This is Curry College

Founded in 1879, Curry College is a private, co-educational, professionally oriented liberal arts based college serving approximately 4,100 full-time and part-time students. With its award-winning faculty and an environment for learning and growth matched by few academic institutions, Curry College has established a tradition of educational excellence that has existed for over 132 years.

Location
The main campus is located in Milton, only seven miles from downtown Boston, on 135-acres of rolling hills and wooded land in the picturesque Blue Hills area. A convenient full service satellite campus in Plymouth extends Curry’s programs beyond the main campus.

The Mission
The College’s overall mission is to develop liberally educated people who are able to gain and apply knowledge humanely, intelligently and effectively in a complex, changing world. To achieve its mission, Curry promotes individual, intellectual, and social growth by engaging its students in achieving the following educational goals: thinking critically; communicating effectively; understanding context; appreciating aesthetic experience; defining a personal identity; examining value systems; and adapting and innovation.

The Curriculum
The Curry curriculum reflects four basic principles: that liberal arts and professional studies be fully integrated; that experiential learning and classroom learning take place concurrently; that both life experience and college experience are evaluated for credit; that students have the option of choosing traditionally structured or individually planned programs of study.

Academic Offerings
Accredited by the New England Association of Schools and Colleges, Curry College offers academic majors in liberal arts disciplines and in the professional fields. The College awards the Bachelor of Arts, Bachelor of Science (in Nursing and Health), Master of Arts in Criminal Justice, Master of Business Administration, Master of Education, and Master of Science in Nursing degrees.

Faculty
The faculty ranks as one of the most attractive features of Curry. With a 15:1 student/teacher ratio, individualized attention is a regular feature of the classrooms at Curry. Professors not only have impressive academic credentials, but also own a wealth of real-life experience, providing students with information not available in any textbook.

At Curry College, diversity is central to excellence in education, not a separate goal. We are an inclusive community where embracing differences is essential to creating a safe and welcoming environment for exploration and learning, as well as personal and professional growth. Being a member of the Curry community means that your unique voice is a vital and valued part of all we do.

Curry College admits students of any race, color, national or ethnic origin, age, disability, gender, religion, sexual orientation, or veteran status to all the rights, privileges, programs and activities generally accorded or made available to all students at the school. It does not discriminate on the basis of any of these categories in the administration of its educational policies, scholarship or loan programs, and athletic or other college administered programs.

To learn more, visit curry.edu/diversity.

Division of Continuing and Graduate Studies

The Division of Continuing and Graduate Studies specializes in serving adult students interested in furthering their education and careers by providing:

Convenient locations
- Full-service campuses in Milton and Plymouth

Flexible schedules
- Evening and weekend classes
- Accelerated 8-week course schedules

Quality education
- Dedicated faculty and small class size
- Academic and career advising available day or evening, via live chat, in person, by phone, or by email.

Ease of transfer and life experience credit
- Equivalent education and life/work experience credit
- Acceptance of CLEP, DANTES or Regents examinations

Affordable tuition
- Competitive tuition rates
- Financial aid for those who qualify
- Deferred payment for tuition reimbursement
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Academic Programs and Contact Information

Kenneth K. Quigley, Jr.
President
B.S., Boston College
J.D., Villanova University

David Szczerekbacki
Chief Academic Officer
B.A., M.A., Gannon University
Ph.D., SUNY Buffalo

Division of Continuing and Graduate Studies

Tricia McConville
Associate Dean of Continuing Education and Graduate Studies
M.B.A. Northeastern University

Steven Belaief
Senior Director

Laura Cedrone
Administrative Assistant to the Dean

Nathan Adkins
Deborah Clifford
Michele Blackburn
Assistant Directors

Lisa Huyghe
Associate Director

Tyler Hilbert
Enrollment Services Manager

Margaret Kennedy
Administrative Assistant

Sandra Connelly
Christine Dunphy
Kristen Kolentzas
Enrollment Representatives

Milton Campus
1071 Blue Hill Avenue, Milton, MA 02186
(617) 333-2364

Hours:
Mon. – Thurs. 8:30 a.m. – 7 p.m.
Fri. 8:30 a.m. – 4:30 p.m.
Saturday hours 8:00 a.m. – Noon

Graduate Studies Office
John Bresnahan
Director of Graduate Enrollment and Student Services
(617) 333-2243

Plymouth Campus
20 North Park Avenue, Plymouth, MA 02360
(508) 747-2424

Hours:
Mon. – Thurs. 9:00 a.m. – 7:30 p.m.
Fri. 9:00 a.m. – 5:00 p.m.
Saturday hours by appointment

Plymouth Campus (cont.)
Anne Berriault
Director
Nancy McCann
Assistant Director
Kerry Morrell
Academic Advisor
Keri Mazzilli
Administrative Assistant
Brenda King
Enrollment Representative
Jessica Chandler
Receptionist

Undergraduate Programs
Bachelor Degrees
Bachelor of Arts in Communication
Bachelor of Arts in Criminal Justice
Bachelor of Arts in Information Technology
(available in Plymouth only)
Bachelor of Arts in Business Management
Bachelor of Arts in Psychology
Bachelor of Arts in Sociology
Bachelor of Science in Community Health and Wellness
RN to Bachelor of Science with a major in Nursing
Accelerated Second Bachelor of Science Degree in Nursing
(available in Milton only)

Certificate Programs
Accounting
Human Resource Management

Graduate Programs
Master of Arts in Criminal Justice
Rebecca Paynich, Ph.D., Co-Director
Jennifer Balboni, Ph.D., Co-Director

Master of Business Administration
Steven Gunning, J.D., Director

Master of Education
Donald Gratz, Ph.D., Director
Michelle LeBlanc, Field Placement Coordinator, Plymouth
Mary Woods, Field Placement Coordinator, Milton

Master of Science in Nursing
Elizabeth Kudzma, D.N.Sc., Director

Post Master's Graduate Certificate
Principal and Supervisor Licensure

For information about Graduate programs phone: (617) 333-2243.

Corporate Training and Professional Development
Tricia McConville, Associate Dean (617) 979-3547
The Office of the Registrar

The Office of the Registrar maintains student academic records and administers academic policies. The office provides assistance, information, and support regarding students’ academic standing, courses, schedules, registration, transcripts, grades, academic records and enrollment certification.

Student Academic Information and Records

Student academic information is maintained by the Office of the Registrar, including such records as the student’s application for admission, academic transcript, and other information relative to the student’s academic career at the College. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review their education records within 45 days of the day the College receives a request for access.

   Students should submit written requests to the Registrar, which identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where records may be inspected. If the records requested are not maintained by the Registrar, the Registrar will advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of their education records that they believe may be inaccurate or misleading.

   Students may ask Curry College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

   If Curry College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or 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 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 Curry College in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom Curry College 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 his or 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.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College 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
   400 Maryland Avenue, SW
   Washington, DC 20202-5920

Directory Information

The Family Educational Rights and Privacy Act of 1974, as amended, provides that the College may disclose Directory Information, that is, information that is generally not considered harmful to students nor an invasion of their privacy if disclosed, without the consent of students. Under provisions of the Act, this information includes: name, address, enrollment status, date of birth, birthplace, major, activities information, sports participation, height and weight of athletic team members, dates of attendance, degrees and awards received, and most recent educational institution attended. Students who wish the College to withhold Directory Information must notify the Registrar in writing within 14 calendar days after Check-In day. Since requests for non-disclosure are in effect only during the semester of the written request, students must notify the Registrar each semester. Request forms are available at the Office of the Registrar.

Age of Majority

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. Accordingly, the College will communicate directly with students concerning their education records, such as grades, academic credits, and academic standing. However, the College understands that there may be cases where one or both parents may wish to obtain information regarding their student. In accordance with The Family Educational Rights and Privacy Act of 1974 as amended, Curry College will normally release such information only with the student’s written authorization. A copy of the release form is available upon request from the Office of the Registrar.

Student Persistence Information

In accordance with federal regulations, information regarding retention and graduation rates of undergraduate students is maintained and is available upon written request to:

Office of the Registrar
Curry College
1071 Blue Hill Avenue
Milton, MA 02186
Academic Transcripts
Requests for student academic transcripts must be made in writing to the Office of the Registrar or online via the National Student Clearinghouse (NSC). No telephone or email requests will be honored. Except as allowed under the Family Educational Rights and Privacy Act of 1974, student academic transcripts will be released only upon the written request of the student.

1. Official transcripts bearing the College seal and the Registrar's signature are issued directly to the designee;
2. Unofficial transcripts may be requested by students for their personal use.

For each transcript requested, there is a fee of $5 payable in advance. Additional processing fees apply when ordering transcripts online. Requests for course descriptions may be submitted to the Office of the Registrar. There is a $5 fee for each request.

Official transcripts will be issued only when all financial obligations to the College have been satisfied.

Change of Address
Students who change either their permanent home address or their local mailing address are expected to complete a change-of-address form at the Office of the Registrar. Failure to notify the Office of the Registrar of address changes may cause serious delays in the handling of student records and in notifying students in cases of emergency. Students who have moved and who have not completed a change-of-address form are not exempt from the consequences of failing to receive official College notices and communications.

Classification of Students
Matriculation/Degree Candidacy
A degree student is one who has been accepted to become a candidate for the baccalaureate degree.

Full-time/Part-time Status
Full-time degree candidates register for 12-18 credits per semester and are eligible for College housing and participation in varsity sports (provided they are making satisfactory academic progress) and student activities; part-time degree candidates register for fewer than 12 credits per semester and are not normally eligible for College housing or for participation in varsity sports and student activities.

Students who wish to change their status from full-time to part time must notify the Office of the Registrar and are advised to consult the Director of Financial Aid to determine whether the change will affect any financial aid they may be receiving. Also see section in Academic Policies for Satisfactory Progress to Degree Completion.

Continuing Education Students
Students who wish to take evening, week-end, or online courses through the Division of Continuing Education at the College's Milton or Plymouth campus should officially apply for admission and register for their courses through the Division of Continuing Education. A Continuing Education student may register for up to 15 credits a semester with no more than nine credits taken simultaneously. Continuing Education students who register for courses that are held prior to 4:00pm in the fall and spring semesters will be charged the tuition and fees equivalent to the standard full-time Day per credit rate.

Class Standing
Class standing is determined as follows:
- First Year: 0-29.5 credits earned
- Sophomore: 30-59.5 credits earned
- Junior: 60-89.5 credits earned
- Senior: 90 or more credits earned

UNDERGRADUATE Degree Requirements
I. Bachelor of Arts (B.A.) Requirements: 120 credits
   A. Central Liberal Arts Curriculum, or Individually Initiated Sequence of Courses
   B. Major Requirements as listed, or Individually Initiated Major
   C. 2.00 cumulative GPA

II. Bachelor of Science (B.S.) Requirements: 120 credits
   A. Central Liberal Arts Curriculum, or Individually Initiated Sequence of Courses
   B. Majors - Nursing or Community Health & Wellness
   C. 2.00 cumulative GPA
   D. Nursing Major Only: Satisfactory completion of standardized testing requirements for nursing.

III. Candidates for graduation from Curry College must have a minimum of 30 credits in the classroom as matriculated students. A minimum of 12 credits must ordinarily be coursework in the area of the major and a minimum of six credits from two different subject areas must be in the liberal arts, outside the area of the major on the 2000 or 3000 level.

IV. Students may follow an educational program based on any of the Catalogs in effect while they are matriculated students at the College. Nursing students will follow the educational program in effect when they entered as first year students; transfer students and out-of-sequence nursing students will follow the educational program for the class which they are joining. Continuing Education students should refer to procedures and deadlines as stated in the Division of Continuing and Graduate Studies Catalog.

The College reserves the right to revise requirements and course offerings.
CENTRAL LIBERAL ARTS CURRICULUM

Courses taken to fill requirements for a major may not be used to fill Central Liberal Arts Curriculum requirements, but related and prerequisite courses may. Courses taken to fill requirements in Part One of the Central Liberal Arts Curriculum may not be used again to fill requirements in Part Two.

