareness and knowledge of self and others in a culturally pluralistic society. Basic concepts and ideas that are relevant to multicultural human service and development will be introduced. Culture and environment will be discussed as interactive experiences and basic dimensions of diverse groups will be explored.
Prerequisite: PSY 101
Offered fall semester only

PSY 221 (3 credits)
Death, Dying, and Bereavement
This course introduces the principles explored in thanatology, including hospice care, the grief process, cultural variations in the mourning process, and the various religious views of the afterlife.
Prerequisite: PSY 101
Offered in alternate years

PSY 224 (3 credits)
Effective Youth Development and Mentoring
This course serves as an introduction to best practices of working with youth through the development and mentoring process. Issues include goals of youth development/mentoring, protective factors affecting healthy youth, at-risk youth, resilience, ethics of mentoring, and the involvement of family, school, and community. Competencies of youth workers will also be addressed. The course involves an integrated service learning project in which students are paired with at-risk youth for weekly mentoring at a local agency/school.
Prerequisite: PSY 101
Offered fall semester only

PSY 240 (3 credits)
Abnormal Psychology
This course explores a wide range of personality, behavioral, and cognitive disorders. The symptoms, etiology, and dynamics of various disorders are studied, and a variety of therapeutic theories and techniques are discussed.
Prerequisite: PSY 101
Offered fall and spring semesters
PSY 260 (3 credits)
Cooperative Education
Students work a total of 100 hours in a professional setting off campus. In addition, they take a weekly seminar course to process their experience and make theory-practice connections.
Prerequisite: A grade of C or higher in PSY 101, successful application process, and approval by the Faculty Advisor for the Co-Op Program
Open only to psychology majors
Offered in spring semester

PSY 270-2 (3 credits)
Special Topics in Psychology
These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering

PSY 299 (3 credits)
Psychology Internship
(This course is graded Pass/Fail)
Students are given an opportunity to receive supervised training from practicing professionals. 120 hours required.
Prerequisite: minimum of cgpa of 2.0 and sophomore status
Open only to psychology majors

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

PSY 310 (3 credits)
Human Sexuality
The biological, social, and psychological aspects of human sexual behavior are studied in the context of contemporary American society. Emphasis is placed on research methods and findings relative to human sexual behavior. Topics discussed will typically include: the development of sexuality, the formation of attachments, the varieties of sexual expression, sexual problems and their treatment, and legal aspects of human sexual behavior.
Prerequisites: PSY 101 and Junior or Senior status
Offered spring semester

PSY 321 (3 credits)
Theories of Personality
This course investigates the major personality theorists from Freud to more recent and contemporary theorists like May and Rogers. Emphasis is placed on the critical evaluation and practical application of each theory reviewed.
Prerequisite: PSY 101 and Junior or Senior status
Offered spring semester only

PSY 330 (3 credits)
Psychology of Women
This course surveys the issues pertinent to women’s diverse roles in contemporary society along with the historical significance of the women’s movement. Gender differences in social, personality, and cognitive development are addressed.
Prerequisites: PSY 101 and Junior or Senior status
Offered in alternate years

PSY 335 (3 credits)
Psychology of Criminal Behavior
Criminal behavior is studied in the context of societal and genetic influences on personality formation. Juvenile delinquency and the early expression of antisocial behaviors are discussed. The psychological interventions currently in use and the effects of incarceration are studied.
Prerequisites: PSY 240 and Junior or Senior status
Offered fall semester only

PSY 336 (3 credits)
Psychology of the Female Offender
This course focuses on the psychological aspects of female offenders with an emphasis on gender and criminological theorizing, female delinquency, females as offenders, mental illness in corrections, and females in prisons. Issues such as sexism, racism, social class inequality, cultural factors, and victimization are explored in the context of understanding what psychological issues contribute to female involvement in crime, society’s perception of women offenders and special considerations related to females within the criminal justice system.
Prerequisite: PSY 240, Junior or Senior status
Offered fall semester only

PSY 340 (3 credits)
Physiological Psychology
This course provides the student with knowledge of the biological components of behavior. Basic neuroanatomy and neurochemistry are discussed with respect to a variety of topics such as emotions, sensation, aggression, sleep, memory, reproductive behaviors, eating disorders, and certain forms of psychopathology.
Prerequisites: PSY 101 and Junior or Senior status
Offered fall semester only

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

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

PSY 347 (3 credits)
Early Intervention with Infants and Toddlers
This course, especially offered to those interested in careers in Child Psychology, surveys current and classic research in infant and toddler development. Typical and atypical development issues of children from birth to three years are studied with a focus on early intervention theories, programs, services, and techniques currently in use.
Prerequisites: PSY 205 and Junior or Senior status
Offered fall semester only

PSY 370 (3 credits)
Social Psychology
Social behavior is studied from a psychological perspective. Topics addressed typically include: small group behavior, personal perception, attitude acquisition and change, leadership, conformity, and prejudice.
Prerequisites: PSY 101 and Junior or Senior status
Offered fall semester only

PSY 380 (3 credits)
Interview & Counseling
This course introduces fundamental skills used in the helping profession including interviewing, developing rapport, and elements of the counseling process. Ethical and legal considerations, issues of diversity, non-verbal behavior, and self-care will also be addressed. In addition, students learn about career options as a helping professional.
Prerequisites: PSY 101 and Junior or Senior status
Offered fall semester
PSY 415 (3 credits)
Suicide: Assessment and Treatment
This course will provide the student with an understanding of the many factors involved with both suicide and parasuicide (self-harming behavior). A broad spectrum of approaches will be covered, including psychological, sociological, physiological, and existential. Students will also be presented with information about the assessment, treatment, and prevention of this leading cause of death.
Prerequisites: PSY 240 and Junior or Senior status
Offered in alternate years

PSY 425 (3 credits)
Parenting
This course will focus on the role of the parent as it relates to the child’s healthy development at each stage. The importance of providing a proper role model, communication, discipline, attachment, and sibling relationships are discussed with consideration of varying cultural and family configurations. Issues such as the role of the father, as well as situations involving abuse, neglect, and stress will be included.
Prerequisites: PSY 205 and Junior or Senior status
Offered fall semester only

PSY 430 (3 credits)
Clinical Psychology
This course explores some of the key areas within the field of clinical psychology, with particular emphasis on assessment (cognitive, personality, and diagnostic) and treatment (crisis intervention and psychotherapy). Various forms of psychotherapy, including psychodynamic, cognitive, and humanistic/experiential therapy will also be examined.
Prerequisites: PSY 101, PSY 240, and Junior or Senior status
Offered spring semester

PSY 432 (3 credits)
Cognitive Psychology
The Cognitive Psychology course introduces the basic principles and models that fall under the wide umbrella of Cognition. The course includes: models of cognitive psychology, and examination of the basic principles and theories pertinent to the study of thought processes, problem solving, perception, attention, memory, linguistics, neuropsychology, thinking and intelligence, information processing and Cognitive Behavioral Therapy (CBTP. The course is designed to permit a large degree of student discussion, with examples to apply the information to the real world.
Prerequisite: PSY 101
Offered in hybrid format

PSY 438 (3 credits)
Community Youth Development
This course explores contemporary issues facing community-based youth organizations in the United States. Students will explore respective social, cultural, political, and/or organizational underpinnings of issues as focused in two major domains: (1) contemporary issues facing community-based youth serving organizations themselves (e.g., evolving missions, funding, paid and volunteer staff, collaborations, etc.); and (2) contemporary issues facing the youth audiences served by the organizations (e.g., substance abuse, truancy and drop-out, workforce development, sexual activity, etc.)
Prerequisite: PSY 101
Offered spring semester

PSY 441 (3 credits)
Seminar in Advanced Forensic Psychology
This capstone seminar course is designed to provide an opportunity for the student to synthesize, reflect upon, and analyze the complexities of the intersection of criminal law and psychology. An external community experience is incorporated to provide an opportunity to apply course content and learning to real world issues. This course will highlight the major historical and current issues and controversies related to juvenile, adult, and international forensics, and students will conduct case analyses from a multidisciplinary perspective.
Prerequisites: PSY 150 and two upper-level (300+) courses in psychology, and Junior or Senior status.
Offered spring semester
PSY 450-2 (3 credits)
Special Topics in Psychology—Advanced Level
These courses or seminars focus on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisites: To be determined based on course offering; Junior or Senior status

PSY 498-499 (3 credits each)
Psychology Internship
(This course is graded Pass/Fail.)
Students receive supervised training from practicing professionals, typically during the final semester of the fourth year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that relate to their individual and educational career objectives. Sites may include public educational facilities, human services agencies, mental health clinics, and law enforcement and criminal justice agencies.
Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of department chair
Open only to psychology majors

SCIENCE

SCI 200 (3 credits)
History and Philosophy of Science
This course engages students in an exploration of scientific thought throughout the ages. Students will examine the contributions of historical scientists, the interaction of scientific reasoning on culture and society, the relationship between science and religion, and the adaptation of scientific thinking to an ever changing world.

SCI 204 (3 credits)
Introduction to Human Disease
This course is a general study of disease mechanisms and the effects on normal human physiology. Topics include electrolyte imbalances, tissue alterations, hypersensitivities, genetic disorders, cancer, and system pathology.

SHN 101 (1 credit) – Fall of Freshman Year
Scientific Frontiers: A look at how STEM fields will meet the pressing needs facing society today
This one-credit science honors course introduces science honors students to the STEM fields and the paradigm shift within this field brought about by a crucial need for greater integration within and between the various STEM fields. This new synthetic approach has developed as a response to a pressing need to find solutions to a number of crucial and current societal needs: environment/ecosystem restoration, energy production, sustainable food and water production, and improvement in human health. Students will explore these societal needs and will begin a research project into the environmental challenge, which will include input from scientists from other countries.

SOCIOLOGY

SOC 100 (3 credits)
Principles of Sociology
This course introduces students to the major concepts and methods of sociology. Emphasis will be on the components of culture, the structure and institutions of society, the elements of social organization and differentiation, and sociological approaches to the analysis of groups.

SOC 200 (3 credits)
Social Problems
This course involves the study of social problems and social disorganization in contemporary American society. Topics include: inequality and discrimination, race and ethnic relations, poverty, family disorganization, crime and juvenile delinquency, health care, aging, and suicide. The focus of the course will be on theoretical explanations and potential solutions.
Prerequisite: SOC 100 or PSY 101
Offered fall semester
SOC 210 (3 credits)
Marital and Family Systems
This course investigates the structure and function of the family as a social system. Emphasis is placed on the interrelationship between the family and other social institutions utilizing cross-cultural and historical perspectives. Discussions of marriage, family structure, family functioning, and family disorganization are included.
Prerequisite: PSY 101 or SOC 100
Offered spring semester

SOC 305 (3 credits)
Domestic Violence
This course explores various forms of domestic violence and abuse including neglect and physical, sexual, and emotional abuse among intimate partners and children. Issues pertaining to culture, sexual orientation, family dynamics, abuse of elders and the disabled, and the cycle of abuse are reviewed. Key issues related to treatment and community resources are addressed. Students will also investigate the etiology of abuse.
Prerequisites: SOC 100 or PSY 101 and Junior or Senior status
Offered spring semester

SPANISH

SPA 113 (3 credits)
Spanish Language and Culture I
The first course in the four-course Spanish language sequence, SPA 113 is designed to develop basic skills in oral expression, aural comprehensions, reading writing, and grammar. Course learning activities also introduce students to beginning levels of conversation, composition, and cultural understanding in the target language.

SPA 114 (3 credits)
Spanish Language and Culture II
The second course in the four-course Spanish language and culture sequence continues the study of basic skills in oral expression, aural comprehension, reading, writing, and grammar. Intermediate level skills in conversation, composition, and cultural understanding are also introduced.
Prerequisite: SPA 113 or appropriate placement test score

SPA 213 (3 credits)
Spanish Language and Culture III
This third course in the four-course Spanish language and culture sequence moves students to an intermediate level of oral expression, aural comprehensions, reading, writing, and grammar skills. Cultural awareness is integrated into the course through the use of Spanish films and videos, appropriate books, articles, and other authentic materials that provide meaningful contexts for conversation activities, intermediate level reading and writing, and the study of diversity in Spanish-speaking cultures.
Prerequisite: SPA 114 or appropriate placement test score

SPA 214 (3 credits)
Spanish Language and Culture IV
The final course in the four-course Spanish language and culture sequence, SPA 214 completes the development of oral expression, aural comprehension, reading, writing, and grammar skills. Cultural awareness is emphasized in the course through student exposure to Spanish films and videos, appropriate books, articles, and other authentic materials that provide meaningful contexts for conversation activities, intermediate level reading and writing, and the study of diversity in Spanish-speaking cultures. SPA 214 students are encouraged to go on to obtain a Minor in Spanish Language, Literature, and Film by taking additional coursework in the study of Spanish literature and/or film (one additional course beyond SPA 214 needed for the minor).
Prerequisite: SPA 213 or appropriate placement test score

SPA 270-272 (3 credits)
Special Topics in Spanish
Spanish courses in literature and film are offered at an intermediate to advanced level, allowing students to deepen their understanding of Spanish language and culture and to earn a Minor in Spanish Language, Literature, and Film (15 credits in Spanish
needed for the Minor). Different courses are offered from semester to semester, including introductions to Spanish film, as well as special topics courses, such as “Repression and Resistance: The Struggle for the Human Rights in Latin America Through Film.”

**Prerequisite: To be determined based on course offering**

**SPA 350-352 (3 credits)**

**Special Topics in Spanish**

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

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

**THEATRE**

**THR 200 (1 credit each semester)**

**Theatre Workshop**

(This course is graded Pass/Fail when taken for credit and Satisfactory/Unsatisfactory when participation does not include earning credit.)

Theatre Workshop is open to all students interested in actively participating in theatre projects. All phases of play production design, construction, management, and performance are covered in workshop sessions. Students are required to participate in some phase of the University’s annual theatrical productions.

**THR 211 (3 credits)**

**Acting I**

This is a performance course designed to familiarize the student with the basic techniques of the craft of acting. Students are provided an opportunity to develop acting skills through pantomime, improvisation, and traditional methods based on a technique approach. For the student not interested in following an acting career, this course enables her to develop evaluation standards for performances and an appreciation and understanding of the theatre experience.

**THR 212 (3 credits)**

**Acting II**

A continuation of the basic acting course, Acting II gives students a variety of roles to interpret and the opportunity to interact with others through exercises and scenes from one-act and full-length plays. The course provides familiarity with a range of dramatic styles and acting techniques.

**Prerequisite: THR 211 or permission of the instructor**

**THR 301 (3 credits)**

**Theatre History**

This course traces the origins and development of theatre from the myths and rituals of ancient culture, through classical Greece, Rome, the Middle Ages, Renaissance, Romanticism, Realism, and the 20th Century. Emphasis is placed on the historical changes in production-performance. Representative readings, film and, when possible, live presentations are used to enhance the survey perspective.

**WOMEN EMPOWERED AS LEARNERS & LEADERS**

**WEL 100 (3 credits)**

**Women as Empowered Learners and Leaders**

An interdisciplinary course, designed to give all students entering Bay Path University a common experience and foundation for their education. This course is an introduction to the University, to academic study, and to various approaches to thinking about personal potential, to understand the process of becoming a learner, a leader, and composing a life, to appreciate beauty, and work actively toward establishing community and justice in the context of being a woman at the beginning of the 21st century.
WEL 200 (3 credits)

Present Yourself
Persuasive speaking is about achieving a specific outcome. It is aimed at getting an audience to take certain action. But to succeed, you must first either change their attitudes and beliefs or reinforce attitudes and beliefs they already hold. You begin by planning and preparing and by focusing clearly on the outcome you want to achieve and the means to achieve it. This course is designed to help students build the skills necessary to achieve these results. Students will be asked to present weekly, under different circumstances and to different audiences. WEL200 is an elective course.

WEL 310 (1 credit)

Strategies for Career and Personal Growth
Strategies for Career and Personal Growth builds on the foundation created in WELL 100 to deepen students’ knowledge, skills, and attitudes related to career development. Through a focus on well-being and lifelong learning, students strategically delve into opportunities to build passion, purpose and potential through reflection on strengths and experiences, researching and learning about career paths related to one’s major field of study and leveraging the career portfolio. This one-credit course is the mid-level requirement of our Women Empowered as Learners and Leaders Curriculum.

WEL 400 (3 credits)

Women as Empowered Learners and Leaders: In Practice
This course focuses on the planning, design, and implementation of a project in partnership with a community organization. While each section of WEL400 will partner with a different organization, all sections combine academic work with hands-on learning. Students will engage in research pertaining to the focus of the course, and practice critical thinking and problem-solving skills while learning about a central topic. Trips to local sites and interaction with those in the community are integral components of WEL400. This blended-learning course combines face-to-face and online learning, serves as the capstone for the WELL program, and requires students to complete the BPU e-Portfolio.
THE GRADUATE SCHOOL
2014-2015 Academic Calendar for the following
Graduate Programs:

- M.S. Accounting
- M.S. Communications and Information Management
- M.S. Clinical and Mental Health Counseling
- M.S. Cybersecurity Management
- M.S. Education
- M.F.A. Creative Nonfiction Writing
- M.B.A. in Entrepreneurial Thinking and Innovative Practices
- M.S. Higher Education Administration
- M.S. Leadership and Negotiation
- M.S. Nonprofit Management and Philanthropy
- M.S. Special Education
- M.S. Strategic Fundraising and Philanthropy
- M.S. Physician Assistant Studies*

<table>
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<th>FALL 2014</th>
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| 30 Monday | -Classes Begin for Graduate (Session V)  
-Last Day to Drop Courses for Session V |
| AUGUST    |  |
| 23 Saturday | -Last Class for Graduate (Session V)  |
| 28 Thursday | -Graduate Grades Due for Session V  |
| 25 Monday | -Classes Begin for Graduate (Session VI)  
-Last Day to Drop Courses Session VI |
| OCTOBER   |  |
| 18 Saturday | -Last Class for Graduate (Session VI)  |
| 23 Thursday | -Graduate Grades Due for Session VI  |
| 27 Monday | -Classes Begin for Graduate (Session I)  
-Last Day to Drop Courses Session I |
| NOVEMBER  |  |
| 26 Wednesday | -All Classes End and College closes at Noon for Thanksgiving Break  |
| 27-28 Thursday Friday | -Thanksgiving Break – College Closed  |
| DECEMBER  |  |
| 20 Saturday | -Last Class for Graduate (Session I)  |
| 26 Friday | -Graduate Grades Due for Session I  |
SPRING 2015

JANUARY  
5  Monday  -Classes Begin for Graduate (Session II)  
      -Last Day to Drop Courses Session II  
19  Monday  -Martin Luther King Day – No Classes

FEBRUARY  
28  Saturday  -Last Class for Graduate (Session II)

MARCH  
2  Monday  -Classes Begin for Graduate (Session III)  
      -Last Day to Drop Courses Session III  
5  Thursday  -Graduate Grades Due for Session II  
7-15  Saturday-Sunday  -Spring Break for Traditional Undergraduate Graduate and TAWC remain in session

APRIL  
25  Saturday  - Last Class for Graduate (Session III)  
30  Thursday  -Graduate Grades Due for Session III

MAY  
4  Monday  -Classes Begin for Graduate Session IV  
      -Last Day to Drop Courses Session IV  
9  Saturday  -Commencement  
25  Monday  -Memorial Day – College closed

JUNE  
27  Saturday  -Last Class for Graduate (Session IV)

JULY  
2  Thursday  -Graduate Grades Due Session IV

*Please see PA Program Administrative Offices for Physician Assistant Studies calendar.
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 Developmental Psychology
- Master of Science in Forensics
- Master of Science in Higher Education Administration
- Master of Science in Education – Special Education
- Master of Science in Education – Concentration in Applied Behavior Analysis
- Master of Science in Education – Concentration in Curriculum and Instruction
- Master of Science in Education – Concentration in Elementary Education
- Master of Science in Leadership and Negotiation
- Master of Science in Nonprofit Management and Philanthropy
- Master of Occupational Therapy
- Master of Science in Physician Assistant Studies
- Master of Science in Strategic Fundraising and Philanthropy
Graduate Certificate Programs:

- Certificate in Higher Education Administration
- Certificate in Enrollment Management/Noel-Levitz 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 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.

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 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 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 applied for, if seeking license option.

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 applied for, if seeking licensure option.

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;
● 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;
- 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.

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 March 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 department decides in favor of the student’s admission into the graduate program, he/she will be admitted into the program on academic probation. A letter to that effect will be sent via e-mail to the student and included in the student’s academic record. If the student fails to earn a 3.0 GPA in the first semester after being placed on academic probation or receives any grade lower than a B-, he/she may be unable to continue in the program or may be required to follow a part time sequence to make up for the grade or GPA insufficiency. Such determination will be made by the Program Director with input from the department faculty.

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.”
- 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. 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 BPU-PA Program will not allow advanced standing for any professional courses or clinical experiences
• For International Students: English Second Language – TOEFL score of 90 int. – 233 computer – 550 paper
• Application
• Meeting minimal requirements does not guarantee an interview.

Master of Fine Arts in Creative Nonfiction Writing

• 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 for Graduate Students

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 2014-2015 academic year are:

- Master of Science in Education – Concentration in Applied Behavior Analysis (per credit) $625.00
- Tuition for the Master of Special Education program (per credit) $425.00
- Master of Science in Communications & Information Management $765.00
- MBA in Entrepreneurial Thinking & Innovative Practices (per credit) $765.00
- Master of Science in Developmental Psychology (per credit) $750.00
- Master of Science in Higher Education Administration (per credit) $730.00
- Master of Occupational Therapy (per credit) $840.00
- Master of Science in Strategic Fundraising & Philanthropy (per credit) $665.00
- Master of Science in Nonprofit Management & Philanthropy (per credit) $665.00
- Master of Science in Forensics (per credit) $795.00
- Master of Science in Physician Assistant (per trimester) $14,250.00
- Master of Science in Cybersecurity (per credit) $765.00
- Master of Science in Developmental Psychology (per credit) $750.00
- Master Fine Arts in Creative Nonfiction Writing (per credit) $695.00
- Master of Science in Leadership & Negotiation (per credit) $720.00
- Master of Science in Accounting (per credit) $740.00
- Master of Science in Education – Curriculum & Instruction $475.00

- Student Accident and Sickness Insurance Program – Full year $3,026.00
- Student Accident and Sickness Insurance Program – Spring semester only $1,567.00
- 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
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 Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first class</td>
<td>100% Refunded</td>
</tr>
<tr>
<td>Within the first week</td>
<td>80% Refunded</td>
</tr>
<tr>
<td>Within the second week</td>
<td>60% Refunded</td>
</tr>
<tr>
<td>Within the third week</td>
<td>40% Refunded</td>
</tr>
<tr>
<td>Within the fourth week</td>
<td>20% Refunded</td>
</tr>
<tr>
<td>After four weeks</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

Sessions containing 8 weeks

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first class</td>
<td>100% Refunded</td>
</tr>
<tr>
<td>Within the first week</td>
<td>90% Refunded</td>
</tr>
<tr>
<td>Within the second week</td>
<td>30% Refunded</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 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 2016-2016 academic year will be announced to all current students and applicants in the spring of 2015.

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. If filing a paper FAFSA, mail the completed application to the Federal Processor in the FAFSA-provided envelope. 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).
Bay Path University Graduate Scholarships

Graduate students enrolled part- or full-time per semester with financial aid need as documented by the FAFSA results may apply for this scholarship. Award amounts are $250 for part-time and $500 for full-time per academic year. Students receiving tuition reimbursement are not eligible. The scholarship will only apply to tuition. Students enrolled in the SPED, NMP, and Physicians Assistant Studies programs are not eligible for this program.

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) and the Master in Occupational Therapy 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. Sallie Mae SMART Option Loans, Wells Fargo Loans and Discover Student 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 FOR GRADUATE STUDENTS

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 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 Services.
- Meet with the Director of Student Academic Services to review the request and discuss reasonable accommodations.

After reviewing the request and documentation, the Director of Student Academic 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 coordinator 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 coordinator 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.

Access Services
Students seeking reasonable accommodations need to submit a written request to the Director of Student Academic Services. Students may refer themselves to the Director and are encouraged to request accommodations in a timely manner. Students complete a registration form and provide current documentation of their disabilities, the need for accommodation, and suggestions for reasonable accommodations. Records are strictly confidential and are not included in a student’s academic record. The University does not provide testing or assessment services. Students may be referred to qualified evaluators if, in the opinion of the Director, more information is necessary to determine a student’s current needs for reasonable accommodations. The Director will consult with the student and her representatives, if any, to determine what reasonable accommodations are necessary. The need and type of reasonable accommodation will usually be reviewed periodically.

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.

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.
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.

Academic Support

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 Bay Path University Ethics Program, the Center for Digital and Online Learning, and the Bashevkin Center for Academic Excellence, which is located in Catok Learning Commons.

Student Research (Undergraduate and Graduate)

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.

Academic and Career Development for Graduate Students

Graduate School 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.

Sullivan Career and Life Planning Center

The Sullivan Career and Life Planning Center is open to the entire Bay Path community. We welcome undergraduate students from our traditional program, One-Day-A-Week College and The American Women’s College, serving our Longmeadow, Central Mass and Burlington campuses. We serve graduate students and alumni, offering everyone who graduates from Bay Path career and life planning services forever. We integrate career competencies into our educational experience, assisting you to develop career and life planning strategies at any stage. Career development activities include self-discovery, career exploration, assessment and research tools, informational interviews and shadow program, experiential learning and career portfolio, as well as employment and advanced study support. We sponsor a variety of opportunities for mentoring and networking, as well as leadership development.

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.
ACADEMIC POLICIES AND PROCEDURES FOR THE GRADUATE SCHOOL

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

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.

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 personalized 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.
  - 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).

Digital and Online Learning

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.

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.

Online Learning Policies and Procedures
- All policies and procedures relevant to online learning are clearly outlined in the course syllabus. Questions and concerns should be referred to the director of the program in which the course is offered, to the Dean of the applicable school, or, as appropriate, to the Center for Online and Digital Learning.
Information Technology Ethics and Responsibilities

Bay Path University provides information technology resources to assist students, faculty, and staff in fulfilling the mission of the University. These resources are governed by various policies and laws regarding privacy, confidentiality, and intellectual property. It is the common responsibility of all members of the Bay Path University community to observe and enforce these regulations to ensure the proper and ethical use of information resources at all times. In general, the same moral, ethical, and common sense behaviors that apply in the non-computing environment apply in the computing environment. Examples of inappropriate behaviors include, but are not limited to:

- attempting to gain access to computer systems and files (on or off campus) for which permission has not been granted;
- sharing network passwords with others;
- theft of information (including violation of intellectual property rights) or computer resources;
- tampering with or vandalizing hardware or software;
- violating the privacy of or harassing others;
- using information technology resources for illegal purposes;
- using information technology resources for purposes inconsistent with the University mission; and
- using information technology resources to violate the University’s Academic Integrity and Social Behavior Policy.

For a more detailed description of information technology policies and procedures, please reference the Student Guidebook under IT Resources tab of the Connect Portal.

Bay Path University Policy on Academic Integrity and Social Behavior

(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, Dean Planning & 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; and
- 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.