PART ONE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AC 1000</td>
<td>Navigating Your Digital World</td>
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<tr>
<td>WRIT 1280</td>
<td>Writing Workshop I</td>
<td>3</td>
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<tr>
<td>OR</td>
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<tr>
<td>WRIT 1290</td>
<td>Intensive Writing Workshop I</td>
<td>3</td>
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<td>OR</td>
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<tr>
<td>WRIT 1380</td>
<td>Writing Workshop II</td>
<td>3</td>
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<tr>
<td>OR</td>
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<tr>
<td>WRIT 1390</td>
<td>Intensive Writing Workshop II</td>
<td>3</td>
</tr>
<tr>
<td>FA 1000</td>
<td>Introduction to Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>PHIL or REL</td>
<td>One course in Philosophy or Religion</td>
<td>3</td>
</tr>
<tr>
<td>COM 1010</td>
<td>Fundamentals of Communication</td>
<td>3</td>
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<tr>
<td>One of the following:</td>
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<td>3</td>
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<tr>
<td>ENG 1160</td>
<td>Reading and Writing about Minority Group Literature</td>
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<tr>
<td>ENG 1180</td>
<td>Introduction to Literary Types</td>
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<tr>
<td>ENG 1240</td>
<td>Literature of Love</td>
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<td>ENG 1260</td>
<td>Mystery and Detective Fiction</td>
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<tr>
<td>ENG 1330</td>
<td>Feminine and Masculine in Literature</td>
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<tr>
<td>ENG 2010-2020</td>
<td>Major British Writers I or II</td>
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<tr>
<td>ENG 2100</td>
<td>Reading and Writing the Short Story</td>
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<tr>
<td>ENG 2110-2120</td>
<td>American Literature I or II</td>
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<tr>
<td>ENG 2140</td>
<td>Contemporary American Literature: A Multicultural Approach</td>
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<tr>
<td>ENG 2150</td>
<td>African-American Literature</td>
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<tr>
<td>ENG 2250</td>
<td>The Beatles’ Lyrics as Poetry</td>
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<tr>
<td>ENG 2280</td>
<td>Literature of Death and Dying</td>
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<tr>
<td>ENG 2350</td>
<td>Writing Poetry</td>
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<tr>
<td>ENG 2400</td>
<td>Dramatic Literature</td>
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<tr>
<td>ENG 2631</td>
<td>The Journey in Literature</td>
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<td>ENG 2632</td>
<td>Women in 19th Century World Literature</td>
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<td>ENG 2635</td>
<td>Banned Books and Dangerous Ideas</td>
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<td>ENG 2637</td>
<td>Animals In Literature</td>
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<td>ENG 2650</td>
<td>Great Sports Stories: Myths and Legends</td>
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<td>ENG 2660</td>
<td>Frankenstein from Novel to Film</td>
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<td>ENG 2670</td>
<td>The Grimm Brothers’ Tales as Literature</td>
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<td>ENG 2820</td>
<td>Modern Poetry</td>
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<td>ENG 2830</td>
<td>Film and Novel</td>
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<td>ENG 2845</td>
<td>Ghosts in Film and Literature</td>
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<td>ENG 2875</td>
<td>Non-Violence in Film and Literature</td>
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<td>ENG 3110</td>
<td>American Novels</td>
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<td>Women in Modern Literature</td>
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<td>ENG 3545</td>
<td>Modern Drama</td>
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<td>ENG 3620</td>
<td>Victorian Literature</td>
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<td>ENG 3640</td>
<td>Neoclassical/Romanticism</td>
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<td>ENG 3700</td>
<td>Shakespeare and His Contemporaries</td>
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<td>ENG 3740</td>
<td>Chaucer</td>
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<tr>
<td>ENG 3770</td>
<td>British Literature of the Seventeenth Century</td>
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<tr>
<td>AFAM 2150</td>
<td>African-American Literature</td>
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<tr>
<td>COM 2400</td>
<td>Dramatic Literature</td>
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<tr>
<td>COM 3545</td>
<td>Modern Drama</td>
<td></td>
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<tr>
<td>REL 2110</td>
<td>Introduction to the Hebrew Bible</td>
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<tr>
<td>REL 2120</td>
<td>Introduction to the New Testament</td>
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Academic Policies & Procedures
CENTRAL LIBERAL ARTS CURRICULUM

Courses taken to fill requirements for a major may not be used to fill Central Liberal Arts Curriculum requirements, but related and prerequisite courses may. Courses taken to fill requirements in Part One of the Central Liberal Arts Curriculum may not be used again to fill requirements in Part Two.

PART ONE CONTINUED

WGS 2110    American Literature I
WGS 3620    Victorian Literature

One of the following: 3 credits
P&H/MGT 1001    Current Economic Problems
P&H 1010    U.S. History I: Ancient America through Reconstruction
P&H 1020    U.S. History II: Reconstruction to the Present
P&H 1030    European History I: Late Middle Ages to 1780s
P&H 1040    European History II: 1780s to the Present
P&H 1060    Introduction to Politics
P&H 2200    Political Tactics

One of the following: 4-8 credits
SCI 1010    The Sciences: Approaches to the Natural World
SCI 1020    The Human Body
SCI 1030    Astronomy
Two four-credit laboratory courses in any two sciences (Biology, Chemistry, Physics)

MATH    One course in Mathematics (not including MATH 1000) 3 credits

SOC 1000    Introduction to Sociology: The Sociological Imagination 3 credits

One of the following: 3 credits
PSY 1030    Introduction to Psychology
PSY 1400    Child Development

Three credits in Wellness from the following: 3 credits
Any course with a PE designation
Any course with a DANC designation
FYS 1000    First-Year Seminar
HE 1000    Personal Health
HE 1500    Stress Reduction: Mindfulness
MUS 2050    Sound and Healing
NSG 2000    Health Assessment
NSG 2012    Nursing Simulation Lab
PSY 3350    Health Psychology

Participation in varsity athletics may meet the wellness requirement but carries no academic credit.

40-44 credits
CENTRAL LIBERAL ARTS CURRICULUM

Courses taken to fill requirements for a major may not be used to fill a Central Liberal Arts Curriculum requirement, but related and prerequisite courses may.

PART TWO
12 credits outside the major on the 2000/3000-level; 12 credits
12 credits of the Honors Program may apply
6 credits 2000/3000-level international or multicultural courses within or outside the major

Two of the following: 6 credits
AFAM/ENG 2150 African-American Literature
(AFAM/P&H 2330 African-American History
AFAM/P&H 2450 Introduction to African American Studies
AFAM/P&H 2492 African-American Cinema
AFAM/REL 2012 Race and Religion in the United States
CJ/SOC 2160 Urban Life: Culture and Change
CJ/SOC 2350 Human Diversity in Criminal Justice
COM 2020 Intercultural Communication
COM/ITAL 2496 Italian Cinema
ED 2150 Developing Community Circles
ENG 2140 Contemporary American Literature: A Multicultural Approach
(Eng 2890 Misrepresentations of African-Americans on Screen
FR 2200 The Culture of France
HON 1852 First-Year Honors Colloquium and Seminar II
MATH 1170 East Asian Mathematics: An Alternate Approach
MGT 3930 Management of International Business
MUS 2000 Western Classical Music
MUS 2050 Sound and Healing
MUS 2550 International Urban Music
PHIL/REL 2030 Eastern Religion and Philosophy
PHIL 2035 Introduction to Chinese Philosophy
PHIL/REL 2089 Religion and Ecology
PSY/SOC/WGS 2115 Men, Self and Society
REL 2040 Western Religion
SOC 2085 World Cultures: Selected Area Topics
SOC 2200 Race and Ethnicity
SOC/WGS 2470 Sex, Gender and Sexuality
SOC/WGS 2620 Diversity in Families
SOC/WGS 2760 Wealth, Poverty and Social Class
SPAN 2200 The Culture of Spain
SPAN 2210 The Culture of South America
VA 2910 History of Visual Arts: Paleolithic to Gothic
VA 2920 History of Visual Arts: Renaissance to Contemporary
VA 2930 Contemporary Art
WGS 2000 Gendered Lives
or
Two course foreign language sequence 6-8 credits
(for international students: one semester at Curry waives this requirement)

A completed Education or Nursing major satisfies the International/Multicultural requirement.

NOTE: Students who complete the requirements for two majors satisfy Part Two of the Central Liberal Arts Curriculum through their major program(s).
TRANSFER STUDENT REQUIREMENTS

Students who transfer into the College must meet Liberal Arts requirements which are affected by the number and type of transfer credits awarded, as determined by the Registrar.

CATEGORY I: 0-15 transfer credits
Transfer students with 15 or fewer credits in transfer should follow the Central Liberal Arts Curriculum on pp. 12-14.

CATEGORY II: 16-30 transfer credits
A. Courses to be completed by the end of the sophomore year, or by the time 60 credits are earned:
   - One course in Natural Sciences, Mathematics, or Applied Technology
   - One Writing course (English)
   - One Fine and Applied Arts course
   - One course in either Philosophy or Religion
   - One course in Communication, or Foreign Language and Culture
   - One Criminal Justice or Sociology course, not including CJ 1000
   - One Western or Comparative History, Government, or Civilization course
      (not exclusively American)
   - One Psychology course
   - One course in Wellness

   3-4 cr edits

   NOTE: It is recommended that transfer students meet the above requirements by taking courses on the 2000-level whenever possible.

B. To be completed by the end of the senior year, 30 credits at the 2000-level or above, outside the student’s major area. Twelve credits of the Honors Program may apply.

   NOTE: Adjustments of this requirement are possible if the student has a major in nursing, a double major, or is involved in a combined program in elementary education and special education.

CATEGORY III: 31-45 transfer credits
The introductory level Liberal Arts distribution requirement is waived.

A. Up to five of the course requirements listed below may be satisfied by appropriate transfer courses. At least two of the courses must be taken after the student has matriculated.

B. Courses outside the major, generally on the 2000- or 3000-level, but not the first course in a discipline ("advancing courses within disciplines"), are to be completed for graduation.

   - Two courses in Natural Sciences, Mathematics, or Applied Technology
   - Four courses in the Humanities
      (English, Communication, Fine and Applied Arts, Foreign Language and Culture, Philosophy, Religion)
   - Two courses in the Social Sciences
      (Management, Politics & History)
   - One course in Criminal Justice or Sociology
   - One course in Psychology or Education

   6-8 cr edits

   12 credits

   6 credits

   3 credits

   3 credits
CATEGORY IV:  
46 or more transfer credits

The introductory level Liberal Arts distribution requirement is waived.

A. Up to three of the course requirements listed below may be satisfied by appropriate transfer courses. At least two of the courses must be taken after the student has matriculated.

B. Courses outside the major, generally on the 2000- or 3000-level, but not the first course in a discipline (“advancing courses within disciplines”), are to be completed for graduation.

- One course in Natural Sciences, Mathematics, or Applied Technology: 3-4 credits
- Two courses in the Humanities (English, Communication, Fine and Applied Arts, Foreign Language and Culture, Philosophy, Religion): 6 credits
- One course in Social Sciences (Management, Politics & History): 3 credits
- One course in Behavioral Sciences (Psychology, Sociology, Criminal Justice): 3 credits

INDIVIDUAL VARIATIONS

Individually Initiated Sequence of Courses — Alternative to the Central Liberal Arts Curriculum

Students who desire an alternative to the Central Liberal Arts Curriculum should consider developing an individually-initiated sequence of courses. No later than the end of their first semester, students must submit to the Committee on Equivalent Education a letter explaining their reasons for applying and arrange to have letters of support from at least three high school or college teachers sent to the Committee. When the Committee has reviewed such matters as the student’s academic potential, breadth of interests, industriousness, and general maturity, it may then grant preliminary approval. Final approval will be determined at the end of the second semester.