Anti-Harassment and Anti-Discrimination Policies

Anti-Harassment/Anti-Discrimination

In order to achieve its mission of educating students to become confident and resourceful contributors to our increasingly interdependent world, the University depends on an educational and work environment of tolerance and respect. It is committed to providing an environment that is free of discrimination and illegal harassment, including sexual harassment for all faculty, staff and students working for the University, and for all students according to the additional Anti-Harassment/Anti-Discrimination Policy located in the Student Guidebook. This commitment includes a Bay Path University policy that expressly prohibits discrimination and harassment based on an employee’s sex, age, race, color, national origin or ancestry, disability, religion, sexual orientation, military status or veteran’s status, gender identity, genetic testing or information. These forms of discrimination and harassment are illegal, and Bay Path University will not tolerate any form of such discrimination or harassing conduct or behavior by an employee, vendor, client, contractor, Board Member or any visitor of Bay Path University. The University recognizes the right of all employees and students to be treated with respect and dignity. Harassment and discrimination in any form is unacceptable behavior and will not be tolerated.

This policy is designed to do the following:

- Reaffirm the University’s commitment to providing a positive, humane environment for study and work free from harassment;
- Let all members of the University community know what kind of conduct is expected and what kind of conduct is proscribed;
- Inform victims of harassment, including sexual harassment, of their options and rights;
- Inform all members of the University community about the procedures available at the University for addressing, investigating, and resolving harassment complaints, including sexual harassment complaints;
- Protect the rights and confidentiality of all parties to harassment complaints to the extent possible; and
- Prevent retaliation against persons alleging sexual and other unlawful harassment or against persons cooperating in an investigation.

Prohibited Conduct

Harassment – Acts or communications addressed to individuals or groups because of race, national origin or ancestry, religion, gender, sexual orientation, age, disability, marital status, military or veteran’s status, gender identity, genetic testing or information is similarly prohibited by this policy.

Examples of impermissible harassment, including racial harassment, include the following:

- The use of physical force or violence to restrict the freedom or movement of another person or to endanger the health and safety of another person based on the person’s race, color, gender, national origin or ancestry, disability, religion, sexual orientation, military or veteran’s status, gender identity, or genetic testing or information;
- Physical or verbal behavior that involves an express or implied threat to interfere or has as its purpose or has the reasonably foreseeable effect of interfering with an individual’s personal safety, academic efforts, employment, participation in University-sponsored extracurricular activities because of the individual’s race, color, gender,
national origin or ancestry, disability, religion, sexual orientation, military or veteran’s status, gender identity, or genetic testing or information and which causes that individual to have a reasonable apprehension that harm is about to occur;

- Any type of conduct that has the effect of unreasonably interfering with an individual’s work or academic performance or creates an intimidating, hostile or offensive working or learning environment;

- Epithets, slurs or derogatory comments based on a person’s race, color, gender, national origin or ancestry, disability, religion, sexual orientation, military or veteran’s status, gender identity, or genetic testing or information.

_It should be emphasized, however, that isolated instances (e.g. a single comment or joke) ordinarily will not constitute harassment unless it is repeated or egregious. Harassment may not be present if the conduct is welcomed and encouraged. Even though the behavior may not constitute harassment or discrimination, corrective action may be warranted._

**Sexual Harassment**

Sexual harassment is a form of behavior that adversely affects the employment relationship and is prohibited by State and Federal law. The University condemns and prohibits sexual harassment by any employee or student. Sexual harassment does not refer to voluntary social activities among employees. Instead, it refers to behavior that is not welcomed by the employee, which is purely offensive to her or him, and which undermines morale and/or interferes with the ability of the employee to work effectively.

Sexual harassment includes unwelcome actions such as:
- sex-oriented verbal abuse
- sexual remarks or jokes
- physical contact including patting, pinching or repeated brushing against another person’s body
- demands or requests for sexual favors accompanied by implied or overt promises of preferential treatment or threats concerning an individual’s status as an employee
- actual or attempted rape or assault

It is, therefore, against the policies of the University for any employee, male or female, to harass another employee sexually, that is, by making unwelcome sexual advances, requests for sexual favors, or other unwanted verbal or physical conduct of a sexual nature when:
- submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term of condition of employment or as a basis for employment decisions;
- such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s work performance by creating an intimidating, hostile, humiliating, or sexually offensive work environment;
- retaliation is threatened or undertaken against an individual who complains that such conduct is interfering with her or his work performance.

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

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether intended or not, that is unwelcome and has the effect of creating an educational environment or work place environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- unwelcome sexual propositions, invitations, solicitations, and flirtations; leering;
- unwelcome and inappropriate touching, patting, fondling, pinching, or obscene gestures;
- seeking sexual favors or relationships in return for the promise of a favorable grade or other academic or employment benefit or opportunity;
- conditioning an academic-related action (such as a grade, assignment, or refraining from discipline) on a sexual favor or relationship;
● unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person’s body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes, or innuendos; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls;
● sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one’s sex life; comment on an individual’s body; comment about an individual’s sexual activity, deficiencies, or prowess;
● sexually suggestive objects, pictures, cartoons, videotapes, audio recordings or literature, or computerized transmissions placed in the work or study area, that may embarrass or offend individuals, subject to general principles of academic freedom as defined in the Faculty Handbook, Section III;
● in the case of co-workers or individuals in positions of authority, conduct of the nature set forth above when the effect is to unreasonably interfere with the ability of a person to perform his or her employment or academic responsibilities, or when the effect is to create an offensive, intimidating and/or hostile working or learning environment for that person.

Unwelcome sexual behavior toward another employee or student, which is sufficiently severe or pervasive to alter the conditions of the victim’s employment or academic surroundings and results in a work or educational environment that a reasonable person would find abusive or offensive creates a “hostile environment.” Isolated instances (e.g., a single sexual overture, comment, invitation or joke) ordinarily will not constitute sexual harassment unless there is repetition or the circumstances are egregious. In this regard, occasional compliments also do not constitute sexual harassment. Sexual behavior that is welcomed and consensual may not constitute sexual harassment. Even though the behavior may not constitute harassment or discrimination, corrective action may be warranted.

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

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

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

Procedure for Dealing with Harassment
An initial course of action for anyone who feels that she or he has been harassed may be for that person, either alone or with another employee, or another student in the case of a student working for the University, to emphatically tell or otherwise inform the harasser that the conduct is unwelcome, offensive, violates this policy, and must stop. This may solve the problem, and if it does, further proceedings will usually not be necessary.

Employees who become aware of inappropriate discriminatory or harassing conduct toward another employee that they believe is prohibited by this policy must immediately report the matter to the Director of Human Resources. An employee who in good faith reports a suspected violation of this policy shall not suffer harassment, retaliation or adverse employment consequences from other employees or the University. An employee who retaliates against someone who has reported a suspected violation in good faith is subject to discipline up to and including termination.

Any faculty or staff who perceives herself or himself as a victim of harassment may also contact their division Vice President to discuss the harassment complaint. The Vice President has an obligation to notify the Director of Human Resources of such a complaint and will work with the director to determine if an acceptable solution can be achieved. If an acceptable solution is not attained, a formal investigation will be initiated.
If the person who believes she or he has been the victim of harassment decides that she or he wishes to file a formal complaint this may be done in writing or orally to the Director of Human Resources, 588 Longmeadow Street, Longmeadow, MA 01106, telephone (413) 565-1252.

Complaint Investigation

When the University receives the complaint it will promptly investigate the allegation of harassment in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent possible under the circumstances. The division Vice President and/or the President will be notified that an investigation is being initiated. Our investigation will include a private interview with the person filing the complaint and with the witnesses. We will attempt to interview the person alleged to have committed the harassment. Only those with a need to know will be apprised: (1) that an investigation is taking place; (2) of the results of an investigation; or (3) of the facts upon which the allegation of harassment is based.

Following the investigation, the University will make the final determination as to the merits of the complaint. If the University finds that the allegations in the complaint have been established by the investigation, the University will act promptly to attempt to eliminate the offending conduct, and where it is appropriate, it will impose disciplinary action appropriate to the offense. Such action may range from counseling to termination and may include such forms of disciplinary action as deemed appropriate under the circumstances.

When a complaint or the outcome of an investigation warrants notification of local law enforcement, the President will be notified and the University will cooperate with the investigation to the best of its ability.

Harassment Involving Only Students

Every effort has been made to make this policy and the procedures set forth herein consistent with the Policy for students. A student who perceived herself or himself to be the victim of harassment may report the incident to the Vice President for Planning and Student Development, the Dean of Student Success, the Director of Residence Life, or the Director of the Counseling Center at 588 Longmeadow Street, Longmeadow, MA 01106, in accordance with the Anti-Harassment/Anti-Discrimination Policy in the Student Guidebook.

Confidentiality

It is expected that, at all stages of any proceedings under this policy, confidentiality will be maintained to the greatest extent possible in the discretion of the University. All records of all alleged incidents of harassment, resolution, and any disciplinary action shall be kept in confidence for three years after the termination of all individuals involved.

Retaliation

Any retaliation against an individual bringing a complaint or participating in an investigation under this policy is strictly forbidden and unlawful, and will result in appropriate disciplinary actions.

Malicious, False Accusations

Any knowingly false or malicious complaints of discrimination or harassment will result in disciplinary action, up to and including termination of employment and/or permanent expulsion.

State and Federal Remedies

In addition to the above, if you believe you have been subjected to discrimination or harassment, including sexual harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using the University complaint process does not prohibit you from filing a complaint with these agencies. The following agencies are responsible for the enforcement of employment discrimination laws:

Massachusetts Commission Against Discrimination
Boston Office
One Ashburton Place – Room 601
Boston, MA 02108
(617) 994-6000
TTY: (617)994-6196
Satisfactory Academic Progress Policy and Financial Aid for Graduate Students

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 reviewed by a committee that consists of the Occupational Therapy Department faculty, the Dean of the School of Education, Human and Health Sciences and one graduate faculty member from another program. Extenuating circumstances, special needs, and potential will be evaluated. The student may continue on probation, which will include a written contract to be met in the following academic semester. Failure to meet the entire contract will result in academic dismissal. Graduate students are allowed only one semester of probation throughout the Master of Occupational Therapy and M.S. in Advanced Practice Occupational Therapy programs. 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 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 Program Director. 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 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.

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.

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).

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.
Transfer Policy/Residency Requirement for Graduate Students

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>
</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 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.
Bay Path University Institutional Review Board (IRB) Policy Statement

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 (BPU) 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 BPU 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 BPU community members (including staff, administrators, faculty or students) or any BPU resources must comply with BPU IRB procedures and policy as stated below.

The policies and procedures of the BPU 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 BPU 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 BPU 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.
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 the above information for any given year by filing such a request with the Registrar’s Office within 14 days of registration. The University has defined "directory" information to include:

- Student’s name
- Participation in officially recognized activities and sports
- Address
- Telephone number (as provided by the Student Information Desk)
- Email address (at Bay Path)
- Photograph
- Degree and awards received
- Date and place of birth
- 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. Bay Path University is 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.

Retention Rates

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

Student Right-to-Know and Campus Security Act

Using the definition of the Department of Education, data on graduation rates has been compiled and is available to current and prospective students in the Registrar’s Office. 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.

Policy on 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.
Policy and Process for Student Complaints

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 pages 81 and 85). 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.
- 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.
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.

Course Availability
Bay Path University reserves the right to change the time a course is offered 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 in order to enroll in 500 level courses. Graduate courses 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.

Undergraduate Enrollment in Graduate Courses
Undergraduate students who wish to enroll in graduate courses must have a minimum grade point average of 3.5 or better, be accepted into the graduate program as a conditional admit, and have the permission of their academic advisor, the graduate program director and Dean of the applicable school. Students may enroll in up to two graduate courses, and the courses will count toward the 120 credits required for the undergraduate degree. Students who are accepted in the 60-credit clinical mental health counseling program may request from the program director to enroll in up to four graduate courses. Tuition will be at the undergraduate tuition rate. The student must achieve a grade of B or better in the graduate courses to continue in the graduate program. After the Bachelor’s degree is conferred and the grade of B or better is verified, the student will be accepted into the graduate program as a matriculating student and the courses will be accepted into the graduate program as transfer credits.

Leave of Absence 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.

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

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

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.

4. 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.

5. 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.

6. 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 LOA
At least six weeks prior to the start of the semester, the student must contact by email the Director of Academic Advising and Student Academic Services 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 Policy
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.

Leave of Absence
A leave of absence is an approved change of status for students in good standing is eligible for continued enrollment and is generally guaranteed re-enrollment immediately following the leave of absence. An approved leave of absence will be granted only in certain circumstances, which are outlined in the Leave of Absence Policy.
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.

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.

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.
Grade Reports and Transcripts

Grade Reports
With the online reporting system, students access their final grade reports electronically. Grade reports are available to students in the 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 within three weeks. To correct a student grade, the faculty member must submit in writing the change of grade to the Registrar. All grade changes must be completed in a timely manner.

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.

Transcripts
An official transcript bears the impression of the Seal of the University and is signed by the Registrar of the University. 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 faxed to the Registrar’s office at (413) 565-1108 or mailed to:

Registrar’s Office, Bay Path University,
588 Longmeadow Street, Longmeadow, MA 01106

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 will provide the students with comparable add/drop dates.

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.

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.
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 FOR GRADUATE STUDENTS

Graduation Requirements

Candidates for Master’s degrees and Specialist in Education will be required to meet the University’s academic graduation requirements for graduate degrees. To qualify for any Master’s degree and Specialist in Education, 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.

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. Students in the graduate programs in Education, Special Education and Psychology must complete all coursework and requirements by the semester in which they are graduating in order to participate in commencement. Students must have a B or better in every course.