Credit by Examination

1. ACT/PEP, CLEP, and DANTES: Accepted candidates may advance their standing by attaining acceptable scores in the examinations of the College Level Examination Program (CLEP), the American College Testing Program (ACT/PEP) or the DANTES Subject Standardized Testing (DSST) Program. Students can earn as many as 60 hours of credit, or the equivalent of two years of work. Criminal justice majors may take DANTES or CLEP examinations for transfer credit but can receive no more that 10% of their credits in this manner (maximum of 12 credits/120 credits or 6 credits/60 credits). Additional information may be obtained in the Office of the Registrar. Continuing Education students should seek directions, fee scale, and the application form for proficiency evaluations from the Registrar's Office. Continuing Education students should seek further information from the Continuing Education Office. There are some restrictions and conditions for proficiency evaluations.

   General guidelines (consult appropriate office for special circumstances):
   - Course proficiency evaluation methods and evaluation criteria must be approved by the appropriate academic department, and all individual requests for proficiency evaluation must receive the signature of the department chairperson.
   - Students should complete evaluations by the last day of classes (Continuing Education students should consult the Continuing Education Office for evaluation timelines)
   - If a student fails a course, credit for that course will not be awarded to that student through a proficiency evaluation
   - Students may take a particular proficiency evaluation only one time
   - Individual Departments/Divisions may have additional criteria

Equivalent Credit and Life Experience Credit

The Committee on Equivalent Education evaluates proposals from students who wish to receive academic credit for learning that is equivalent to college-level work but is not a part of the curriculum.

Any student, with the exception of criminal justice majors (see below) who is a degree candidate or who has earned at least 15 credits at the College may apply for credit to the Committee on Equivalent Education. A student may achieve 1-9 credits in this manner. Students may apply for this credit more than once, for different experiences at different times, for example, but cannot exceed the maximum of 9 credits. Any credit award greater than 3 credits must be approved by the Curry College faculty.

Students should seek directions, fee scale, and the application form for proficiency evaluations from the Registrar's Office.
Academic Policies & Procedures

Criminal Justice majors will receive NO life experience credits. A student may submit an Equivalent Education proposal for credit in one of two ways. Both methods require the prior submission and Committee approval of an application form. Application approval is not a guarantee of credit.

1. Work to be undertaken: A student may submit a proposal for work to be undertaken. The implementation of the proposal usually involves supervision by at least one faculty member.

2. Life Experience Credit: A student may apply for credit to be awarded for projects, unconventional courses, and for other educational experiences which have already taken place, as well as for non-transferable courses.

Students interested in this program should obtain Guidelines for Proposals for Equivalent Education Credit. This gives procedures and indicates the criteria by which the Committee evaluates proposals. A student should examine the proposal in relation to the Guidelines, the College’s curriculum, and its general philosophy of education. If the proposal appears appropriate for the awarding of credit by the College, it should be submitted to the Committee on Equivalent Education.

The applicant must demonstrate to the Committee the liberal arts educational value of the experience(s). Upon such satisfactory demonstration, the Committee will recommend to the faculty the allocation of credit. The Committee focuses its evaluation on a formal, written expository document in which the student articulates and evaluates the learning which has taken place. The quality of this document in large part determines the credit worthiness of the proposal, as contrasted with the quality of the life experience itself.

Credits only will be awarded; no grades will be assigned. Credits awarded will apply toward a student’s degree solely as elective credits.

Equivalent Education and Life Experience credit proposals must be submitted no later than October 15 of the fall semester and February 15 of the spring semester in order to be considered for credit for that semester.

Attendance
The essence of collegiate learning involves dialogue between faculty and students; therefore, a student’s attendance at and participation in every class meeting are expected. In addition, attendance policies specific for each course will be articulated in the course syllabus. Students are responsible for course content even when absences occur.

Academic Integrity
Curry College is dedicated to providing an educational environment that encourages all students to learn, create and share knowledge responsibly and respectfully. Society entrusts our students to pursue knowledge honestly and to report their discoveries truthfully. Any deliberate falsehood or misrepresentation of academic pursuits undermines the stature and mission of the College.

By formulating a code of academic integrity, the College affirms the primacy of personal responsibility and accountability in students’ pursuit, acquisition and creation of knowledge.

1. Academic Integrity
Because academic integrity is a cornerstone of the College’s commitment to lifelong learning, students are required to uphold scholarly and professional standards of practice in research, writing, assessment, and ethics. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work students submit must be the product of their own intellectual and/or creative efforts and must be consistent with appropriate professional standards and ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical academic behavior, is strictly prohibited.

A breakdown of behaviors that constitute academic dishonesty is presented below. The definitions are meant to provide additional information and examples of these behaviors; they are not intended to be all-inclusive. Questions regarding this policy or requests for additional clarification can be directed to the Undergraduate Academic Policy Committee.

1. Academic dishonesty includes:
   a) Cheating - is using or attempting to use any materials, information, notes, study aids or other forms of assistance—human, digital or otherwise—during in-class or take-home quizzes, examinations or assignments of any kind without the prior consent of the course’s instructor.
   b) Plagiarism - is intentionally or carelessly presenting the work, ideas, representations and/or words of another person as one’s own, without proper attribution and citations in accordance with academic and discipline-specific standards. This would also include purchasing or using another person’s work.
   c) Fabrication - is the use of invented, counterfeited, altered or forged information in assignments of any type, without the prior consent of the instructor.
   d) Multiple Submission - is the submission of the same or substantially the same work for credit in two or more courses, without the prior written approval by the instructor of the current course. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution.
   e) Complicity - is assisting or attempting to assist another person in any act of academic dishonesty.
   f) Misconduct in Research and Creative Endeavors - is any deviation from the accepted professional and ethical practices within a discipline, or from the policies of the College, in carrying out, reporting, publishing or exhibiting the results of research. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation.
g) **Misuse of Intellectual Property** - is the illegal use of copyright materials, trademarks, trade secrets or intellectual properties. Students are afforded a great deal of discretion, under the legal principle of fair use, to employ copyrighted materials for academic purposes, but should consult with their instructor prior to using such materials for coursework of any kind.

II. Process for handling alleged violation of this policy:

1. **Conference with the Student**
   A conference between the student and the instructor is the first step in addressing alleged violations of the policy on Academic Integrity. The instructor has the right to decide whether additional steps in this process should be pursued.
   
   a. If an instructor has reason to believe that a student has committed a violation of the Academic Integrity Policy, the instructor will contact the student within 10 business days to notify the student of the suspected violation and to arrange a time to discuss the matter with the student. The meeting shall take place as soon as possible after the discovery of the alleged violation.
   
   b. The instructor will inform the student of the details of the alleged violation. The instructor will present evidence of the alleged violation of the Academic Integrity Policy. The student will be provided the opportunity to respond to the allegation and may explain any suspected or alleged misconduct by presenting evidence, giving additional information relevant to the matter, explaining extenuating or mitigating circumstance, or acknowledging a violation.
   
   c. If the student declines to discuss the matter or attend a meeting with the instructor, or is unavailable for more than ten (10) business days, the instructor will make a determination as to whether a violation of this Policy has occurred and what the appropriate sanction will be.

2. **Reporting of Violation**
   
   a. Once an instructor determines that a student has violated the Academic Integrity Policy, the instructor will send an Early Alert form that would include notification to the student, the student’s advisor and the Academic Success Coordinator in the Academic Dean’s office. The notification should include an explanation of the sanction.
   
   b. The Academic Dean’s office will maintain these files in the event of any future violations of the Academic Integrity Policy, so that further actions can be taken.

3. The instructor may impose one or more of the following:
   
   a. **Revision of Work.** A requirement that the student revise or replace the work in which the violation of the Academic Integrity Policy occurred. The instructor may assign a deferred grade pending the replacement or revision of the work.

   b. **Reduction in Grade.** The grade on the assignment or in the course may be lowered.

   c. **Failure of Course**

III. Appeal of an Alleged Violation

A student sanctioned for violation of the Academic Integrity Policy may appeal the instructor’s decision that a violation of the Policy has occurred, and/or the sanction. The appeal must be submitted in writing to the instructor no later than ten (10) business days after the student has been notified of the instructor’s decision. The student may then appeal to the College’s Chief Academic Officer (CAO).

Refer to the Grade Appeal Process (H., page 25).

An appeal not made within the time limit will not be heard unless an exception is made by the College’s Chief Academic Officer (CAO).
Academic Policies & Procedures

GRAD  E & GRADE POINTS

Grades and grade points are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent achievement of course goals</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
<td>Good achievement of course goals</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Adequate achievement of course goals</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Minimum achievement of course goals</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Minimal achievement of course goals</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Failure to achieve course goals (or for lack of attendance and failure to respond to mid-semester deficiency notification by officially withdrawing from course)</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Incomplete</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IN</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>P</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>AU</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>CEU</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>NG</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>TCR</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>PP</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>PX</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>SP</td>
<td>0</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Equivalent Education Credit (CEE): Credits awarded for prior learning. Grade for credits awarded is indicated by ‘SP.’

NOTE: Students who inadvertently repeat a course will not receive credit for the repetition. “W” (Withdrawal) means that the course was dropped after the end of the official course change period (see “Schedule Changes”).

Midterm Assessments

Students enrolled in traditional 15-week courses are evaluated by instructors on their progress in each course at a midpoint in the semester. Midterm grades are an indicator of progress for the student’s benefit. They do not appear on the student’s transcript and are not considered when calculating the GPA. Midterm grades are recorded as follows:

S Satisfactory; grade at midterm is C or higher
U Unsatisfactory; grade at midterm is passing but C- or below
F Failing at midterm

Students should consult with their instructors, advisors, and the Student Advocate for assistance in improving their course standing if their midterm assessments indicate a need.

Repeating a Course

A student may repeat a course once when the initial grade is C- or lower.

The second grade is recorded on the student’s transcript along with the first. However, only the higher grade is included in calculating the overall grade point average, and only the credits associated with the higher grade are included in credits earned toward graduation. One repeated course is permitted per semester.

Incomplete Course Status

The incomplete is an administrative designation that means a course instructor has agreed to a specified extension of time, not more than one academic year, within which a student may complete a course.

A student may request that the course instructor grant an incomplete because of a serious extenuating circumstance only, such as a medical emergency or family crisis. A student must be passing the course at the time of request in order to qualify for an incomplete. The choice to grant an incomplete is the prerogative of the instructor.

In order to initiate a request for an incomplete, a student must submit a completed incomplete contract to the instructor no later than the day of the scheduled final exam. Contracts are available in the Office of the Registrar.

When the instructor grants an incomplete, he or she will specify on the contract precisely what must be achieved to complete the course; will specify a deadline for resolving the incomplete, which may be shorter than one academic year; will provide a copy to the student; and will submit a copy to the Office of the Registrar.

The incomplete must be resolved within one year, or by the earlier date specified by the professor. The incomplete is resolved
to a letter grade when the course instructor submits an incomplete resolution form to the Registrar, at which time the grade will be included in the student’s overall grade point average. An unresolved incomplete will be recorded as an “F.”

For graduate courses, an unresolved incomplete will remain on record as an “IN.”

**Grade/Pass/Fail Option**

Each semester a student may choose to take one course on a Grade/Pass/Fail option. Under this option, a student may specify a minimum course grade of “D-” or higher by contract with the course instructor.

- If the final grade is at or above the contracted grade, the professor will report that grade. The grade will be included in the overall grade point average.
- If the final grade is a passing grade but is lower than the contracted minimum grade, the professor will award a “P.” The “P” grade will not be included in the overall grade point average.
- If a student fails to achieve course goals, the professor will assign an “F.” The “F” will be included in the overall grade point average, and credit will not be granted for the course.

The GPF is not an option in courses in the student’s major, except field experience courses that may be part of the major. The GPF is not an option in credit-bearing graduate courses.

Copies of the contract must be kept by both the student and the professor, and a third copy must be submitted by the student to the Office of the Registrar. Faculty will report a grade according to the terms of the contract.

GPF contract forms are available at administrative, departmental, and divisional offices. The Grade/Pass/Fail deadline is the same as the last date to withdraw from a class. Contracts must be completed, including the faculty signature, and a copy must be sent to the Office of the Registrar by the deadline. (Please refer to official withdrawal deadlines under C.2 Schedule Changes (Add/Drop.) and in the Academic Calendar for specific dates).

Grade Reports (midterm and final) Semester grades and midterm assessments are available online to students. Students are notified when grades are available for viewing. While matters concerning grades are communicated directly to the student and grades are available for viewing only by students, the College recognizes that there may be cases where one or both parents may wish to obtain a copy of the grade report. In accordance with The Family Educational Rights and Privacy Act of 1974 as amended, Curry College will normally provide a copy only with the student’s written authorization. Forms for this purpose are available upon request in the Office of the Registrar at any time during the student’s enrollment at the College. However, if requested, we may release information without a signed release from the student to a parent of a student who is a dependent as defined by the I.R.S. A copy of the income tax return is required if not already on file at the College.

**Semester and Cumulative Averages**

Grade points for a course are determined by multiplying the number of credits by the number of points for the course letter grade (see list on page 20). To determine the grade point average (GPA) for an individual semester, divide the total grade points earned by the number of graded credits carried. To determine the cumulative grade point average, divide the total number of grade points earned by the number of graded credits carried. Along with other requirements for graduation, a student must have a 2.00 cumulative average.

**Requirements for Graduating with Honors**

The degrees of Bachelor of Arts and Bachelor of Science with Honors are awarded as follows:

- Cum Laude: awarded for cumulative GPA of 3.25 – 3.49
- Magna Cum Laude: awarded for cumulative GPA of 3.50 – 3.89
- Summa Cum Laude: awarded for cumulative GPA of 3.90 – 4.0

**To be eligible for Honors, a student must have earned at least 60 credits at Curry College; 30 of these must be graded credits. Outside exams (DANTES, CLEP, etc.) do not count as Curry credit, but proficiency exams and equivalent education credits do.**

Students who have completed the Honors Scholar Program are graduated with Distinction in the Honors Scholar Program.

**Participation in Commencement**

Curry College awards degrees three times during the academic year in August, December, and May. The Commencement ceremony is held in May only. All students, undergraduate and graduate, who complete their degrees during the current academic year and who are otherwise in good standing with the College are eligible to participate in the May Commencement ceremony. Please see the section regarding degree completion requirements on page 4.

Undergraduate students who have not completed all of their degree requirements may participate in the May Commencement ceremony if they meet all of the following guidelines. To participate in Commencement, students must have a minimum cumulative grade point average of 2.00, must be in good financial and judicial standing with the College, and must be within nine (9) credits of degree completion. Degree completion in this case means that the student must be within 9 credits of meeting all requirements for the degree, not just the total of 120 credits. Please note that graduation honors will not be awarded or announced until the degree is complete. Honors will be noted on the diploma and transcript following degree completion.

Graduate students must have completed all degree requirements to be eligible to participate in the Commencement ceremony. A student may only participate in one Commencement ceremony, unless he or she is graduating with a higher level degree.

**Alexander Graham Bell Honor Society**

The objective of this society, named for the famous inventor who was an early chancellor of the College, is the promotion and recognition of academic excellence at Curry. Continuing Education students must have completed, or be registered to complete at least 45 classroom credits at Curry College by the time of graduation; achieved a
minimum 3.5 grade point average; and have demonstrated leadership and/or service to the College and/or their community.

ACADEMIC STANDING

A. Dean’s List
To qualify for Dean’s List
1. Full-Time Students must:
   a. be matriculated and carrying 12 or more graded credits for the semester;
   b. earn at least a 3.30 grade point average for the semester;
   c. have no Incompletes and earn no grade lower than a “C” for the semester.
2. Part-Time Students must:
   a. be matriculated, carrying 6-11.5 graded credits for the semester;
   b. must have earned a cumulative total of 15 graded credits at the College in consecutive semesters as a part-time student;
   c. earn at least a 3.30 grade point average for the semester;
   d. have no Incompletes and earn no grade lower than a “C” for the semester.
3. If Incompletes are made up prior to the date on which final grades for the succeeding semester are due, students who then qualify for the Dean’s List will have the notation entered into their permanent record.

B. Satisfactory Progress to Degree Completion
Students who have been accepted to the College and register as full-time students are expected to complete their degree requirements within six (6) years or up to 180 attempted credits to earn the 120 credits required for degree completion. To complete the degree in four years, students should successfully complete an average of 30 credits per year.

C. Undergraduate Academic Standing Policy
Notification of academic standing is provided by the Office of the Registrar. For those students who seek financial aid, please note that there is a separate Satisfactory Academic Progress policy, which addresses eligibility for financial aid as it relates to academic performance. Please see the Financial Aid section of this publication for more specific information. The goal of the academic standing policy is to support the successful academic achievement of students. Curry College is committed to academic excellence, and expects its students to maintain good academic standing. The College also recognizes that some students may sometimes face difficulties in progressing toward their degree; accordingly, Curry College is committed to providing programs and systems to promote students’ success. Students who may find themselves in academic difficulty are urged to consult with the Academic Success Coordinator and their academic advisor, and to take advantage of the academic supports that are available.

Good Academic Standing
An undergraduate, degree-seeking student, whether full-time or enrolled part-time through the Division of Continuing Education, is in good academic standing when he or she meets two standards as measured by cumulative grade point average (GPA) and cumulative attempted credits.

Academic Standing Measured by Grade Point Average
A student is in good academic standing when his or her academic record meets the standards below according to attempted credits and cumulative GPA:

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 18.99</td>
<td>at least 1.5</td>
</tr>
<tr>
<td>19 to 59.99</td>
<td>at least 1.8</td>
</tr>
<tr>
<td>60 or more</td>
<td>at least 2.0</td>
</tr>
</tbody>
</table>

Attempted credits are those credits for which a student is registered at the end of the College’s official add/drop period. Thus, attempted credits include all graded courses and transfer courses, courses from which a student has withdrawn after the drop/add period (W), and courses that are incomplete (IN).

The cumulative GPA is based on graded credits only. Transfer courses, Withdrawals, and Incompletes are not included in the cumulative GPA.

Academic standing as measured by cumulative GPA for all degree-seeking undergraduate students, including those enrolled through the Division of Continuing Education, will be evaluated at the end of each Fall and Spring semester.

Academic Standing Measured by Cumulative Credits
In addition to the GPA standards, good academic standing also depends on a satisfactory rate of progress toward the degree as measured by cumulative attempted credits. A student is making satisfactory progress when at least 67% of attempted credits have been completed with a passing grade.

Satisfactory progress as measured by cumulative credits for all undergraduate students, including those enrolled through the Division of Continuing Education, will be evaluated at the end of each Spring semester.

Academic Warning
A student is placed on Academic Warning if:
- the semester GPA is below 2.00
- or
- less than 75% but more than 67% of attempted credits have been completed.

A student on Academic Warning may be required to subscribe to an individualized achievement plan.
**Academic Probation**
A student is placed on Academic Probation if:
- the cumulative grade point average is below the standard for good academic standing,
- less than 67% of attempted credits have been completed.

A student on probation is expected to meet the standards for good academic standing by the end of the probation semester, and may be required to participate in academic support programs. A student who does not return to good academic standing at the end of the probation semester is subject to dismissal from the College.

**D. Graduate Academic Standing Policy**
The goal of the graduate academic standing policy is to support the successful academic achievement of students. Curry College is committed to academic excellence, and expects its graduate students to maintain good academic standing.

**Good Academic Standing**
A graduate, degree-seeking student, whether full time or part time, is in good academic standing when he or she meets standards as measured by cumulative grade point average (GPA), minimum grade achieved in each course, and cumulative attempted credits. Academic Standing for all graduate students will be measured at the end of each Fall and Spring semester.

**Minimum Grade in Each Course**
The minimum passing grade in each graduate course is a B-. A grade of C+ or lower in any course is cause for academic review.

**Minimum Grade Point Average**
Students enrolled in any Master's program at Curry College must maintain a minimum grade point average of 3.0 to remain in good academic standing. Academic review will take place if the GPA falls below a 3.0.

**Cumulative Credits**
In addition to the GPA standards and the minimum grade in each course, good academic standing also depends on a satisfactory rate of progress toward the degree as measured by cumulative attempted credits. A student is making satisfactory progress when at least 67% of attempted credits have been completed with a passing grade, as defined above.

Attempted credits are those credits for which a student is registered at the end of the College’s official add/drop period. Thus, attempted credits include all graded courses and transfer courses, courses from which a student has withdrawn after the drop/add period (W), and courses that are incomplete (IN).

The cumulative GPA is based on graded credits only. Transfer courses, Withdrawals, and Incompletes are not included in the cumulative GPA.

**Academic Review**
Academic review may result in the student being asked to repeat course work, being placed on academic probation, or in some cases, being dismissed from the program. Students are expected to comply with the terms of continued enrollment outlined as a result of an academic review. Failure to comply may result in dismissal from the College.

**Academic Eligibility for Financial Aid**
Unsatisfactory academic performance may result in the loss of financial aid eligibility. Students should consult the Financial Aid Satisfactory Academic Progress Policy (See the Financial Aid section.) and the Financial Aid Department personnel to determine their academic eligibility for financial aid.

**Summer and Intersession Courses**
A student may apply summer and intersession courses to achieve or re-establish good academic standing.

**E. Academic Dismissal**
A student is subject to dismissal from the College if his or her academic record does not meet the standards for good academic standing during the semester of probation. A dismissed student is expected to be ineligible for re-admission for at least one year.

**Appeals**
A student may appeal a decision that results from academic standing policies by submitting an online appeal form. Assistance with any part of the appeal process, including advice on stating the bases for the appeal, is available by consulting with the Registrar’s staff, the Academic Success Coordinator, or an academic advisor.

**F. Academic Reinstatement**
A student who is dismissed for academic reasons may apply for readmission to the College after one year has elapsed following dismissal. (For readmission procedures contact the Office of the Registrar.) During the first semester after academic dismissal, a readmitted student may be placed on academic probation and must earn a 2.0 semester average for continuance at the College, or meet whatever other specific requirements are indicated in the letter of readmission. (For particulars regarding financial aid, consult the Office of Student Financial Services.)

**G. Academic Petitions**
Appeals of academic policies except appeals of grades and alleged academic dishonesty are made by petitioning the Academic Petition Committee. Petition forms are available in the Office of the Registrar.

**H. Grade and Alleged Academic Dishonesty Appeals**
A student has the right to dispute a final grade or an allegation of academic dishonesty by means of the following appeals process:

**Conditions of the Appeals Process**
- Only final grades or alleged academic dishonesty qualify for the appeals process. Responsibility for all other evaluations of academic achievement lies with the course instructor as stipulated in the course syllabus and in accord with College policies.
- The appeals process is initiated by consulting the Academic Success Coordinator, who is responsible for its administration, within thirty (30) calendar days of the beginning of the semester
following the one in which the student was awarded the disputed grade or was notified of an incident of alleged academic dishonesty.

- At all points in the process, both the student and the instructor involved will be notified of and have the right to attend all relevant meetings (both may be asked to absent themselves for the final discussion and vote).
- Both parties will be notified of all meetings and will have the opportunity to submit a written response.
- Both the faculty member and the student has the right to choose a faculty member to be present and participating at all points in the process.
- The Grade Appeal Form, available from the Academic Success Coordinator, must be used to initiate the Appeals Process. At the conclusion of the appeals process, the original completed form must be submitted to the Office of the Registrar along with documentation of the final outcome, all of which will become part of the student’s permanent academic file.