National Honor Society – Education 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.
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
**Effective September 2014**

*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.*

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<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.*

*Note: Currently we are not enrolling students in this 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

Effective September 2013

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>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></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></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>
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<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
</tr>
<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>
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</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

Effective September 2013

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>
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<td>Graduate Session I</td>
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<td>MBA 600 Introduction to Entrepreneurial Thinking and Innovative Practices</td>
<td>3</td>
<td>MBA 633 Accounting for Decision Makers</td>
</tr>
<tr>
<td>Graduate Session II</td>
<td>Graduate Session II</td>
<td></td>
</tr>
<tr>
<td>MBA 620 Organization Behavior and Leadership</td>
<td>3</td>
<td>MBA 607 Methods of Business Research and Analysis</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>Graduate Session III</td>
<td>Graduate Session III</td>
<td></td>
</tr>
<tr>
<td>MBA 650 Special Topics or Graduate Level Elective*</td>
<td>3</td>
<td>MBA 601 Entrepreneurial Marketing Strategies</td>
</tr>
<tr>
<td>Graduate Session IV</td>
<td>Graduate Session IV</td>
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<tr>
<td>MBA 634 Entrepreneurial Finance</td>
<td>3</td>
<td>MBA 640 Innovative Business Growth Strategies</td>
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<tr>
<td>Summer Semester</td>
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<tr>
<td>Graduate Session V</td>
<td>Graduate Session V</td>
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<tr>
<td>MBA 630 Legal Issues in Business</td>
<td>3</td>
<td>MBA 680 Entrepreneurial Business Project</td>
</tr>
<tr>
<td>Graduate Session VI</td>
<td>Graduate Session VI</td>
<td></td>
</tr>
<tr>
<td>MBA 650 Special Topics or Graduate Level Elective*</td>
<td>3</td>
<td>MBA 690 Entrepreneurial Management Strategies</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 MFA is a comprehensive, 39-credit-hour, two-year degree program that prepares graduates to write literary nonfiction of publishable quality and to understand and write about the history of creative nonfiction as a literary genre. Through the study and practice of various creative nonfiction forms—stories of the spiritual journey, food and travel writing, health and wellness narratives, biographies, women’s stories, narrative journalism, the personal essay, and the memoir—students will learn the essentials of strong writing that will help them develop a master’s thesis: a 150-page manuscript that can serve as the foundation for a full-length book. Two-semester professional tracks will train students in the areas of publishing and teaching creative writing; each track will include a second-semester practicum.

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>
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<tbody>
<tr>
<td>ENG 500</td>
<td>Introduction to Creative Nonfiction (Undergraduate)</td>
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<tr>
<td>MFA 600*</td>
<td>Mentorship Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>MFA 605*</td>
<td>Mentorship Seminar II</td>
<td>2</td>
</tr>
<tr>
<td>MFA 610*</td>
<td>Mentorship Seminar III</td>
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<tr>
<td>MFA 615*</td>
<td>Mentorship Lab I</td>
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<tr>
<td>MFA 620*</td>
<td>Mentorship Lab II</td>
<td>1</td>
</tr>
<tr>
<td>MFA 625*</td>
<td>Mentorship Lab III</td>
<td>1</td>
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<tr>
<td>MFA 630</td>
<td>Craft and Reflection Workshop: Writing Contemporary Women’s Stories</td>
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<tr>
<td>MFA 635</td>
<td>Craft and Reflection Workshop: Eat, Drink, Get Paid</td>
<td>2</td>
</tr>
<tr>
<td>MFA 640</td>
<td>Craft and Reflection Workshop: Women’s Spiritual Writing Through the Ages</td>
<td>2</td>
</tr>
<tr>
<td>MFA 645</td>
<td>Craft and Reflection Workshop: Writing the Personal and Memoir Essay</td>
<td></td>
</tr>
<tr>
<td>MFA 650</td>
<td>Craft and Reflection Workshop: Travel Writing</td>
<td>2</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 669</td>
<td>Elective: The Power of the Pen</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>
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</tr>
<tr>
<td>MFA 676</td>
<td>Professional Track: Teaching to Learn</td>
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<tr>
<td>MFA 680</td>
<td>Professional Track: Introduction to Publishing</td>
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<td>MFA 681</td>
<td>Professional Track: Immersion in Publishing</td>
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<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 600, 605, 610, 615, 620, 625, 660, 661, 690, 691
- Craft and Reflection Workshops: MFA 630, 635, 640, 645, 650 (must take 3)
- Professional Track Courses: MFA 675, 676, 680, 681 (must take 2)
- Electives (MFA 665, 666, 667, 668, 669, 670 (must take 2)

| Total number of courses required for the degree | 17 |
| Total credit hours required for degree         | 39 |

Prerequisite, Concentration, Dissertation, or Other Requirements: None
# Academic Requirements for:

**Master of Fine Arts in Creative Nonfiction**

<table>
<thead>
<tr>
<th>MFA Two-Year Sequence: 39 credits</th>
<th>Full-time at four courses per semester</th>
<th>Part-time option: two courses per semester over three or more years (highlighted for year one)</th>
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<tbody>
<tr>
<td><strong>August 25 – December 12 2014</strong></td>
<td><strong>September – December 2015</strong></td>
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<td><strong>Fall Semester Year One</strong></td>
<td><strong>Fall Semester Year Two</strong></td>
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<tr>
<td>Grad Session I</td>
<td>Grad Session I</td>
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<tr>
<td>MFA 600 Mentorship Seminar</td>
<td>MFA 645 Personal and Memoir Essay</td>
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<tr>
<td>Grad Session II</td>
<td>MFA 669 The Power of the Pen</td>
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</tr>
<tr>
<td>MFA 615 Mentorship Lab I</td>
<td>Grad Session II</td>
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</tr>
<tr>
<td>Grad Session III</td>
<td>MFA 675 Learning to Teach or</td>
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</tr>
<tr>
<td>MFA 630 Writing Contemporary</td>
<td>MFA 680 Intro to Publishing</td>
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</tr>
<tr>
<td>Women’s Stories or</td>
<td>Grad Session III</td>
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<tr>
<td>MFA 665 Arts and Culture Writing</td>
<td>MFA 690 Thesis I</td>
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<td>Grad Session IV</td>
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<tr>
<td>MFA 660 Creative Nonfiction</td>
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<tr>
<td>Writing I: Form and Theory</td>
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<tr>
<td><strong>January 12 – May 1 2015</strong></td>
<td><strong>January – May 2016</strong></td>
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<td><strong>Spring Semester Year One</strong></td>
<td><strong>Spring Semester Year Two</strong></td>
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<tr>
<td>Grad Session I</td>
<td>Grad Session I</td>
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</tr>
<tr>
<td>MFA 605 Mentorship Seminar II</td>
<td>MFA 650 Travel Writing or</td>
<td></td>
</tr>
<tr>
<td>Grad Session II</td>
<td>MFA 670 Getting Inside Lives</td>
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</tr>
<tr>
<td>MFA 620 Mentorship Lab II</td>
<td>Grad Session II</td>
<td></td>
</tr>
<tr>
<td>Grad Session III</td>
<td>MFA 676 Teaching to Learn or</td>
<td></td>
</tr>
<tr>
<td>MFA 635 Eat, Drink, Get Paid or</td>
<td>MFA 681 Immersion in Publishing</td>
<td></td>
</tr>
<tr>
<td>MFA 666 Generational History:</td>
<td>Grad Session III</td>
<td></td>
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<tr>
<td>Writing about Family</td>
<td>MFA 691 Thesis II</td>
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<td>Grad Session IV</td>
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<td></td>
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<tr>
<td>MFA 661: Creative Nonfiction</td>
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<tr>
<td>Writing II: Form and Theory</td>
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<td><strong>May 18 – July 10 2015 (Session I)</strong></td>
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<td>Grad Session I</td>
<td>Grad Session I</td>
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</tr>
<tr>
<td>MFA 610 Mentorship Seminar III</td>
<td>MFA 650 Travel Writing or</td>
<td></td>
</tr>
<tr>
<td>Grad Session II</td>
<td>MFA 670 Getting Inside Lives</td>
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<tr>
<td>MFA 625 Mentorship Lab III</td>
<td>Grad Session II</td>
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</tr>
<tr>
<td>Grad Session III</td>
<td>MFA 676 Teaching to Learn or</td>
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</tr>
<tr>
<td>MFA 640 Women’s Spiritual Writing through the Ages or</td>
<td>MFA 681 Immersion in Publishing</td>
<td></td>
</tr>
<tr>
<td>MFA 667 Health and Wellness</td>
<td>Grad Session III</td>
<td></td>
</tr>
<tr>
<td>Writing: Storytelling as a Healing Art or</td>
<td>MFA 691 Thesis II</td>
<td></td>
</tr>
<tr>
<td>MFA 668 Creative Writing Field Seminar in Ireland (optional) – 9 days, held after July 10 and before August 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**270**
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:

CIM 601 Theories of Communication and Information Management
CIM 603 Professional Communication Strategies
CIM 605 Business Intelligence
CIM 607 Applied Research Strategies
CIM 610 Business Information Strategy in a Global Environment
CIM 634 Strategies for Fiscal Management
CIM 640 Strategic Innovation
CIM 670 Case Analysis Capstone
**ACADEMIC REQUIREMENTS FOR:**
Master of Science in Communication & Information Management

**Effective September 2013**

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

Effective September 2013
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></th>
<th>Credits</th>
<th></th>
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</tr>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>Year One</td>
<td></td>
<td><strong>Fall Semester</strong></td>
<td>Year Two</td>
</tr>
<tr>
<td>Graduate Session I</td>
<td></td>
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<td>Graduate Session I</td>
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</tr>
<tr>
<td>CIM 603 Professional Communications Strategies</td>
<td>3</td>
<td>CIM 605 Business Intelligence</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Graduate Session II</td>
<td></td>
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<td>Graduate Session II</td>
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</tr>
<tr>
<td>CIM 610 Business Information Strategy in a Global Environment</td>
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<td><strong>Spring Semester</strong></td>
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<td>Graduate Session III</td>
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<td>Graduate Session III</td>
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</tr>
<tr>
<td>CIM 601 Theories of Communication</td>
<td>3</td>
<td>CIM 634 Strategies for fiscal Management</td>
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<td>Graduate Session IV</td>
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<tr>
<td>CIM 607 Applied Research Strategies</td>
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<td>CIM 640 Strategic Innovation</td>
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<td><strong>Summer Semester</strong></td>
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<td><strong>Summer Semester</strong></td>
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<td>Graduate Session V</td>
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<td></td>
<td>Graduate Session V</td>
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</tr>
<tr>
<td>Graduate Level Elective*</td>
<td>3</td>
<td>Graduate Level Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Graduate Session VI</td>
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<td>Graduate Session VI</td>
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</tr>
<tr>
<td>Graduate Level Elective*</td>
<td>3</td>
<td>CIM 670 Case Analysis Capstone</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 Cybersecurity Management

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

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

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

Program Requirements
To earn a 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>
<tr>
<td>600-level electives</td>
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<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>
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</table>

Comprehensive Final Class “Capstone”

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:
ACADEMIC REQUIREMENTS FOR:
Master of Science in
Cybersecurity Management

Effective September 2013

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>
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<tr>
<td><strong>Graduate Session I</strong></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><strong>Graduate Session II</strong></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><strong>Graduate Session III</strong></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><strong>Graduate Session IV</strong></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><strong>Graduate Session V</strong></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><strong>Graduate Session VI</strong></td>
<td></td>
</tr>
<tr>
<td>CBY 660 Cyber Policy</td>
<td>3</td>
</tr>
<tr>
<td>CBY 670 Capstone I: Cyber Thesis OR 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

Effective September 2013
Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the M.S. Cybersecurity Management. This sequence assumes a fall semester start. Students who begin the in other sessions should consult with their faculty program advisor to plan their schedule.

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>Credits</th>
<th>Fall Semester Year Two</th>
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</thead>
<tbody>
<tr>
<td><strong>Graduate Session I</strong></td>
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<td></td>
</tr>
<tr>
<td>CBY 510 Foundations of Cybersecurity Management</td>
<td>3</td>
<td>CBY 620 Compliance and Legal Issues</td>
</tr>
<tr>
<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>CBY 625 Financing, Cost Control and Project Management of Cybersecurity Orgs.</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Session III</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBY 630 Emerging Cyber Threats</td>
<td>3</td>
<td>CBY 635 Human and Organizational Aspects of Cybersecurity</td>
</tr>
<tr>
<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>CBY 645 Cyber Criminal and Civil Investigations</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<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>CBY 655 Digital Forensics</td>
</tr>
<tr>
<td><strong>Graduate Session VI</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBY 660 Cyber Policy</td>
<td>3</td>
<td>CBY 670 Capstone I: Cyber Thesis or CBY 675 Capstone II: Cyber Plan</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>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>
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<table>
<thead>
<tr>
<th>Recommended Elective Course Number</th>
<th>Recommended Elective Course Name</th>
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</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

Effective September 2013
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>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
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<tr>
<td><strong>Graduate Session I</strong></td>
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<tr>
<td>PSY 500 Infant and Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 662 Counseling Theory and Practice</td>
<td>3</td>
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<tr>
<td>PSY 620 Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 552 Bullying &amp; Coercive Behavior</td>
<td>3</td>
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<tr>
<td><strong>Spring Semester</strong></td>
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</tr>
<tr>
<td><strong>Graduate Session II</strong></td>
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<tr>
<td>PSY 515 Child and Adolescent Development</td>
<td>3</td>
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<tr>
<td>PSY 654 Drugs, Medication and Society</td>
<td>3</td>
</tr>
<tr>
<td>PSY 625 Applied Research Methods in Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 535 Ethics and Professional Conduct in Counseling</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Session III</strong></td>
<td></td>
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<tr>
<td>PSY 530 Adult Development and Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSY 550 Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>PSY 658 Psychological Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 670 Fieldwork: 160 hours</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 or Academic Advisor.*
ACADEMIC REQUIREMENTS FOR:
Master of Science in Developmental Psychology

Effective September 2013
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.