Steps in the Appeals Process: Grades and Plagiarism

1. The appeals process must begin by the student and course instructor meeting to discuss the subject of the appeal within thirty (30) days of the start of the subsequent semester, with the assumption that the documentation of the argument lies with the student. If the instructor is no longer employed by the College, the student, with the assistance of the Academic Success Coordinator, may initiate the process with Step 3, below.

2. The instructor must respond in writing to the student within two (2) weeks of this meeting, either with a decision that may include conditions agreed upon in the meeting for resolution of the problem, or by submitting a Grade Change Form to the Office of the Registrar.

3. If the issue continues to require resolution, the student, with the assistance of the Student Advocate, may submit the Grade Appeal Form (available in Office of Student Advocate and Office of the Registrar) Form with all necessary documentation to the chair(s) of the Academic Division(s)/Department(s) offering the course with in two (2) weeks with a request that the issue be placed on the agenda at the next scheduled Division/Department Meeting.

4. The Chair(s) must report the decision of the Division(s)/Department(s) in writing to the student within one week of the meeting with copies to faculty involved.

5. If the matter remains unresolved, the student may submit the Grade Appeal Form with all associated documentation to the Undergraduate Academic Policy Committee (UAPC) within two (2) weeks following receipt of the decision of the Division/Department, with a request that the issue be placed on the agenda of the next scheduled meeting of the Committee. Any member of the UAPC who participated previously in the appeal shall be disqualified at this step in the process.

6. The Chair of the UAPC will send to all participants a written notification of the committee’s decision. The decision by the UAPC is the final step in the appeals process.

Withdrawal from the College

A degree candidate wishing to withdraw from the College must obtain a Withdrawal form from the Office of the Registrar. The student must clear his/her financial status with the Student Financial Services Office. In addition, all keys, library materials, and other College property must be returned to the proper authorities before official withdrawal can be certified. Until such time as all obligations are met, the College will reserve the right to indicate unofficial withdrawal and the conditions under which the student left the College. Students to be dismissed for either academic or disciplinary reasons may not withdraw from the College. The student’s official withdrawal date will be the date of notification of withdrawal to the college or the date the college determines that the student is no longer in attendance. Students are responsible for notifying the College of their intent to withdraw and must do so by contacting the Office of the Registrar. It is important to note that non-attendance does not constitute withdrawal and students are responsible for all academic course work, for all tuition and other charges until officially withdrawn from the college.

Readmission to the College

To return to the college after an official withdrawal, a student must contact the Office of the Registrar to initiate the readmission procedure.

Obtaining a Second Undergraduate Major

Any Curry alumnus/alumna who wishes to return to Curry to earn a second undergraduate major or second undergraduate concentration may do so by completing all of the requirements in the new major or concentration. Coursework that was used to fulfill requirements in the first major or concentration may be reused to meet requirements in the second program. While all courses will appear on the same transcript, a new GPA will be calculated for the courses that comprise the second program and students must meet the 2.00 requirement for graduation and all other graduation requirements based on those courses. Students may be eligible for honors at graduation in the second program only if they complete an additional 60 credits for the new program and meet the other honors criteria.

An alumnus/alumna interested in earning a second undergraduate major or concentration must first meet with an appropriate academic advisor to review prior coursework and develop an educational plan for the second program.

This policy applies only to those students who return to Curry to complete a second major or concentration, not to students earning two degrees or a double major simultaneously. This policy does not pertain to transfer students who earned their first degrees at other institutions. It also does not apply to any Curry alumnus/alumna who returns to the Division of Continuing and Graduate Studies to pursue an undergraduate certificate program. It does apply to any Curry student who started as a double major but graduated with one major completed and wishes to return to complete the second one.
Continuing Registration
A student who fails to qualify for graduation as a result of outstanding incompletes which he/she expects to finish, or who has been granted permission to take an additional number of required credits elsewhere, shall be assessed and required to pay a continuing registration fee of $25 per semester for up to one (1) semester. The continuing registration fee is intended to help defray the expense of maintaining active records and to ensure that the student will be considered for graduation and informed of graduation particulars. The student’s academic record will indicate that he/she has continued his/her registration and is in good standing.

Academic Support & Campus Services

Academic and Career Advising
You don’t have to make decisions about your academic future alone. Let us help you! Look for regularly scheduled Informational Events, held every semester at a variety of campus locations.

In addition, our academic advisors are available by appointment to talk with you about career paths, certificate, undergraduate or graduate degree programs, transfer credit and degree requirements, and course selection. To make an appointment, call the main number listed for each campus on page 2. You can also reach our advisors by email at: cccce@curry.edu.

Graduate students and prospective graduate students may meet with academic advisors at any campus location, or may contact John Bresnahan, the Director of Graduate Enrollment and Student Services at (617) 333-2243.

Academic Enrichment Center (AEC)
The Academic Enrichment Center is dedicated to improving the basic academic skills and learning of all Curry students, from their first year to graduation. Located on the second floor of the Levin Library, the AEC accomplishes its mission in four ways: by sponsoring supplemental courses designed to enhance students’ college-level work, by providing trained peer tutors for subject matter tutorial in most disciplines, by staffing the Writing Center and Math Lab with professional staff tutors and writing specialists and by offering a variety of non-credit workshops each semester. The AEC faculty is committed to challenging students through enriching academic courses.

Academic Enrichment courses include: The Academic Writing Process, Academic Skills: Coaching for Success, Competencies for Prospective Educators, Discovering Boston, Peer Teaching in the Disciplines and Study Abroad Seminar. See page 46 for course descriptions. Non-credit seminars in time management, essay writing, test taking strategies and proper citation are offered periodically.

The Adult Center at PAL
The Adult Center at PAL (ACP) serves adult students who have a primary diagnosis of a language-based learning disability and/or AD/HD and who have average to above-average intellectual ability. The ACP offers one-on-one and small group support to help adult students develop their strengths and overcome obstacles so they can achieve greater success in the academic and professional world.

An individual may be enrolled on a fee basis in the Adult Center at PAL whether they are registered for undergraduate or graduate courses at Curry, enrolled at another institution, or preparing to enter an undergraduate or graduate academic program. However, enrollment is limited, and priority will be given to students enrolled in other Curry College courses. Curry College students can accumulate up to 6 credits for ACP courses, after which they can continue to enroll in ACP courses for no credit.

Educational Diagnostic Center (EDC)
The Educational Diagnostic Center at Curry College provides psycho-educational evaluation and consulting services to adolescents and adults pursuing information about learning styles or learning problems, or seeking assistance with educational planning. Providing a strength-based approach to assessment, the evaluators of the EDC are dedicated to understanding each individual’s learning strengths and challenges. From the testing, recommendations are made that will help each individual improve learning performance and assist with important decisions regarding educational plans for the future. The Diagnostic Center offers cognitive (WAIS, WISC), achievement, or achievement, or other evaluation services to individuals seeking test results for admissions purposes.

The EDC staff includes special educators and learning disabilities specialists, registered educational therapists, and school psychologists, all of who are masters or doctoral level trained. For information and fees, contact the coordinator, Nancy Winbury, at (617) 333-2314.

Louis R. Levin Memorial Library
The Levin Library engages and supports students in the development of the necessary research skills to achieve academic success. Providing a student focused environment is a high priority. While the Library emphasizes individual support, for example, students may make appointments to work one-on-one with reference librarians, assistance is also available at the reference desk, via e-mail and chat and text reference. Library faculty actively collaborate with teaching faculty to Integrate research and critical thinking skills directly into the curriculum and the classroom.

The Library collection supports Curry’s continuing education and graduate programs, with a relevant collection of print books and videos, thousands of e-books, electronic journals, streaming media and myriad databases that provide access to a diverse collection of electronic resources. Students can access these through the on-line catalog and from the Library’s home page (www.curry.edu/resources-and-services/academic-resources/levin-library.htm).

No library can have everything and for materials not available at Levin Library, students can take advantage of Interlibrary Loan to borrow materials from other libraries around the country and internationally. You can create your interlibrary loan account from the Library web site. Levin Library also has a collection of iPads which circulate for two weeks, wireless printing, scanners, and a color printer.
The Library’s Education Resource Center (ERC) provides instructional materials for courses in teaching methods. The ERC collection includes print, multimedia and manipulative materials which support Curry’s programs for elementary, and special needs teachers.

Levin Library is an active and busy center for research, reading and study. Students also benefit from the fact that it shares space with the Academic Enrichment Center. Group study areas, for students working on cooperative assignments and quiet study areas are both available. Hours during the academic year include nights and weekends, with extra hours added during final exam periods.

Campus Activities
Lectures, performing arts, and athletic events (e.g., campus events) are open to the public. All students are welcome to attend. Student activities funded by day student activities fees are restricted to day degree students at Curry College. Please visit the Curry College web site at www.curry.edu for calendar events listing.

Bookstore
New and used textbooks for all Curry campuses can be purchased online via the Campus Bookstore at www.curry.bkstr.com. If you do not see a listing for your course online, or for students using book vouchers, please contact the Curry Bookstore by email at bookstore@curry.edu.

In addition, textbooks for all Curry campuses can be purchased in person at the bookstore located on the second floor of the new Student Center at the Milton Campus.

The Bookstore also carries a full line of Curry College clothing and gift items, school supplies, health and beauty products, snacks and beverages. Please call (617) 333-2322 for current store hours or visit the web at www.curry.bkstr.com.

Emergency Closing
Please call the Campus Emergency Hotline at (617) 333-2075 for up-to-date information on whether classes have been cancelled. Messages will also be recorded on the main numbers for the Continuing and Graduate Studies Offices in Milton and Plymouth. The Emergency Hotline is generally updated by 7:00 a.m. Decisions on cancellation of evening classes are generally made by 3:00 p.m. If classes are canceled in Milton, they are also canceled in Plymouth. Every effort is made to contact faculty and students directly when a decision is made to close the College, but if in doubt, call the Hotline before traveling to class.

I.D. Cards
Students may obtain a Photo ID Card from the Public Safety office on the Milton campus. ID cards are optional but are required to use the Library. Please contact the Continuing and Graduate Studies office in Milton or Plymouth for more details.

Parking
Milton: Parking permits are issued at the Public Safety Office or the Continuing and Graduate Studies Office. The permit fee is $50 per year. Please bring a valid driver’s license and your automobile registration when you apply. Parking permits are also required during the summer. Students should take care to park in designated student parking areas or they will be ticketed or towed. All continuing education and graduate students must register vehicles with the Department of Public Safety.

Plymouth: There is ample parking available and no parking fee or permit is required for the Plymouth Campus.

Curry Student Web Portal & Student E-Mail Accounts
All Continuing Education and Graduate students are assigned an online account to access the “myCurry” Web Portal. The Web Portal houses important academic and student information as well as other useful services, including Curry student Email (a Gmail account), Blackboard, course schedules, course assessments, grade reports, academic transcripts, library resources, and other financial aid and personal information. New students are provided with their Web Portal personal log-in information as part of their admissions package mailed to their permanent address. If lost or forgotten, password information is available in person at the Tech Center, by Curry College Email, or in person at the CE/Grad Studies office. Please note, for your protection passwords are not given out over the telephone nor emailed to any non-Curry Email address.

Curry uses CWIS (Curry’s Web Information System) to allow students to complete course evaluations, view grade reports, academic transcripts, course schedules, some financial aid information and personal information. Your Web ID and PIN are provided on the course confirmation prior to the start of each term. Please note, for your protection passwords are not given out over the telephone nor emailed to any non-Curry Email address.

Campus Safety
The Curry College Department of Public Safety’s mission is to provide a safe and secure environment for the entire community. This encompasses all students, employees and everyone that visits the campus. Public Safety is everyone’s responsibility; we ask the entire Curry College Community to get involved. The department provides services 24 hours a day, seven days a week. Information regarding campus security and personal safety including topics such as crime prevention, College law enforcement authority, crime reporting policies, crime statistics for the most recent three year period, and disciplinary procedures is available upon request from the Curry College Public Safety Office, 1071 Blue Hill Avenue, Milton, MA 02186 or by calling (617) 333-2232.
Academic Support & Campus Services

Computer Labs
Computer Labs, located in the Kennedy Building, Levin Library and Webb Learning Center, provide students with a variety of tools and resources to support the Applied Technology program as well as other academic areas of study and research. The facilities contain PC’s and Macintosh computers, slide and flatbed scanners, a dye-sublimation color printer and laser writer printers, all connected via an Ethernet network. During the regular college year, the Kennedy Lab Facilities are open on Mondays through Thursdays from 8:30 a.m. to 8:00 p.m., on Fridays from 8:30 a.m. to 4:00 p.m. and on Sundays from 2:00 p.m. to 8:00 p.m. The Kennedy labs are closed on Saturdays. The Levin Library lab is open during regular library hours. Lab assistants are available to provide help for Curry students. The computing functions available include: word processing, electronic spreadsheets, database management, Internet access (web browsing and email), graphic design, desktop publishing, the integration of photography and computer technology, digital imaging and academic research and various specialized projects. The college also provides a computer lab at the Plymouth campus.

Instructional Technology
An instructional technologist is available to work with the College community to facilitate the use of technology to enhance teaching and learning. The instructional technologist provides workshops for faculty and staff who wish to improve their technology skills. Topics include PowerPoint, multimedia tools, Banner on the Web, the use of Scantron machines, and SmartBoard technology, and Blackboard, the course management software used at the College. If there is a question as to which technology may be used to achieve certain outcomes, the instructional technologist is available for individual consultations. For more information, please call (617) 333-2142 or email (media@curry.edu). Due to peak volume times in the semester, we cannot guarantee last-minute requests.

The Center for Career Development
The Center for Career Development offers students individualized attention to assist in developing a career path tailored to students’ interests, strengths, and goals. Students can receive career counseling, resume development, and practice with interviewing in order to help prepare for the professional world. The Center for Career Development helps students build a career development skill set that will contribute to a lifetime of career success.

Counseling Center
At times, students may face stressors that pose significant barriers to their academic and personal success. In the event that such stressors become intensive (e.g., grief and loss, mood disorders, eating disorders and/or substance abuse, among others), the Counseling Center can assist students by helping them to identify healthy coping skills, which can help to improve overall psychological wellness and enhance academic and personal success. In the event that emergency assistance is needed, students may access urgent care services by walk-in, or after hours, through the counselor on call.

Curry Speaking Center
The Curry Speaking Center is a facility where students can work with a faculty member or peer facilitator to learn and reinforce speaking skills. The Curry College Speaking Center is one of only 14 centers to be certified by the National Association of Communication Centers, with endorsement from the National Communication Association. The Speaking Center provides individual assistance to students at all stages in the speech preparation process. Students preparing a speech or presentation for any class may work on it at the Speaking Center. A key element in the success of the Speaking Center is the staffing by carefully selected, trained peer tutors known as Speech Associates who work one-on-one with students by videotaping practice sessions, giving feedback, and aiding students in polishing their presentations. The Speaking Center is open to any students in any course, regardless of major. It is located on the top floor of AAPC across from the elevators.

Experiential Education
The Center for Career Development assists students in integrating work experience in selected field settings with their academic programs through internships for academic credit. Experiential learning allows students to apply classroom learning to the world beyond and provides opportunities for networking and personal development and a richer understanding of many of the subjects studied through coursework. Students learn by doing and retain more of what they learn by being actively involved in the learning process. Taking advantage of the extensive opportunities for internships in the Greater Boston area and beyond, students prepare themselves for the work world and are supervised in the field by Curry faculty members. Internships help students to apply classroom learning, gain work experience in a supervised setting, and explore career paths. Students may take up to 30 credit hours in internships.

Media Services
The Media Services Office is located in the Kennedy Building. The goal of the office is to provide faculty, staff and students with the resources necessary to communicate and share information to enhance the learning process while furthering the academic climate.

All major classrooms are equipped with video and sound presentation capabilities. Most classrooms contain a PC, DVD, VHS, LCD (Data Projector), and a Smart Board. Equipment available for other classroom and on-campus conference use include: PC laptop computer, digital video camera, DVD player, VCR player, portable audio system, LCD (Data Projector) and retractable screen. Equipment needs are arranged by appointment and reservations must be made through the Media Services office for equipment use. Equipment needed for recurring classroom use must be reserved before the beginning of the semester. Other classroom equipment needs must be made at least 48 hours in advance. Media Services makes every attempt to accommodate equipment needs. However, late reservations cannot be guaranteed. Requests can be made by phone at (617) 333-2142 or email (media@curry.edu). Due to peak volume times in the semester, we cannot guarantee last-minute requests.
Tuition and Fees

Continuing Education and Graduate Studies Tuition and Fees

Tuition rates are in effect Fall 2015 through Summer 2016.

CONTINUING EDUCATION
During fall and spring semesters, winter intersession and summer sessions unless otherwise noted.

Milton: (after 4:00 p.m. and on weekends)
$442 per credit / $1,326 per 3-credit course

Plymouth: $386 per credit / $1,158 per 3-credit course

RN–BS NURSING (all locations)
$489 per credit / $1,467 per 3-credit course

GRADUATE - Cohort groups starting Fall 2015 or Spring 2016
The M.Ed., MACJ, MBA, and MSN cohort programs have a fixed tuition cost that allows students to enter their program knowing the full cost of their tuition. Students are not subject to an additional tuition increase as long as they remain enrolled in their original cohort group. For students entering a Fall 2015 or Spring 2016 cohort, the fixed program tuition is as follows.

- M.Ed. $18,950
- MACJ $22,450
- MBA $32,540
- MSN $35,990

- Tuition must be paid in full at the time of registration for each semester. Students may not attend class without being registered or having paid.
- Checks or money orders must be made out to “Curry College.” Please do not send cash.
- VISA, MasterCard, American Express, and Discover are accepted.
- Confirmations will be emailed.
- Students who register for 75% full-time credits (9 or more for continuing education and 4.5 for graduate students) must complete a health insurance waiver online. See Mandatory Health Insurance section (next column).
- Students who register for 12 or more credits must submit health immunization certification. See required immunization certificate.

Payment Options
A deferred payment option is available to continuing education students who demonstrate that they have a tuition reimbursement benefit through their employer or the government. Students who qualify may pay their tuition at the end of each course, rather than upon registration. Students in this category are responsible for payment, and tuition may not be left unpaid pending reimbursement by an employer or other agency. Please contact any campus Continuing Studies Office for further details and to complete a Deferred Payment Request Form. The deferred payment option is not available for graduate courses, but graduate students may inquire about a multiple payment plan by calling the Graduate Studies Office at 617-333-2243.

Direct billing is available for students who demonstrate that their employer or other organization will be paying the college directly for their classes. Students in this category may register upon providing appropriate documentation, such as a purchase order or voucher.

Mandatory Health Insurance:
Effective September 1, 1989, the Massachusetts Law C.15A, s. 18 requires that every full-time and part-time student enrolled in an institution of higher learning in Massachusetts participate in a qualifying student health insurance program (QSHIP) or in a health benefit plan with comparable coverage. A part-time student is defined as a student participating in at least 75% of the full-time curriculum or at least 9 credits in a given semester for continuing education and 4.5 for graduate students.

As a result, full-time and part-time students taking 9 credits or more are automatically billed for individual membership in the health insurance plan sponsored by their colleges or universities. Students must purchase the school-sponsored health plan or show proof of comparable coverage in an alternate health plan in order to enroll in the college/university of their choice. Students must prove comparable coverage by completing a Student Health Insurance Waiver Form. This form is available online at www.universityhealthplans.com. Paper forms are available upon request in the Office of Student Financial Services.

A notice regarding Student Health Insurance enrollment and waiver deadlines will be mailed to your permanent address if you register for at least 9 credits. You will have 14 days to complete a waiver if you can prove comparable coverage – late waivers will not be considered.

The cost of the Curry-sponsored health plan for the full academic year 2015-2016 is $2,382.

Graduation Fee
At the time of graduation, all students accepted as part-time degree candidates will be assessed a one-time fee of $50. This fee is intended to defray some of the expenses associated with graduation, including invitations and planning.

Parking Fee
There is a $50 parking fee for resident students and students who live off campus who use the College parking facilities. The College reserves the right to revoke the parking privileges of any student who does not comply with the parking and traffic regulations. These regulations are included in the Curry College Motor Vehicle Code, available from the Public Safety Office.
Laboratory and Workshop Fees
There may be fees associated with some Curry College courses; see Schedule Guide for details. The fees are payable at the time tuition is due.

Refund Policy
Full refunds will be made only if a course is canceled or if a student drops a course before the course begins. Students who withdraw from a course after it has started will receive a partial refund, according to the schedule published in the fall, spring and summer schedule guides.

Credit Balances and Refunds
If your cash payments and financial aid, including any disbursements of Federal Title IV funds such as Federal Pell Grants or federal loans creates a credit balance on your student account, we will retain these credits on your student account to be used against the charges of future terms of enrollment within the academic year, only if you complete a Credit Balance Authorization Form (CBA). Otherwise, a student refund check, made payable to the student, will be mailed to the permanent address according to the time frame established by the Federal government.

Auditing
Non-degree students may audit Continuing Education or Graduate Courses on a space available basis. Auditors are subject to full tuition and fees for the course and must be formally registered.

Proficiency Evaluation
An evaluation fee will be charged at $75 per credit hour.

Life Experience Credit
An evaluation fee will be charged only for credit granted by the Committee on Equivalent Education for past life experiences that are equivalent to college-level work. The evaluation fee will be charged at $75 per credit hour. Call the Office of Experiential Education for more information.

Course Withdrawal
You must contact the Continuing and Graduate Studies Office to withdraw from a course. Students wishing to withdraw from an eight-week course may do so by the end of the fifth week of the term, from a twelve-week course by the end of the eighth week, and from a fifteen-week course by the end of the tenth week. Please refer to the Key Dates section of the Course Schedule Guide for specific dates. Students will receive a “W” for a grade. Non-attendance does not constitute a withdrawal.

Course Refund Policy
Full refunds will be made only if a course is cancelled or if a student drops a course before the course begins. Students who withdraw from a course after it has started may be eligible for a partial refund. It is the student’s responsibility to be aware of the course refund schedule. This information is provided in the Course Schedule Guide and College Web Portal under Key Dates.

Required Immunization Certificate
Massachusetts Law 105 CMR 220.600 requires Curry College to collect a certificate of immunization from all full time students. This applies to any continuing education or graduate student who is carrying a full time course load.

For Continuing Education students Curry defines full time as 12 or more credits during a semester including intensive courses falling within a semester. As an example, if a CE student takes 6 credits in Term 1 and six credits in Term 2, they would meet the definition of full time.

For Graduate students, Curry defines full time as 6 or more credits during a semester including intensive courses falling within a semester. For example, an MBA, MSN, MACJ or M.Ed. student taking one 3 credit course in Term 1 and one 3 credit course in Term 2 would meet the definition of full time.

If you know what your course load will be and you will meet the definition of a full time student, please plan ahead and file your certificate of immunization prior to or with your registration. All students who have not filed the certificate and who are found to be in full time status will receive a notice from Curry College that they have 30 days to file the certificate or future registration will be blocked.

Each full time student must provide a certificate of immunization that the student has received the following:
1) At least one dose of mumps and rubella vaccine(s) given at or after 12 months of age
2) Two doses of live measles vaccine given at least one month apart beginning at or after 12 months of age
3) A booster dose of tetanus-diphtheria within the last ten years
4) Three doses of Hepatitis B vaccine

The certificate of immunization form and instructions can be obtained from any Campus Continuing Education or Graduate Studies Office.