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<tr>
<th>Two-Year Sequence</th>
<th>Credits</th>
<th>Fall Semester, Year Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester, Year One</strong></td>
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<td></td>
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<tr>
<td>Graduate Session I</td>
<td></td>
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<td>PSY 500 Infant and Toddler Development</td>
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<td>PSY 620 Psychopathology</td>
<td>3</td>
<td>PSY 662 Counseling Theory and Practice</td>
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<td><strong>Spring Semester, Year One</strong></td>
<td></td>
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<tr>
<td>Graduate Session II</td>
<td></td>
<td></td>
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<tr>
<td>PSY 515 Child and Adolescent Development</td>
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<td>PSY 625 Applied Research Methods in Developmental Psychology</td>
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<tr>
<td>PSY 654 Drugs, Medication, and Society</td>
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<td>PSY 535 Ethics and Professional Conduct in Counseling</td>
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<tr>
<td><strong>Summer Semester, Year One</strong></td>
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<tr>
<td>Graduate Session III</td>
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<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>
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</thead>
<tbody>
<tr>
<td>PSY500</td>
<td>Infant and Toddler Development</td>
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<tr>
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<td>Child and Adolescent Development</td>
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<td>PSY530</td>
<td>Adult Development and Aging</td>
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<tr>
<td>PSY535</td>
<td>Ethics and Professional Conduct in Counseling</td>
</tr>
<tr>
<td>PSY550</td>
<td>Family Systems</td>
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<tr>
<td>PSY658</td>
<td>Psychological Assessment in Counseling</td>
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<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 (takes the place of 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>
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<tr>
<td>PSY698</td>
<td>Counseling Internship and Seminar III</td>
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<tr>
<th>Recommended Elective Course Number</th>
<th>Recommended Elective Course Name</th>
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<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>
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</table>
ACADEMIC REQUIREMENTS FOR:
Master of Science in Clinical Mental Health Counseling

Effective September, 2013
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>
<th>Fall Semester Year One</th>
<th>Credits</th>
<th>Fall Semester Year Two</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Graduate Session I</td>
<td></td>
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<td>Graduate Session I</td>
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<tr>
<td>PSY 500 Infant and Toddler Development</td>
<td>3</td>
<td>PSY 660 Social and Cultural Foundations</td>
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<tr>
<td>PSY 620 Psychopathology</td>
<td>3</td>
<td>PSY 663 Career Development: Theory and Practice</td>
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<td>PSY 552 Bullying and Coercive Behavior</td>
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<tr>
<td>PSY 662 Counseling Theory and Practice</td>
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<td>PSY 696 Counseling Internship and Seminar I</td>
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<tr>
<td>Spring Semester</td>
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<td>Spring Semester</td>
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<tr>
<td>Graduate Session II</td>
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<tr>
<td>PSY 515 Child and Adolescent Development</td>
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<td>PSY 657 Counseling and Co-Occurring Disorders</td>
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<tr>
<td>PSY 664 Counseling Skills and Techniques</td>
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<td>PSY 625 Applied Research Methods in Counseling</td>
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<tr>
<td>PSY 535 Ethics and Professional Conduct in Counseling</td>
<td>3</td>
<td>PSY 665 Group Dynamics and Mental Health Counseling</td>
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<tr>
<td>PSY 654 Drugs, Medication, and Society</td>
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<td>PSY 697 Counseling and Internship Seminar II</td>
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<td>Summer 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>
<td>PSY 530 Adult Development and Aging</td>
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<td>PSY 658 Assessment in Counseling</td>
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<tr>
<td>PSY 550 Family Systems</td>
<td>3</td>
<td>PSY 698 Counseling Internship and Seminar III</td>
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<tr>
<td>PSY 680 Practicum and Seminar (100 hours)</td>
<td>3</td>
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<td></td>
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</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
Effective September 2013

Note: This schedule reflects the recommended sequence of courses to be taken in fulfillment of the Master of Science in 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>Credits</td>
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<tr>
<td>Graduate Session I</td>
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</tr>
<tr>
<td>FSC 500 Forensic Biology</td>
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</tr>
<tr>
<td>of FSC 655 Advanced Forensic DNA</td>
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</tr>
<tr>
<td>FSC 605 Forensic Toxicology</td>
<td>2</td>
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<tr>
<td>and Drug Analysis</td>
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<tr>
<td>FSC 600 Forensic Science</td>
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</tr>
<tr>
<td>Seminar 1</td>
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<tr>
<td>FSC 630 Forensic Science</td>
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<tr>
<td>Research Project 1</td>
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<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>Graduate Session II</td>
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<td>FSC 615 Forensic Science</td>
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<tr>
<td>Seminar II</td>
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<td>FSC 640 Statistics</td>
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<td>FSC 650 Forensic Science</td>
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<td>Research Project II</td>
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<td>FSC 660 Trace Evidence</td>
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<tr>
<td>Analysis and Microscopy</td>
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<tr>
<td><strong>Summer Semester</strong></td>
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<td>Graduate Session III</td>
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<tr>
<td>FSC 610 Ethical and Legal</td>
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<tr>
<td>Issues in Forensic Science</td>
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<tr>
<td>FSC 620 Advanced Criminalists</td>
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<tr>
<td>and Crime Scene</td>
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<td>Reconstruction</td>
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<tr>
<td>FSC 645 Forensic Science</td>
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<tr>
<td>Administration</td>
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<tr>
<td>FSC 670 Forensic Capstone</td>
<td>3</td>
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<tr>
<td>Seminar</td>
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</table>
ACADEMIC REQUIREMENTS FOR:
Master of Science in Forensics

Effective September 2013
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 in other sessions should consult with their faculty program advisor to plan their schedule.

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
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<tbody>
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<td><strong>Fall Semester</strong></td>
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<td>Credits</td>
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<td>Graduate Session I</td>
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<td>Graduate Session I</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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<td>FSC 600 Forensic Science Seminar I</td>
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<td><strong>Spring Semester</strong></td>
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<td><strong>Spring Semester</strong></td>
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<td>Graduate Session II</td>
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<td>Graduate Session II</td>
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<td>FSC 640 Statistics</td>
<td>4</td>
<td></td>
<td>FSC 625 Trace Evidence and Microscopy</td>
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<tr>
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<td>FSC 650 Forensic Science Research Project II</td>
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<tr>
<td><strong>Summer Semester</strong></td>
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<td><strong>Summer Semester</strong></td>
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<tr>
<td>Graduate Session III</td>
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<td>Graduate Session III</td>
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<td>FSC 620 Advanced Criminalistics and Crime Scene Investigation and Reconstruction</td>
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<td></td>
<td>FSC 645 Forensic Science Administration</td>
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<tr>
<td>FSC 610 Ethical and Legal Issues in Forensic Science</td>
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<td></td>
<td>FSC 671 Forensic Capstone Seminar</td>
<td>3</td>
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</tbody>
</table>


**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. in Higher Education program are expected to:

- Describe the key historical, philosophical, and sociocultural foundations of higher education and analyze their relationship to at least one functional area of practice (e.g., academic affairs, student affairs, advancement, and enrollment management);
- Identify and describe the legal foundations and constraints that inform administrative practice in the higher education context;
- Compare and contrast the organizational structures and governance systems of different kinds of colleges and universities;
- Demonstrate an understanding of effective organizational leadership within the higher education context;
- Relate knowledge of the changing nature of University students (e.g., characteristics, backgrounds, and worldviews) to their educational and developmental needs and to the administrative decision making process;
- Identify philosophical assumptions and conceptual frameworks used in postsecondary curriculum development;
- Articulate the process of curriculum change, planning, and development;
- Write a comprehensive applied research report including literature review, description of data-gathering methodologies, discussion and analysis of findings, and conclusions with implications for practice; and
- Articulate a clear understanding of the major higher education administrative functional areas and the relationship between and across these areas.
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 Noel-Levitz Graduate Certificate in Enrollment Management (18 credits)

Noel-Levitz, a premier enrollment management firm, recognizes the acquisition of specific key enrollment management competencies with its 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 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 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

Effective October 2014
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>
<th>One-Year Sequence</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></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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<tr>
<td>Graduate Level Elective*</td>
<td>3</td>
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<tr>
<td><strong>Fall Session 2 (Graduate Session II)</strong></td>
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<tr>
<td>MHE 605 Organization and Governance of Higher Education</td>
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<tr>
<td>Graduate Level Elective*</td>
<td>3</td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring Session 1 (Graduate Session III)</strong></td>
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</tr>
<tr>
<td>MHE 620 The Contemporary College Student</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 The Higher Education Curriculum</td>
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<td>Graduate Level Elective*</td>
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<td><strong>Summer Semester</strong></td>
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<td><strong>Summer Session 1 (Graduate Session V)</strong></td>
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<tr>
<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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<td><strong>Summer Session 2 (Graduate Session VI)</strong></td>
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<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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*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

Effective  October 2014
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>
<thead>
<tr>
<th>Two-Year Sequence First Year</th>
<th>Credits</th>
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<th>Credits</th>
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<tr>
<td>Fall Semester  Year 1</td>
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<td>Fall Session 1 (Graduate Session I)</td>
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<td>MHE 600 Introduction to Higher Education Administration</td>
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<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>Spring Semester</td>
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<tr>
<td>MHE 620 The Contemporary College Student</td>
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<td>MHE 640 History and Economics of Higher Education</td>
<td>3</td>
<td>MHE 670 Capstone: Advanced Management Seminar</td>
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Effective October 2014
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>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></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&lt;br&gt;Graduate Level Elective*</td>
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<tr>
<td>MHE 627 Enrollment Management Principles &amp; Practices&lt;br&gt;Graduate Level Elective*</td>
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<tr>
<td><strong>Spring Session 1 (Graduate Session III)</strong></td>
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<tr>
<td>MHE 620 The Contemporary College Student&lt;br&gt;MHE 645 Higher Education Marketing and Communications</td>
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<tr>
<td><strong>Summer Session 1 (Graduate Session V)</strong></td>
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<td>MHE 635 Student Personnel Services in Higher Education&lt;br&gt;MHE 650 Leading Change in Higher Education</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**

**Effective September 2012**  
*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>
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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
with courses to be eligible for a Certificate from Noel-Levitz

Effective October 2014
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 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>One-Year Sequence</th>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td><strong>Fall Session 1 (Graduate Session I)</strong></td>
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<td>MHE 656 Financial Assistance in Higher Education</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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<td><strong>Spring Semester</strong></td>
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<td><strong>Spring Session 1 (Graduate Session III)</strong></td>
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<td>MHE 620 The Contemporary College Student</td>
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<td>MHE 652 Retention in Higher Education</td>
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<td>MHE 658 Strategic Planning for Enrollment Management</td>
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<td><strong>Summer Semester</strong></td>
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<td><strong>Summer Session 1 (Graduate Session V)</strong></td>
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ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
Concentration: Enrollment Management
with courses to be eligible for a Certificate from Noel-Levitz

Effective September 2012
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<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>Credits</th>
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<td>Fall Session 1</td>
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<td>MHE 656 Financial Assistance in Higher Education</td>
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<tr>
<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>
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<td>Spring Session 1</td>
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<td>MHE 670 Capstone: Advanced Management Seminar</td>
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Effective October 2014

Note: This schedule reflects the recommended sequence of Bay Path University courses in Enrollment Management for students looking to receive a Certificate from 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>
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<tr>
<th>One-Year Course Sequence</th>
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<td>MHE 627 Enrollment Management Principles &amp; Practices</td>
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<tr>
<td><strong>Fall Session 2 (Graduate Session II)</strong></td>
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<tr>
<td>MHE 654 Technology Applications to Enrollment Management</td>
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<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 645 Higher Education Marketing and Communications</td>
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<td>MHE 652 Retention in Higher Education</td>
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<td><strong>Summer Semester</strong></td>
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<td><strong>Summer Session 1 (Graduate Session V)</strong></td>
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<td><strong>Summer Session 2 (Graduate Session VI)</strong></td>
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<tr>
<td>MHE 658 Strategic Planning for Enrollment Management</td>
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</table>
Six-Course Series in Enrollment Management
for students looking to be eligible for a Certificate from Noel-Levitz

Effective October 2014

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<table>
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<th>Eight-Month Accelerated Option (Two Semesters)</th>
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<td><strong>Fall Session 1 (Graduate Session I)</strong></td>
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<td>MHE 656 Financial Assistance in Higher Education</td>
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<td><strong>Fall Session 2 (Graduate Session II)</strong></td>
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<tr>
<td>MHE 654 Technology Applications to Enrollment Management</td>
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**Spring Semester**

| **Spring Session 1 (Graduate Session III)** |         |
| MHE 645 Higher Education Marketing and Communications | 3 |

| **Spring Session 2 (Graduate Session IV)** |         |
| MHE 652 Retention in Higher Education MHE 658 Strategic Planning for Enrollment Management | 3 |
|                                           | 3       |
ACADEMIC REQUIREMENTS FOR:
Master of Science in Higher Education Administration
Concentration: Institutional Advancement

Effective October 2014
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.

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<thead>
<tr>
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<td><strong>Fall Semester</strong></td>
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<td><strong>Fall Session 1 (Graduate Session I)</strong></td>
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<td>MHE 600 Introduction to Higher Education Administration</td>
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<td>NMP 621 Intro to Philanthropy &amp; Fundraising Fundamentals</td>
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<td>NMP 656 Relationships, Communication and Philanthropy</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>
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<td>NMP 675 Advanced Fundraising Seminar</td>
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Effective October 2014

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>Second Year</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
<td><strong>Year 1</strong></td>
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<td>MHE 626 Introduction to Institutional Advancement 3</td>
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<td>Fall Session 2 (Graduate Session II)</td>
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<td>NMP 622 Donor Behavior and Giving Methodologies</td>
<td>NMP 621 Intro to Philanthropy &amp; Fundraising Fundamentals</td>
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<td>Spring Session 2 (Graduate Session IV)</td>
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<tr>
<td>NMP 621 Intro to Philanthropy &amp; Fundraising Fundamentals</td>
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<td>Summer Session 1 (Graduate Session V)</td>
<td>Summer Session 1 (Graduate Session V)</td>
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<tr>
<td>MHE 645 Higher Education Marketing and Communications</td>
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<td>Summer Session 2 (Graduate Session VI)</td>
<td>Summer Session 2 (Graduate Session VI)</td>
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<tr>
<td>MHE 650 Leading Change</td>
<td>MHE 650 Leading Change</td>
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</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

Effective October 2014
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>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td><strong>Fall Session 1 (Graduate Session I)</strong></td>
<td></td>
</tr>
<tr>
<td>MHE 600 Introduction to Higher Education Administration</td>
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<tr>
<td>MHE 622 Foundations of Online Learning</td>
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<td>MHE 605 Organization and Governance of Higher Education</td>
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<td><strong>Spring Session 2 (Graduate Session IV)</strong></td>
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<tr>
<td><strong>Summer Semester</strong></td>
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<tr>
<td><strong>Summer Session 1 (Graduate Session V)</strong></td>
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</tr>
<tr>
<td>MHE Designing and Teaching Online Courses MHE MHE Leading Change in Higher Education</td>
<td>3</td>
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<tr>
<td><strong>Summer Session 2 (Graduate Session VI)</strong></td>
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<td>Graduate Level Elective*</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: Online Teaching and Program Administration**

**Effective September 2013**

*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 First Year</th>
<th>Second Year</th>
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</thead>
<tbody>
<tr>
<td>Fall Semester Year 1</td>
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<td>Fall Session 1 (Graduate Session III)</td>
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<td>Spring Session 2 (Graduate Session IV)</td>
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<td>MHE 610 Higher Education Curriculum Development</td>
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<td>Summer Semester</td>
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<td>Fall Session 1 (Graduate Session V)</td>
<td>Fall Session 1 (Graduate Session V)</td>
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<td>MHE 628 Designing and Teaching Online Courses</td>
<td>MHE 650 Leading Change in Higher Education</td>
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<td>3</td>
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<tr>
<td>Summer Session 2 (Graduate Session VI)</td>
<td>Summer Session 2 (Graduate Session VI)</td>
</tr>
<tr>
<td>Graduate Level Elective*</td>
<td>MHE 670 Capstone: Advanced Management Seminar</td>
</tr>
<tr>
<td>3</td>
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</tr>
</tbody>
</table>

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

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 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.

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) ASD

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 credits)
- 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 credits)

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 persons 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), 2013-2014

Pass rates for the April 2012 report are based on the 2013-2014 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:

- Number of Program Completers = 57
- 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.
Effective September 2013

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>Fall Semester</th>
<th>Credits</th>
<th>Fall Semester</th>
<th>Year Two</th>
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<tbody>
<tr>
<td><strong>SPE 525 Working with Struggling Readers</strong></td>
<td>3 3</td>
<td><strong>Note: Practicum will begin end of August/beginning of September 558/559 and 528/529 Practicum and Seminar (held on weeknight) SPE 510 Managing Challenging Behaviors</strong></td>
<td>6 3</td>
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<td><strong>SPE 505 Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum</strong></td>
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<td><strong>Spring Semester Year One</strong></td>
<td><strong>SPE 515 Foundation for Understanding Inclusive Schools</strong></td>
<td>3</td>
<td><strong>SPE 558/559 and 538/539 Practicum and Seminar (held on weeknight)</strong></td>
<td>6</td>
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<td><strong>SPE 520 Learners with Special Needs</strong></td>
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<td><strong>SPE 530 Curriculum Design and Assessment</strong></td>
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<td></td>
<td><strong>SPE 548 Reading and Language Arts for English Language Learner</strong></td>
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<tr>
<td></td>
<td><strong>SPE 554 Pre-Practicum I</strong></td>
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<td><strong>Elective</strong></td>
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<td><strong>SPE 555 Pre-practicum II</strong></td>
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</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

Effective September 2013
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>
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<tr>
<th>Two-Year Sequence</th>
<th>Credits</th>
<th>Fall Semester One</th>
<th>Credits</th>
<th>Fall Semester Year Two</th>
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<td>SPE 525 Working with Struggling Readers</td>
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<td>Note: Practicum will begin end of August/beginning of September</td>
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<td>SPE 505 Inclusion, Consultation &amp; Collaboration for Meaningful Access to Curriculum</td>
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<td>SPE 557 Practicum</td>
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<td>SPE 527 Seminar (held on weeknight)</td>
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<td>SPE 511 Applied Behavior Analysis (3 weekends)</td>
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<td><strong>Spring Semester Year One</strong></td>
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<td>SPE 515 Foundation for Understanding Inclusive Schools</td>
<td>3</td>
<td>SPE 557 Practicum</td>
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<td>SPE 520 Learners with Special Needs</td>
<td>3</td>
<td>SPE 537 Seminar (held on weeknight)</td>
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<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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<td><strong>Summer Semester Year One</strong></td>
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<td>Elective</td>
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<td>Elective</td>
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<tr>
<td></td>
<td></td>
<td>SPE 555 Pre-practicum II</td>
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</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

Effective September 2013
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</th>
<th>Two Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td>One Year</td>
<td>Two Year</td>
</tr>
<tr>
<td>SPE 525 Working with Struggling Readers</td>
<td>3</td>
<td>SPE 510 Managing Challenging Behaviors</td>
<td>3</td>
</tr>
<tr>
<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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<tr>
<td></td>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td>One Year</td>
<td>Two Year</td>
</tr>
<tr>
<td>SPE 515 Foundation for Understanding Inclusive Schools (3 weekends)</td>
<td>3</td>
<td>SPE 530 Curriculum Design and Assessment (3 weekends)</td>
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</tr>
<tr>
<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>
<tr>
<td>SPE 520 Learners with Special Needs</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
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<td></td>
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<tr>
<td><strong>Summer Semester</strong></td>
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<td>One Year</td>
<td></td>
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<tr>
<td>Elective</td>
<td>3</td>
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</tr>
<tr>
<td>Elective</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 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.

Applied Behavior Analysis
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.

Combined/Dual Degree or Certification Options:

- M.S. in Moderate or Severe Special Education / Ed.S. in Applied Behavior Analysis
- M.S. in Non-licensure Special Education / Ed.S. in Applied Behavior Analysis
- M.S. in ABA / Certificate in Autism Spectrum Disorders

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

- State examples and non-examples of behavior-analytic practice.
- Secure employment providing ABA Services.
- Produce research related to ABA literature.
- Implement behaviorally-based assessment and present the results to a team.
- Articulate and practice according to the BCBA Guidelines for Responsible conduct ©
Academic Requirements for:
Specialist in Education (Ed.S.) – Applied Behavior Analysis
Master of Science in Special Education (M.S.) – Applied Behavior Analysis

Effective September 2013

*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></th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester One Year</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>SPE 501: The Science of Applied Behavior Analysis - online, hybrid, or onsite (four weekends)</td>
<td>3</td>
</tr>
<tr>
<td>SPE 502: Ethical Practice in Applied Behavior Analysis - online or onsite (four weekends)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Semester One Year</strong></td>
<td><strong>Spring Semester Two Year</strong></td>
</tr>
<tr>
<td>SPE 603: Research in Applied Behavior Analysis – hybrid</td>
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<tr>
<td>SPE 608 Supervision 1 in ABA (1:1 supervision in ABA with BCBA©)</td>
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<td><strong>Summer Semester One Year</strong></td>
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<tr>
<td>SPE 604: Behavioral Assessment and On-Going Evaluation – on site or hybrid</td>
<td>3</td>
</tr>
<tr>
<td>SPE 609: Supervision 2 in ABA (1:1 supervision in ABA with BCBA©)</td>
<td>5</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. Please note new requirement will go into effect during 2014-2015. Please contact Program director for specific information.
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>
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<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>
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<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 Credits</td>
</tr>
<tr>
<td>∙ EDU 554 Pre-practicum and Seminar I – 0 Credits</td>
<td>∙ EDU 555 Pre-practicum and Seminar II – 0 Credits</td>
</tr>
<tr>
<td>∙ EDU 555 Pre-practicum and Seminar II – 0 Credits</td>
<td>∙ EDU 569 Practicum/Internship (12 credits-Year-long practicum)</td>
</tr>
<tr>
<td>∙ EDU 568 Practicum (9 credits-16 weeks)</td>
<td>Meet the following criteria prior to practicum:</td>
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<tr>
<td><strong>Meet the following criteria prior to practicum:</strong></td>
<td>∙ Pass MTEL (Communication &amp; Literacy, General Curriculum, Foundations of Reading).</td>
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<tr>
<td>∙ Pass MTEL (Communication &amp; Literacy, General Curriculum, Foundations of Reading).</td>
<td>∙ Completion of prerequisite courses above.</td>
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<tr>
<td>∙ Completion of prerequisite courses above.</td>
<td>∙ Hold a cgpa of 3.0 (B) or better.</td>
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<tr>
<td>∙ Hold a cgpa of 3.0 (B) or better.</td>
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</tbody>
</table>
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), 2013-2014

Pass rates are based on the 2013-2014 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:

- Number of Program Completers = 57
- 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
ADVISING REQUIREMENTS FOR:

Elementary Education Master Degree
2014-2015

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

<table>
<thead>
<tr>
<th>Initial Licensure in Elementary - Two-Year Sequence with Practicum Option</th>
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<tbody>
<tr>
<td><strong>Fall Semester Year One</strong></td>
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<tr>
<td>SPE 525</td>
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<td>EDU 568</td>
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<tr>
<th>Initial Licensure in Elementary - Two Year Sequence with Internship Option</th>
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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.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>MLN 600</td>
<td>Introduction to the Theory and Practice of Negotiation</td>
</tr>
<tr>
<td>MLN 605</td>
<td>Introduction to Models and Concepts in Leadership</td>
</tr>
<tr>
<td>MLN 610</td>
<td>Advanced Leadership and Negotiation Concepts</td>
</tr>
<tr>
<td>MLN 615</td>
<td>Leading and Negotiating in a Virtual and Multicultural World</td>
</tr>
<tr>
<td>MLN 620</td>
<td>Psychological Dimensions of Leadership and Negotiation</td>
</tr>
<tr>
<td>MLN 625</td>
<td>Gender, Leadership, and Negotiation</td>
</tr>
<tr>
<td>MLN 630</td>
<td>Leadership and Negotiation Lab 1: Planning and Preparation Skills</td>
</tr>
<tr>
<td>MLN 635</td>
<td>Leadership and Negotiation Lab 2: Relational Skills</td>
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<tr>
<td>MLN 640</td>
<td>Leadership and Negotiation Lab 3: Challenging Situation Skills</td>
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<td>MLN 645</td>
<td>Leadership and Negotiation Lab 4: Intangible Skills</td>
</tr>
<tr>
<td>MLN 650</td>
<td>Case Studies of Leadership and Negotiation</td>
</tr>
<tr>
<td>MLN 670</td>
<td>Leadership/Negotiation Application Project and Capstone</td>
</tr>
</tbody>
</table>
Effective September 2014
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.

<table>
<thead>
<tr>
<th>Two-Year Sequence</th>
<th>Fall Semester One</th>
<th>Credits</th>
<th>Fall Semester Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Session I</strong></td>
<td><strong>MLN 600 Introduction to Theory/Practice of Negotiation</strong></td>
<td>3</td>
<td><strong>MLN 630 Leadership and Negotiation Lab I: Planning and Prep Skills</strong></td>
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</tr>
<tr>
<td><strong>Graduate Session II</strong></td>
<td><strong>MLN 605 Introduction to Models/Concepts in Leadership</strong></td>
<td>3</td>
<td><strong>MLN 635 Leadership and Negotiation Lab II: Relational Skills</strong></td>
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</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td><strong>Graduate Session III</strong></td>
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<tr>
<td><strong>MLN 610 Advanced Leadership and Negotiation Concepts</strong></td>
<td>3</td>
<td><strong>MLN 640 Leadership and Negotiation Lab III: Challenging Situation Skills</strong></td>
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<tr>
<td><strong>Graduate Session IV</strong></td>
<td><strong>MLN 615 Leadership and Negotiation in Multicultural World</strong></td>
<td>3</td>
<td><strong>MLN 645 Leadership and Negotiation Lab IV: Intangible Skills</strong></td>
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<td><strong>Summer Semester</strong></td>
<td><strong>Graduate Session V</strong></td>
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<td><strong>MLN 620 Psychological Dimensions of Leadership and Negotiation</strong></td>
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<td><strong>MLN 650 Case Studies of Leadership and Negotiation</strong></td>
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<tr>
<td><strong>Graduate Session VI</strong></td>
<td><strong>MLN 625 Gender, Leadership, and Negotiation</strong></td>
<td>3</td>
<td><strong>MLN 670 Leadership/Negotiation Application Project and Capstone</strong></td>
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</tbody>
</table>

*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:

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<th>Course Number</th>
<th>Course Name</th>
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</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.
**Effective September 2014**

*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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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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</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>
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</tr>
<tr>
<td><strong>Spring Semester</strong></td>
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</tr>
<tr>
<td>Graduate Session III</td>
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</tr>
<tr>
<td>NMP 605 Financial Decision Making in Nonprofits</td>
<td>3</td>
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<tr>
<td>Graduate Level Elective*</td>
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</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>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
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</tr>
<tr>
<td>Graduate Session V</td>
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<tr>
<td>NMP 635 Board Governance and Volunteer NMP 650 Leading Change in Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td><strong>Graduate Session VI</strong></td>
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</tr>
<tr>
<td>NMP 665 Law, Policy, Government Relations &amp; Nonprofits</td>
<td>3</td>
</tr>
<tr>
<td>NMP 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 Nonprofit Management and Philanthropy

Effective September 2014
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.