Bookstore Vouchers
You may request a Bookstore Voucher up to the amount of your expected credit balance, including pending financial aid payments. Students must have a Credit Balance Authorization Form (CBA) on file to be eligible for a voucher. However, pending Tuition Management Systems (TMS) monthly payment plan payments will not be considered for this purpose. The vouchers may be used to purchase textbooks and supplies in the Campus Bookstore. All vouchers expire 30 days from the date of issue. Unused voucher amounts will be returned to your student account within 60 days of their expiration date.

You may request a Bookstore Voucher by:
- Logging into your myCurry account
- Click on the myFinances tab
- Click Bookstore Voucher request
**Registration and Admission Information**

- All tuition and fees are due at the time of registration.
- You may register on a space available basis.

**Online:** Log on to the Curry WebPortal at https://my.curry.edu, and click on the Course Registration icon to submit registration requests.

**In Person:** Come to the Division of Continuing and Graduate Studies during regularly scheduled office hours in Milton or Plymouth.

**By Mail:** Mail completed registration forms and payment to:
Division of Continuing and Graduate Studies
Milton Campus
Curry College
1071 Blue Hill Avenue
Milton, MA 02186-2395

Plymouth Campus
Curry College
20 North Park Avenue
Plymouth, MA 02360

**By Phone:** (617) 333-2364
**By Fax:** (617) 979-3535

**Open Enrollment**

Curry's open enrollment policy allows you to take most undergraduate continuing education courses simply by registering for the course. Applications for admission, entrance examinations, and College Board Examination scores are not required. Credits earned for individual courses taken at Curry College may be applied to a certificate or degree program. The exception to open enrollment is our Nursing programs, which require an application and admission prior to enrollment.

The Master of Business Administration, Master of Science in Nursing, and Master of Education, and Master of Arts in Criminal Justice are cohort programs and do not allow open enrollment. Graduate Applications can be downloaded from the Curry web site.

**Continuing Education**

**Undergraduate Admission Procedures**

Students who are enrolled at Curry College who decide to pursue a degree program, must apply for admission to be formally admitted (matriculated) into a degree program. Important note—in order to apply for financial aid, you must first be formally admitted to a degree program.

Admissions processing takes about two weeks once your file is complete, and financial aid applications take about two weeks to review after the admissions process is complete, so please plan to complete this paperwork well before the start of the semester. You can enroll in most Continuing Education courses while you are in the process of compiling your application materials for admission, however you will not be eligible to receive financial aid until you are formally admitted into a degree program.

All applicants must forward the following documents to any Campus Continuing Education Office:

1. Completed Continuing Education Undergraduate Application for Admission form.
2. Official high school transcript or GED Certificate. (Note: If you have completed more than 30 college credit hours, you may submit a copy of your high school diploma in lieu of the high school transcript.)
3. Transfer applicants must also forward sealed official transcripts of all previous college coursework.
4. If your native language is NOT English, you must demonstrate English proficiency in ONE of the following ways:
   - Submit official documentation that you have graduated from a secondary school in which English was the official language of instruction.
   - Submit your scores from the TOEFL exam or another nationally recognized English Language Proficiency exam.
   - Submit documentation that you have successfully completed at least the intermediate level of a certified English as a Second Language (ESL) Program.

Special admissions requirements and procedures apply to the RN-BS and ACCEL nursing programs.

The Application forms for Continuing Education, RN-BS and ACCEL are available at all campus locations or may be downloaded from the Continuing Education web site at www.curry.edu/cegrad

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Certificate Students
Students interested in pursuing an undergraduate certificate at Curry only need to submit the Continuing Education Certificate Declaration form which can be downloaded at http://www.curry.edu/Academics/Continuing_Education/Admissions/. Students who intend to satisfy certificate requirements through transfer credit will be required to submit official transcripts (as stated in item #3 under degree students).

Non-Degree Students
Students who are not interested in pursuing a degree or certificate are not required to submit any application documents. Credit earned as a non-degree student may be applied towards a degree or certificate program should the student decide to pursue a degree or certificate program at a later date.

Graduate Admission Procedures
Master of Business Administration, Master of Education, Master of Science in Nursing, and Master of Arts in Criminal Justice students must be formally admitted prior to taking any coursework. Important note for all graduate students—in order to apply for financial aid, you must first be formally admitted to a degree program. Review of admissions applications takes about two weeks once your file is complete, and financial aid applications take about two weeks to review after the admissions process is complete, so please plan to complete this paperwork well before the start of the semester. The specific admission requirements for each graduate program are outlined on the Graduate Studies web site. Application forms for each program are available at all Campus locations or may be downloaded from the Graduate Studies web site at: www.curry.edu/cegrad

International Students
International students must be admitted to an undergraduate or graduate degree program as full-time students. Because international student admission, transfer credit, and visa paperwork is complex and takes time to process, the deadline is June 1, 2014 for attending Fall 2014, October 1, 2014 for attending spring 2015, and February 1, 2015 for attending Summer 2015 semester. Please meet with an academic advisor to discuss procedures.

Add/Drop
You must contact the Continuing and Graduate Studies Office to add or drop a course. Students may add a course through the first week of classes by contacting the Continuing and Graduate Studies Office. Students wishing to drop a course from their schedule must do so through the Continuing and Graduate Studies Office prior to the start of the term. A student is financially responsible for any courses not officially dropped before the first day of classes. (For details, see refund policy published in the Schedule Guide.)
Financial Aid

FINANCIAL AID
Curry College recognizes the need on the part of some students for financial assistance to meet the cost of higher education. Students with financial need may be eligible to receive federal and state grants and student loans. However, students attending through the Division of Continuing and Graduate Studies are not eligible to receive institutional aid from Curry College. Please refer to the Continuing and Graduate Studies Financial Aid Award Guide for complete details on eligibility requirements.

Students planning to apply for financial aid (grants or loans) must be accepted into a degree program. Students applying for Federal Direct Loans must attend at least part-time per semester, which is six credits for continuing education and three credits for graduate level. Students should file financial aid application paperwork at least two weeks prior to the start of the term to allow time for processing.

Traditional financial aid is not available for those who pursue a post graduate certificate as a stand-alone certificate as this type of aid is available only for degree programs. There are alternative sources of funding for certificate programs.

Steps for Applying for Financial Aid

Step 1. Go to www.studentaid.ed.gov/fsaid to apply for an FSA ID to electronically sign the FAFSA.

Step 2. Go to: www.fafsa.ed.gov Complete the Free Application for Federal Student Aid (FAFSA). Be sure to select Curry College code number 002143 so we will receive the results. Curry College uses the Federal Application for Federal Student Aid to determine students’ eligibility and financial need. Curry College does not use a separate Financial Aid Application.

The academic year starts in September and runs until August the following year. Financial Aid is applied for annually and you must reapply for aid annually as aid is not automatically renewed.

Step 3. Financial Aid Enrollment Information Worksheet is available on the Curry web site on the Financial Aid page under Applying for Financial Aid. Using this form, you will estimate anticipated credits for the academic year. For nursing majors, the form needs to be signed by your advisor. M.Ed., MBA, MACJ, MSN and ACCEL. Nursing students do NOT need to complete the Enrollment Information Sheet as the programs are COHORT based and students must meet enrollment criteria for their program. If your actual credits are more or less than you anticipated once registered, please notify the Student Financial Services Office of the change because your financial aid could be impacted (increased or decreased) based on the changes to your anticipated enrollment.

Step 4. Once the Student Financial Services Office has received all of the required paperwork, you will be awarded any financial aid for which you qualify and will receive a letter detailing the award. If additional information and/or documentation is needed, you will be notified by letter.

Step 5. After you receive your financial aid award, please contact the Continuing Education Office to register for your classes if you have not already done so.

TYPES OF FINANCIAL AID

Federal and State Programs
Federal and state grant eligibility is determined by the information submitted on the FAFSA. Federal grants do not have application deadlines but may be affected by the availability of funds. State grants do have application deadlines which can be found on the front of the FAFSA paper application or on the FAFSA website (www.fafsa.ed.gov). In order to receive consideration for any of these programs you must complete a FAFSA annually. You can file your FAFSA form for 2015-2016 beginning January 1, 2015.

Federal PELL Grant
A federally funded program that uses a standard formula, established by Congress, to evaluate the information you report on your FAFSA, to determine your Pell Grant eligibility. These funds are awarded to undergraduate students with exceptional financial need who are pursuing their first bachelor's degree. Pell Grant funding is set by the federal government each year. Current awards are estimated to range from a minimum of $581 to a maximum of $5,775 for the academic year 2015-2016 and are also based on enrollment status. Students are required to complete a FAFSA annually for consideration. Funds are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester. Award amounts are ESTIMATES until final payment is approved by the federal government.

TEACH Grant
The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to $4,000 per year in grants for graduate and undergraduate students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families. Undergraduates may receive up to $16,000 and graduate students up to $8,000. Please note: These amounts are subject to Congressional approval.

If you fail to complete the four-year teaching obligation, you will have to repay the grant as a loan with interest calculated retroactively to the date when the grant was disbursed.

Student Eligibility and Application Requirements Each year, before a TEACH Grant can be disbursed, you must do the following:
- Complete the Free Application for Federal Student Aid (FAFSA), although you do not have to demonstrate financial need.
- Enroll in a program of study designated as TEACH Grant eligible. Eligible programs are those that prepare a student to teach in a high-need area.
Financial Aid

- Meet one of the following academic achievement requirements:
- Score above the 75th percentile on a college admissions test (e.g., SAT, ACT, GRE).
- Graduate from high school with a cumulative GPA of at least 3.25 (on a 4.0 scale) to receive a grant as a freshman.
- Earn a cumulative GPA of at least 3.25 (on a 4.0 scale) for your college coursework to receive a grant for each subsequent term.
- Complete TEACH Grant counseling by making an appointment with Student Financial Services.
- Sign a TEACH Grant “Agreement to Serve” located online at: https://teach-ats.ed.gov/ats/index.action. Respond the U.S. Department of Education’s requests to confirm your continuing intention to meet the teaching obligation.

Federal Supplemental Educational Opportunity Grant (FSEOG)
A federally funded program for students, enrolled at least part time, with calculated exceptional need and subject to the availability of funds. Priority is given to students who receive Federal Pell Grants. Award amounts depend on a student’s need and the level of funding received by the College. Grants range from a minimum of $100 to a maximum of $4,000. Students are required to complete a FAFSA annually for consideration. Funds are credited to the student’s tuition account approximately one week after the end of the add/drop period for the semester.

State Grants
The Commonwealth of Massachusetts awards grants to Massachusetts residents who demonstrate financial need and meet application deadlines and award criteria. Other states that currently allow residents who demonstrate financial need and meet application deadlines and award criteria. Other states that currently allow residents who demonstrate financial need and meet application deadlines and award criteria. Other states that currently allow residents who demonstrate financial need and meet application deadlines and award criteria. Other states that currently allow residents who demonstrate financial need and meet application deadlines and award criteria.

Mass Grant
The Mass Grant program is administered by the Commonwealth of Massachusetts for students who are residents of Massachusetts with exceptional financial need. In order to receive Mass Grant funds, students must be enrolled full time and meet all eligibility requirements defined by the Commonwealth. All of the grants provided by the Commonwealth are subject to an application deadline of May 1.

Other Commonwealth of MA Aid Programs
The Commonwealth of Massachusetts offers additional limited scholarship and award programs. Refer to the State Programs -Scholarship section of the College website for additional information.