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

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>
</tr>
</thead>
<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>
</tr>
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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>
</tr>
</tbody>
</table>

### Advanced Practice Occupational Therapy Electives to choose from:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<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>
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</table>
### ACADEMIC REQUIREMENTS FOR:
Master of Science in Advanced Practice Occupational Therapy

**Effective September 2012**

*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>Fall Semester Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester One</strong></td>
<td></td>
<td><strong>Fall Semester Two</strong></td>
<td></td>
</tr>
<tr>
<td>OTP 600 Theoretical Approaches to Occupational Therapy</td>
<td>3</td>
<td>OTP 690 Thesis Proposal Preparation</td>
<td>3</td>
</tr>
<tr>
<td>OTP 605 Evidence-based Practice in Occupational Therapy</td>
<td>3</td>
<td>OTP ___ Occupational Therapy Elective*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>OTP 610 Leadership and Marketing in Occupational Therapy</td>
<td>3</td>
<td>OTP ___ Occupational Therapy Elective*</td>
<td>3</td>
</tr>
<tr>
<td>OTP 620 Field work, Education and Supervision</td>
<td>3</td>
<td>OTP ___ Occupational Therapy Elective*</td>
<td>3</td>
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<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
<td><strong>Summer Semester</strong></td>
<td></td>
</tr>
<tr>
<td>OTP 630 Statistics for Occupational Therapists</td>
<td>3</td>
<td>OTP 691 Thesis Defense Preparation</td>
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<tr>
<td>OTP 631 Research Methods in Practice</td>
<td>3</td>
<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 fall 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.

**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 78 credits of graduate level work. Courses must be taken sequentially. The sequence of courses for this two year program can be found on the academic plan two-year sequences.
ACADEMIC REQUIREMENTS FOR:
Master Science in Occupational Therapy

Effective August 2013

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 in other sessions should consult with their faculty program advisor to plan their schedule.

Two-Year Sequence

<table>
<thead>
<tr>
<th>Summer Semester Year One</th>
<th>Credits</th>
<th>Summer Semester Year Two</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OTP 500 Intro. to Occupational Therapy</td>
<td>2</td>
<td>OTP 521 Level I FW: Psychosocial Rehabilitation</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>
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<tr>
<td>OTP 520 Occupation Purpose and Meaningfulness</td>
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<table>
<thead>
<tr>
<th>Fall Semester Year One</th>
<th>Fall Semester Year Two</th>
</tr>
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<tbody>
<tr>
<td>OTP 510 Professional Development I</td>
<td>3</td>
</tr>
<tr>
<td>OTP 504 Foundations of Neuroscience</td>
<td>2</td>
</tr>
<tr>
<td>OTP 530 Psychological/Social/ Cognitive Components of Living I with lab</td>
<td>4</td>
</tr>
<tr>
<td>OTP 540 Sensorimotor Components of Living I with lab</td>
<td>4</td>
</tr>
<tr>
<td>OTP 502 Integrated Anatomy with lab</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>OTP 513 Professional Development IV</td>
<td>3</td>
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<tr>
<td>OTP 551 Developmental Components of Living II with lab</td>
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<tr>
<td>OTP 542 Sensorimotor Components of Living III with lab</td>
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<tr>
<td>OTP 560 Occupation and Technology</td>
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<tr>
<td>OTP 562 Current Issues in OT</td>
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<tr>
<td>OTP 523 Level I FW: Geri Wellness</td>
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<table>
<thead>
<tr>
<th>Spring Semester Year One</th>
<th>Spring Semester Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTP 511 Professional Development II</td>
<td>3</td>
</tr>
<tr>
<td>OTP 522 Level I Fieldwork: Childhood Occupations</td>
<td>2</td>
</tr>
<tr>
<td>OTP 531 Psychological / Social / Cognitive Components of Living II with lab</td>
<td>4</td>
</tr>
<tr>
<td>OTP 541 Sensorimotor Components of Living II with lab</td>
<td>4</td>
</tr>
<tr>
<td>OTP 550 Developmental Components of Living I with lab</td>
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<tr>
<td>OTP 590 Level II Fieldwork</td>
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<tr>
<td>OTP 591 Level II Fieldwork</td>
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</tr>
<tr>
<td>OTP 570 Advanced Seminar in OT</td>
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</table>

Accreditation

The B.A./MOT. Degree program has been granted accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA’s phone number is (301) 652-AOTA.

Graduates of the program will be able to sit for the national certification examination for the occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). (A felony conviction may affect a graduate’s ability to sit for NBCOT certification examination or attain state licensure). After successful completion of this examination, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. The NBCOT can be contacted at www.nbcot.org.
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 credit)
- PAS540 Clinical Medicine I (5 credits)
- PAS540L Clinical Medicine I Lab (1 credit)
- PAS550 Patient Assessment I (2 credits)
- PAS560 Therapeutics I (2 credits)

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

**Spring I**
- PAS526 Public Health Seminar III (1 credit)
- 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)

**Spring II**
- PAS528 Public Health Seminar IV (1 credit)
- PAS571 Clinical Medicine IV (5 credits)
- PAS571L Clinical Medicine IV Lab (1 credit)
- PAS581 Patient Assessment IV (2 credits)
- PAS591 Therapeutics IV (2 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*:
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 661 Planned Giving for Nonprofit Organizations
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 Campaign and Major Giving Management
NMP 651 Annual Giving and Donor Relations
NMP 661 Planned Giving for Nonprofit Organizations
NMP 623 Resource Development Management

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

Effective September 2014
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>
<thead>
<tr>
<th>One-Year Sequence</th>
<th>Credits</th>
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<tbody>
<tr>
<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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<tr>
<td>Graduate Level Elective*</td>
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<tr>
<td><strong>Graduate Session II</strong></td>
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<tr>
<td>NMP 621 Introduction to Philanthropy and Fundraising Fundamentals</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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<td>Graduate Session III</td>
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<td>Graduate Level Elective*</td>
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<tr>
<td><strong>Summer Semester</strong></td>
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<td>Graduate Session V</td>
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<tr>
<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><strong>Graduate Session VI</strong></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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</table>

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

Effective September 2014
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.

Two-Year Sequence

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<th>Two-Year Sequence</th>
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<td><strong>Fall Semester One</strong></td>
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<td>Graduate Session I</td>
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<td>NMP 600 Foundation of Nonprofit Management</td>
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<td><strong>Graduate Session II</strong></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 Mythologies</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.*
### ACADEMIC REQUIREMENTS FOR:
*Master of Science in Strategic Fundraising and Philanthropy: Nonprofit Higher Education Track*

**Effective September 2013**

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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<th>One-Year Sequence</th>
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<td><strong>Fall Semester</strong></td>
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<td><strong>Graduate Session I</strong></td>
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<tr>
<td>MHE 600 Introduction to Higher Education Administration Graduate Level Elective*</td>
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<tr>
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<td>MHE 626 Introduction to Institutional Advancement Graduate Level Elective*</td>
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<tr>
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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 and
Philanthropy: Nonprofit Higher Education Track

Effective September 2013

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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*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.

Degree 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 and Major Giving Fundraising
- NMP 651 Annual Giving and Donor Relations
- NMP 661 Planned Giving for Nonprofit Organizations

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
Certificate in Nonprofit Governance (15 credits)
NMP 600  Foundations of Nonprofit Management  
NMP 605  Financial Decision Making for Nonprofits  
NMP 621  Introduction to Philanthropy and Fundraising Fundamentals  
NMP 635  Board Governance and Volunteer Management  
NMP 665  Law, Policy, and Government Relations in Nonprofit Organizations

Certificate in Organizational Development (15 credits)
MBA 655  Organizational Development Principles and Practices  
MBA 633  Accounting for Decision Makers  
MBA 620  Organizational Behavior and Leadership  
MBA 635  Human Resources: Best Practices and Techniques  
NMP 647  Quality Principles and Practices

Certificate in Nonprofit Management (15 credits):  
NMP 600  Foundations of Nonprofit Management  
NMP 635  Board Governance and Volunteer Management  
NMP 605  Financial Decision Making for Nonprofits  
NMP 625  Strategic Planning for Nonprofits  
NMP 665  Law Policy and Government Relations

Certificate in Higher Education Administration (15 credits):  
MHE 600  Introduction to Higher Education Administration  
MHE 605  Organization and Governance of Higher Education  
MHE 620  The Contemporary College Student  
MHE 630  Law and Ethics in Higher Education  
MHE 640  History and Economics of Higher Education

Graduate Certificate in Institutional Advancement (15 credits)
Required Courses (12 credits):
MHE 626  Introduction to Institutional Advancement  
MHE 645  Higher Education Marketing and Communications  
NMP 621  Introduction to Philanthropy and Fundraising Fundamentals  
NMP 622  Donor Behavior and Giving Methodologies

Electives (choose one):
MHE 605  Organization and Governance of Higher Education  
MHE 625  Women in Higher Education Administration  
MHE 627  Enrollment Management Principles and Practices  
NMP 623  Resource Development Management  
NMP 625  Strategic Planning for Nonprofits  
NMP 631  Grant Writing for Corporations and Foundations  
NMP 635  Board Governance and Volunteer Management  
NMP 641  Capital Campaign and Major Giving Management  
NMP 651  Annual Giving and Donor Relations  
NMP 656  Relationships, Communication and Philanthropy  
NMP 661  Planned Giving Principles and Techniques
Graduate Certificate in Enrollment Management (15 credits)

Required Courses (12 credits)
MHE 620  The Contemporary College Student
MHE 627  Enrollment Management Principles and Practices
MHE 635  Student Personnel Services in Higher Education
MHE 645  Higher Education Marketing and Communications

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 Ed
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 (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 Ed
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)**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SPE 525</td>
<td>Working with Struggling Readers</td>
</tr>
<tr>
<td>SPE 548</td>
<td>Reading and Language for ELL Learners</td>
</tr>
<tr>
<td>SPE 543</td>
<td>Teaching of Writing</td>
</tr>
<tr>
<td>SPE 547</td>
<td>Structure of Language for Educators</td>
</tr>
</tbody>
</table>
**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 nonprofit 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 suretyship 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.

CYBERSECURITY MANAGEMENT

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 system: the structured decision system which lends itself to providing actual computer-generated decisions, and decision support systems, in which computer-based systems aid decision makers in confronting problems through direct interaction with data and analytic models. Several of the topics covered in this course include: decision theory, data warehousing and data mining, business analytics (i.e., descriptive and predictive statistics), rational and behavioral economic theories of decision-making.

CIM 607 (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

EDUCATION

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 minin 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.

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 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 IN 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 teamwork, 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

CREATIVE NONFICTION WRITING

MFA 600 (2 credits)
Mentorship Seminar I
This course represents the first step in the program-long process of working toward the major project that is the student’s 150-page thesis. In this first step, a faculty member will deliver online workshops involving assigned readings and online seminars targeting no more than 15 students. This online writing delivery system allows students, under the direction their faculty mentor, to “collaborative work with be accomplished through the medium of the Bay Path University online educational delivery system.

MFA 604 (2 credits)
Mentorship Lab II
This course will provide students with more practice as both writers and editors of creative nonfiction. We will produce a minimum of twenty-five pages of original creative nonfiction, share work we may have produced in other courses or written independently, and carefully respond to each other's work. We will read a variety of books that may serve as models for our own work and hear firsthand about the writing and publishing life from a series of authors and editors who will make cyber visits to our class. Our primary focus will be on writing and revising for publication in print and/or digital newspapers and magazines.

MFA 605 (2 credits) Mentorship Seminar II
This course represents the second step in the program-long process of working toward the major project that is the student's 150-page thesis. A faculty member will deliver online workshops involving assigned readings and online seminars targeting no more than 15 students. This online writing delivery system allows students, under the direction their faculty mentor, to “workshop” their Mentorship Seminar written work with other students in the MFA program.

MFA 610 (2 credits)
Mentorship Seminar III
This course represents the third step in the program-long process of working toward the major project that is the student's 150-page thesis. A faculty member will deliver online workshops involving assigned readings and online seminars targeting no more than 15 students. This online writing delivery system allows students, under the direction their faculty mentor, to “workshop” their Mentorship Seminar written work with other students in the MFA program.
MFA 615 (1 credit)
Mentorship Lab I
Each student works individually 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 email, telephone, or by Skype, answering questions, working on problems, and giving advice on submitting work for publication.

MFA 620 (1 credit)
Mentorship Lab II
Each student works individually 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 email, telephone, or by Skype, answering questions, working on problems, and giving advice on submitting work for publication.

MFA 625 (1 credit)
Mentorship Lab III
Each student works individually 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 email, telephone, or by Skype, answering questions, working on problems, and giving 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 (2 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 (2 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 (2 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 645 (2 credits)
Personal and Memoir Essay
This course will introduce students to the art of writing the personal and/or the memoir essay. It will expose you to a broad sampling of the essay genre, including the background, content, topics, practitioners, and styles of the first-person essay, from the shorter form work (about 600 words) to the longer form literary essay. The class will include genre readings and podcasts, group discussion, peer review, weekly short writing assignments, and drafting and completing four essays for final submission and possibly, publication or broadcast.

MFA 650 (2 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.

Throughout the course, we will focus on the essentials of good arts writing: a nuanced and sensitive understanding of the work of art under discussion; an identifiable point of view; a distinctive voice; and vivid, clear, descriptive language. We’ll study classic examples of writing about criticism as well as reviews and essays by the best practitioners in the field of literary and arts criticism to learn what makes their work both influential and enduring. Writers studied will include, for example, literary critics Michiko Kakutani and John Updike, film critics Pauline Kael and Roger Ebert, theater critics Ben Brantley and John Lahr, and cultural critics Susan Orlean and Adam Gopnik. Students will complete the course with polished examples of arts writing suitable for submission to online and print publications and as templates for future work.

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.

Writers we will study and discuss may include Suzanne Strempek Shea, Lauren Slater, Jill Bolte Taylor, Jean Dominique Bauby, Kay Redfield Jamison, and Claire Dederer. Students will complete the course with a deeper knowledge of narrative medicine/wellness writing as a genre, and a thoughtful, polished piece of writing that can serve as the foundation for a longer work.

MFA 668 (3 credits)
Creative Writing Field Seminar
Travel with faculty and other students to other parts of the world 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. Destinations for this seminar will vary from year to year. Enrollment will be limited to 20 participants. Costs of travel, lodging, and meals are not included in the tuition fee for this course.

MFA 669 (3 credits)
The Power of the Pen
This course investigates the relation between cultural production, politics and social change, and what part the writer – whether motivated by good or evil - has played over centuries in moving hearts, minds and the masses. Students will focus attention on the principal aspects of cultural theory in an effort to come to a fuller understanding of the place of writing and the arts within our social system. Students gain a better understanding of themselves as cultural workers situated within particular matrices of political and social power, as well as gain a basic knowledge of cultural theory.

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 the both the public as well as the private sectors. There are diverse sources of law that impact American higher education in numerous ways and this course is designed to enhance student understanding and appreciation for this complexity as well as for the ethical issues which surround the application of law in the university or University setting.

MHE 632 (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.

MHE 670 (3 credits)
**Capstone: Advanced Management Seminar**
This course is designed to provide students with the opportunity to apply and demonstrate their mastery of new skills and knowledge. Each student will complete and publicly present the results of a significant project (applied or independent research) pertaining to a higher education management issue or problem. Students will begin their project design while enrolled in MHE 650. Students will also complete a learning outcomes portfolio.
LEADERSHIP & NEGOTIATION

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.
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.

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.

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.

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.

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 theses 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 fundraising 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 Campaign and Major Giving Management
This course covers the basics of how to prepare, plan, manage and implement a capital campaign in the nonprofit context. Special topics will include financing the campaign, case statements, campaign structure and volunteer networks. Students will understand the capital campaign process from a theoretical and applied orientation. In addition, students will learn about major gift fundraising dynamics including key marketing concepts and donor perspectives, organizational prerequisites for an effective major gifts fundraising program, the Moves Management model and process, major gift solicitation techniques and strategies, and important issues with relevance to major gifts fundraising, e.g. gift agreements, proposals, gift clubs, prospect reporting and tracking and ethics.

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 nonprofit 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 661 (3 credits)
Planned Giving Principles and Techniques
This course helps students understand the role of planned giving within a nonprofit organization’s overall fundraising efforts. Students will be introduced to the various instruments of planned giving as they learn about the financial and personal considerations driving donor decisions. Through an examination of the legal, financial, and individual personal factors, the course exposes students to the full range of constraints and opportunities involved in planned giving. Students learn to design proposals sensitive to both donor and institutional needs.

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 non-profits 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 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

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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 512 (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 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 and 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 patients 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 660 (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 670 (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 680 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 IV - 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 multi-sensory 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.

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.

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.

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.

**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.

**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.

**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.

APPLIED BEHAVIOR ANALYSIS

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 relate 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 management.

**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 management.

**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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Longmeadow Capital, LLC
Longmeadow, Massachusetts

Chairwoman
Viable Solutions, 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

Jeanne G. Young (2012)
Vice President, Corporate Administration
MassMutual Financial Group
Springfield, Massachusetts

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
Kathleen Martin (2013)
B.S., Keene State; M.S., Springfield College; D.P.E., Springfield College

Assistant to the Provost
Michelle S. Naumec (2011)
B.S., Boston College

Director of Academic Advising and Student Academic Services
Stefanie Sanchez (2007)
B.S., Bay Path University; M.B.A., Bay Path University

Director of Enrollment Marketing
Rebecca Capuano (2013)
B.S., Westfield State University

Director of Creative Writing Program and Writer in Residence
Suzanne Strempek Shea (2005)
B.A., Portland School of Art

Director of Performing Arts Activities
Artist in Residence
Michael Rheault (2010)
B.A., University of Massachusetts

Director of Assessment
Cara Gardner (2014)
B.A., Global College, Long Island University; M.S. Bay Path University

Registrar
Laura K. Lander (2009)
B.A. Rhode Island College; M.A., Salve Regina 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 Dean, School of Education, Human and Health Studies
Jennifer Hixon (2010)
Director of the Physician Assistant Program
Professor of Physician Assistant Studies
B.S., Hahnemann University; M.S., Springfield College; D.H.Sc., Nova Southeastern University; P.A.-C.

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

Associate Dean, School of Arts, Sciences and Management
Director of the WELL and Campus 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, 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 Services
Associate Professor, Library and Information Science
Michael J. Moran (2008)
B.A., Assumption College; M.S.L.S., Simmons College School of Library & Information Science; M.A., Antioch University; Post-graduate research: London School of Economics; Additional graduate study: Columbia University

Director of Online Learning
Peter Testori (2010)
A.S., Asnuntuck Community University; B.A. Eastern Connecticut State University; M.S., Central Connecticut State University

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

DEAN OF STUDENT DEVELOPMENT AND PLANNING
David Yelle (2006)
B.S., Anna Maria College, M.A., American International 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
Athletic Director
Steven J. Smith (1997)
B.S., St. John Fisher College; M.Ed., Springfield College

Director of Health Services
Margaret Anderson (1996)
B.S.N., College of Our Lady of the Elms

Director of Health 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 Multicultural Student Outreach and Support
Liliana Madrid (2011)
B.A, Trinity College; M.S. Bay Path University

Director of Student Life
Natalie Stothart (2009)
B.A., Niagra University, M.Ed., Providence College

DEAN OF ENROLLMENT
Diane Ranaldi (2000)
B.A., Trinity College; M.Ed., North Adams State College

Associate Dean of Admissions
A.S., Holyoke Community College; B.S., M.S., Bay Path University

Director of Graduate Admissions
Lisa Adams (2001)
B.S., Bentley 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

Director of Admissions, Burlington Teaching Site
Mary Wislotski (2013)
M.S., Northeastern University
VICE PRESIDENT FOR FINANCE AND ADMINISTRATIVE SERVICES
Michael J. Giampietro (2006)
A.S., College of Dupage; B.A., M.P.A., University of Massachusetts at Amherst

Assistant Vice President for Finance
Donna M. Guertin (2000)
B.S.B.A., M.B.A., Western New England University

Assistant Vice President & Director of Human Resources
Kathleen Halpin-Robbins (2006)
A.S., Holyoke Community College; B.S., M.A.T., Elms College

Director of Facilities
Paul Stanton (1971)
B.S., Western New England University; M.B.A., University of Massachusetts

Director of Student Financial Services
Stephanie A. King (1999)
B.S., M.B.A., American International College

Executive Director of Information Technology
Brian Basgen (2014)
B.A., Flinders University; M.S., Trident University

Director of Networking
Thomas Inglese (2011)
B.A., Rutgers 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 at Amherst

Director of Communications
Kathleen M. Wroblewski (1999)
B.A., University of Massachusetts; M.S., Columbia University
Faculty

Date following each name indicates year of initial appointment to the faculty.

**Full-time Faculty**

**Susan A. Ainsleigh (2011)**
Coordinator of the BCBA Program  
Assistant Professor of Education  
B.S. Villanova University, M.S. Simmons College, Ed.D., Johnson & Wales University

**Christine A. B. Bacon (2004)**
Chair of the Science Department  
Associate Professor of Biology and Education  
B.S., Simmons College; M.S., American International College; D.H.Ed., A.T. Still University

**Kevin Barlowski (2014)**
Director of Performance Studies  
B.A., Emerson College

**Mark Benander (2012)**
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

**Edward G. Bernstine (2004)**
Professor of Biology  
A.B., Temple University; M.S., University of New Haven; Ph.D., Princeton University

**Lynda Bishop (2013)**
Director of Clinical Education for Occupational Therapy  
Assistant Professor of Education  
A.A., Indian River Community College; B.S., University of Hnoda; M.H.A. Russell Sage College; OTR/L

**Leanna James Blackwell (2013)**
Director of the MFA in Creative Nonfiction Writing  
Assistant Professor of Creative Writing  
M.F.A., Mills College

**Richard Briotta (2006)**
Assistant Professor of Business and Information Management  
Director of the M.S. in Communications and Information Management Program  
A.S., Holyoke Community College; B.A., Boston University; M.B.A., Western New England University; M.S., Bentley University; D.B.A., Boston 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 of the Business Department  
Assistant Professor of Management  
A.S. Holyoke Community College; B.A., Smith College; M.S., Bay Path University
Karen DeAngelis (2011)
Chair of the Education Department
Associate Professor of Education
B.A., University of Massachusetts, Amherst; M.S., Simmons College; Ph.D., American University

Elizabeth G. Dineen (2005)
Department Chair, Criminal Justice
Assistant Professor of Criminal Justice
B.A., Elms College; J.D., Western New England University School of Law

Justin H. Dion (2003)
Department Chair
Assistant Professor, 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

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
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

Sandra Haddad (1999)
Assistant Professor of Forensics and Biology
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; LMHC

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
BS, University of New Hampshire; M.Ed., American International College
Andrea Hickson (2014)
Coordinator, Graduate Program in Elementary Education
Assistant Professor of Education
B.A., Elms College; M.A. 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

Cheryl Kuczynski (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

Hsiang-Ching Kung (2004)
Assistant Professor of Chemistry
Director of the Chemistry Program
B.S. and Graduate Study: Tamkang University (Republic of China); Ph.D., State University of New York at Buffalo

Wendy Lachtara (2012)
Assistant Professor of Occupational Therapy
B.S., Northeastern University; M.A., Massachusetts General Institute of Health Professions; Ph.D., Massachusetts General Institute of Health Professions

Stephen E. Lee (2012)
Director of Clinical Education
Assistant Professor of Physician Assistant Studies
B.S., Springfield College; M.S. Springfield College; P.A.-C

Amanda Lizotte (2014)
Assistant Professor
B.A., Bay Path University; M.S. Bay Path University

Princy S. Quadros-Mennella (2012)
Director of the Neuroscience Program
Associate Professor of Biology
B.S., University of Richmond; Ph.D., University of Massachusetts at Amherst

Thomas A. Mennella (2012)
Associate Professor of Biology
B.S., Ph.D., University at Albany – SUNY

Sara Nathan (2013)
Assistant Professor of Nonprofit Management
B.A., Concordia University; M.A., Indiana University Lilly Family School of Philanthropy; Ph.D., Indiana University Lilly Family School of Philanthropy

Courtney Patrick-Weber (2014)
Assistant Professor
B.S., Northern Michigan University; MA Northern Michigan University; Ph.D., Texas Woman’s University
Theresa J. Riethle (2011)
Director of Didactic Education
Associate Professor of Physician Assistant Studies
Assistant Director of the Physician Assistant Program
B.S., Springfield College; M.S., The Chicago Medical School/Finch University of Health Sciences; P.A.-C

Lisa M. Ruch (2000)
Associate 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)
Assistant Professor of Education; Coordinator of Early Childhood and Elementary Programs
B.S., Saint Joseph University; M.Ed., Westfield State University; Doctoral Study, American International College

Mohammed Sattar (2008)
Director of the 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

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

Gina M. Semprebon (1988)
Founding Director of the Center for Excellence for Women in Science
Director of the M.S. in Forensics Program
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 at 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)
Director of the Cybersecurity Management Program
Associate Professor of Cybersecurity Management
M.S., Capitol College; Ph.D. (ABD), Nova Southeastern University

Beverly St. Pierre (2013)
Assistant Professor of Occupational Therapy
B.A., Bay Path University; M.O.T Bay Path University; O.T.D. Chatham University

Kara Stevens (2012)
Director of the Accounting Program
Assistant Professor of Accounting
B.S., University of Massachusetts; M.B.A., University of Massachusetts
Robert Surbrug (1998)
Director of the Honors Program
Assistant Professor of History
A.A., Ocean County College; B.A., Rutgers University; M.A., Ph.D., University of Massachusetts at Amherst

Lori A. Vaughn (2005)
Chair of the Occupational Therapy Department
Assistant 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 of the M.S. in Higher Education Administration Program
Director of the Entrepreneurial Program
Associate Professor of Management
B.A., Smith College; M.Ed., Ed.D., University of Massachusetts at Amherst

Joshua N. Weiss (2014)
Director of M.S. Leadership and Negotiation Program
B.A., Syracuse University; M.A., American University (Washington DC); Ph.D. George Mason University

Jane E. Weyant (2000)
Interim Chair of Mathematics
Instructor of Mathematics
B.S.E.E., M.S.E.E., Western New England University

Kathryn T. Wiezbicki-Stevens (1994)
Chair of the Psychology Department
Associate Professor of Psychology
B.A., Smith College; M.S., Springfield College; Ed.D., University of Massachusetts at Amherst

Ginette Wilson Bishop (2013)
ABA Program Coordinator
Assistant Professor of Education
B.A., University of Ottawa; M.S., Simmons College; Ph.D, Simmons College

Associate Professor of Business
Assistant to the Provost for Academic Effectiveness
B.A., Clark University; M.B.A., M.S., Ph.D., University of Massachusetts at 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, Ed.D., OTR/L
B.A., Springfield College; M.A. University of Southern California; Ed.D.; University of Massachusetts at Amherst
Bay Path University (Longmeadow Campus) is located on Longmeadow Street (US 5) in the center of Longmeadow. Springfield, MA is 3 miles to the north; Hartford, CT 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.