Federal Perkins Loan
A federally funded, need-based educational loan for students with exceptional need, enrolled at least part time. This is a loan and requires repayment. The interest rate is 5 percent. Repayment of the full amount of the loan borrowed is required and begins nine months after a student graduates, withdraws from the College, or attends on a less than half-time basis. Depending on the total amount borrowed, the student may have up to ten years to repay this loan. Award amounts vary and funds are very limited as future loans to borrowers made from this revolving loan fund are dependent on federal funding levels and repayment by prior borrowers. There are no fees for this loan. There is no interest charged on this loan while the student is enrolled at least half time in a degree program and for nine months after the student graduates, withdraws from the College or drops below half-time status. The maximum amount an eligible student may borrow is $4,000 per award year for a student who has not successfully completed a program of undergraduate education or $6,000 per award year for a graduate or professional student. The maximum aggregate amount an eligible student may borrow is: (1) $20,000 for an undergraduate student who has completed two academic years and is pursuing a bachelor’s degree; (2) $40,000 for a graduate or professional student, including loans borrowed as an undergraduate student; and (3) $8,000 for any student who has not completed two academic years of undergraduate work. First time borrowers must complete an entrance interview online at mappingyourfuture.org/oslc/. Students who are awarded these funds must sign a Promissory Note before funds can be disbursed. You will be notified during the summer about completing your Promissory Note. Information that you borrowed this loan will be sent to the National Student Loan Data System (NSLDS), and will be accessible by guarantee agencies, lenders and institutions determined to be authorized users of the data system. Students are required to complete a FAFSA annually for consideration. Funds are credited to the student’s tuition account approximately one week after the end of the add/drop period for the semester. Federal Perkins Loans are serviced by ACS. ACS can be contacted via telephone by calling 1-800-835-4611 Monday through Friday 8:00 am - 11:00 pm EST.

Any student who ceases to be enrolled at least half time in a degree program as a result of graduation, withdrawal or leaving the institution and who borrowed a Federal Perkins Loan at any time while enrolled at the college is required to complete Loan Exit Counseling either online at http://www.mappingyourfuture.org/oslc/ or in person with a representative of the Student Financial Services Office. Additionally, you are responsible for notifying ACS, the servicer for your Federal Perkins Loan, when you graduate, leave school or move. NOTE: Official withdrawal is made with the Registrar’s Office at the college. You should visit the Student Financial Services Office to discuss your status change and how it impacts your student loans.

*Under certain circumstances repayment of a Federal Perkins Loan may be deferred or cancelled. During deferment, payments are not required and interest does not accrue. After deferment, the borrower is entitled to a post-deferment grace period of six, consecutive months. Borrowers may be eligible for deferment, cancellation, forbearance or discharge under certain circumstances. The Federal Perkins Loan Addendum may be found online at www.curry.edu. Federal Perkins Loans are serviced by ACS. ACS can be contacted via telephone by
Financial Aid

calling 1-800-835-4611 Monday through Friday 8:00 am - 11:00 pm EST.

Federal Direct Loan Program
These loans are administered by the U.S. Department of Education and are federally funded. These loans, known typically as Stafford Loans (for students) and PLUS Loans (for parents or graduate students) require repayment of the full amount of the loan. You can decline a Federal Direct Stafford Loan offered on your award letter without impacting any other forms of aid offered to you by either completing and signing the reverse side of the award letter indicating your intention to decline the offered loan or send a signed, written request by mail, fax or email to Student Financial Services Office.

Each Stafford borrower is entitled to a six-month grace period which begins the day you graduate, withdraw**, or become enrolled less than halftime. While the borrower is in a grace period, no payment is made. However, for loans made after July 1, 2012, interest will accrue during the grace period although no payment is required at this time.

**Note: Official withdrawal is made with the Registrar’s Office at the College. Additionally, you should visit the Student Financial Services Office to discuss your status change and how it impacts your student loans.

Federal Direct Subsidized Stafford Loans - A federally funded and administered loan awarded by the institution to students who demonstrate need, meet eligibility requirements and are enrolled at least halftime in a degree program. A Free Application for Student Aid (FAFSA) must be filed with the school. This loan is a federally subsidized loan, which means there are no interest charges while the student is enrolled.

First-time borrowers at the College must complete Entrance Counseling and sign a Master Promissory Note (MPN) before funds can be disbursed. Loan funds come directly from the federal government and are paid by crediting the student’s tuition account approximately 30 days after the start of the semester. For all other students, loan funds will be credited to the tuition account no earlier than ten days prior to the start of the semester.

Award amounts (combined Subsidized and Unsubsidized maximums based on eligibility):
• Freshmen (0-29.5 credits)
  Dependent Student - up to $5,500
  Independent Student - up to $9,500
• Sophomores (30-59.5 credits)
  Dependent Student - up to $6,500
  Independent Student - up to $10,500
• Juniors & Seniors (60-120 credits)
  Dependent Student - up to $7,500
  Independent Student - up to $12,500
• Graduate Students
  Dependent Student - N/A
  Independent Student - up to $20,500 Unsubsidized only

Terms:
• Interest and principal may be deferred until student ceases to be enrolled
• Interest accrues during in-school grace and deferment periods
• For new loans as of July 1, 2014, interest rates are variable and set annually but are fixed for the life of the loan.
• Undergraduate Subsidized and Unsubsidized Direct Loans: 4.29%, Graduate Unsubsidized Direct Loans: 5.84%
• Interest is not paid by the government. Borrower is responsible for all interest payments
• Repayment begins 6 months after the student graduates, withdraws or stops attending school at least half-time
• Up to a 10 year repayment period
• A 1.073% Origination fee will be deducted from loan proceeds disbursed prior to October 1, 2014 and a fee of 1.068% will be deducted from loan proceeds disbursed on or after October 1, 2015.

Federal Direct Unsubsidized Stafford Loans - A federally funded loan, not need-based, available to eligible student borrowers, enrolled at least half-time. A Free Application for Federal Student Aid (FAFSA) must be filed with the school the student plans to attend. First-time borrowers at the College must complete Entrance Counseling and sign a Master Promissory Note (MPN) before funds can be disbursed. For newly enrolled students, the amount of the loan awarded will be credited to the student’s Curry College tuition account approximately 30 days after the start of the semester. For all other students, loan funds will be credited to the tuition account no earlier than ten days prior to the start of the semester.

Award amounts (combined Subsidized and Unsubsidized maximums based on eligibility):
• Freshmen (0-29.5 credits)
  Dependent Student - up to $5,500
  Independent Student - up to $9,500
• Sophomores (30-59.5 credits)
  Dependent Student - up to $6,500
  Independent Student - up to $10,500
• Juniors & Seniors (60-120 credits)
  Dependent Student - up to $7,500
  Independent Student - up to $12,500
• Graduate Students
  Dependent Student - N/A
  Independent Student - up to $20,500 Unsubsidized only

Terms:
• Interest and principal may be deferred until student ceases to be enrolled
• Interest accrues during in-school grace and deferment periods
• For new loans as of July 1, 2014, interest rates are variable and set annually but are fixed for the life of the loan.
• Undergraduate Subsidized and Unsubsidized Direct Loans: 4.29%, Graduate Unsubsidized Direct Loans: 5.84%
• Interest is not paid by the government. Borrower is responsible for all interest payments
• Repayment begins 6 months after the student graduates, withdraws or stops attending school at least half-time
• Up to a 10 year repayment period
• A 1.073% Origination fee will be deducted from loan proceeds disbursed prior to October 1, 2014 and a fee of 1.068% will be deducted from loan proceeds disbursed on or after October 1, 2015.
Financial Aid

Aggregate Loan Limits – Federal Direct
Stafford Loans

<table>
<thead>
<tr>
<th>Base Limit for Federal Direct Subsidized and Federal Direct Unsubsidized Loans</th>
<th>Additional Limit for Federal Direct Unsubsidized Loans</th>
<th>Total Limit for Federal Direct Unsubsidized Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Undergraduate Students (whose parents were not denied a PLUS loan)</td>
<td>$23,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>Independent Undergraduate Students (and dependent students whose parents were denied a PLUS loan)</td>
<td>$23,000</td>
<td>$34,500</td>
</tr>
<tr>
<td>Graduate and Professional Students (including undergraduate Stafford loans)</td>
<td>$65,500</td>
<td>$73,000</td>
</tr>
</tbody>
</table>

Entrance Counseling

Federal Direct Loan Entrance Counseling is a federal requirement for all students borrowing a Federal Direct Subsidized and/or Unsubsidized Stafford Loan for the first time at Curry College. Students are required to complete Federal Direct Loan Entrance Counseling online at www.StudentLoans.gov before the proceeds from the Federal Direct Loan can be credited to the student account. The Federal Direct Stafford Loan Master Promissory Note (MPN) is a legally binding agreement to repay the student loan. This agreement is between the student and the U.S. Department of Education. A parent cannot complete the Federal Direct Stafford Loan Master Promissory Note (or Entrance Counseling) on the student’s behalf. Once the student borrower signs the MPN for enrollment at Curry College, she/he will not need to sign again as long as she/he remains continuously enrolled at the College in a degree program.

We suggest Macbook or Macbook Pro users utilize Mozilla Firefox Internet Browser to avoid complications signing in to www.StudentLoans.gov. Please note that Federal Direct Loan funds will not be credited to your student account until you have completed the Entrance Counseling requirement, and the Federal Direct Loan Master Promissory Note and received confirmation from the U.S. Department of Education that both requirements have been satisfactorily completed.

Any student who ceases to be enrolled at least half-time in a degree program and who borrowed a federal student loan (FFELP and/or Federal Direct) subsidized and/or unsubsidized at any time while enrolled at the College is required to complete Exit Counseling either online at www.studentloans.gov or in person with a representative of the Student Financial Services Office. Information that you borrowed from the Federal Direct Loan Program will be sent to the National Student Loan Data System (NSLDS), and will be accessible by guarantee agencies, lenders and institutions determined to be authorized users of the data system.

- Ensure that the information he or she provides is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain.
- Be objective in making decisions and advising his or her institution regarding relationships with any entity involved in any aspect of student financial aid.
- Refrain from soliciting or accepting anything of other than nominal value from any entity (other than an institution of higher education or a governmental entity such as the U.S. Department of Education) involved in the making, holding, consolidating or processing of any student loans, including anything of value (including reimbursement of expenses) for serving on an advisory body or as part of a training activity of or sponsored by any such entity.
- Disclose to his or her institution, in such manner as his or her institution may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid.

Federal Loan Repayment (FFELP and Direct Loans)

All FFELP and Direct Loans (Stafford, PLUS and Grad PLUS) require repayment. To view information on Repayment Terms and Plans visit http://studentaid.ed.gov/repay-loans. Failure to repay your loan will result in a default status. Default is failure to repay a loan according to the terms agreed upon when you signed your promissory note. The consequences of default can be severe. If you are having trouble making your monthly payments, take the initiative to contact your lender as you might be eligible for an alternative repayment plan, deferment or forbearance. You may also contact the Direct Loan Servicing Center for assistance at 1-800-848-0979. Remember, you are responsible for notifying your lender when you graduate, leave school or move. If you are not sure who your lender is, view your loan history online at the National Student Loan Data System http://www.nslds.ed.gov/nslds_SA/. To access your information on this site you will need your FSA ID. Each Stafford borrower is entitled to a six-month grace period which begins the day you graduate, withdraw or become enrolled less than part-time. Although no payment is expected while the borrower is in a grace period, interest may accrue.

Loan Consolidation

If you have borrowed multiple federal student loans from different lenders, you might be eligible to consolidate them into a single loan. Note: you cannot consolidate private education loans with your federal loans. Consolidation allows you to combine multiple loans into one new loan. This process may assist you in reducing your monthly loan payment. Your new consolidated loan bears a fixed interest rate based on the weighted average of your loans interest rates at the time you consolidate and rounded up to the nearest one-eighth of a percent. There are no fees to consolidate. For additional information about Loan Consolidation visit http://studentaid.ed.gov/repay-loans/consolidation
Financial Aid

Financial Aid Award Terms and Conditions
Students may request a reduction in the financial aid package that was awarded. A student may choose not to accept, or may wish to reduce a particular type of aid offered by the College. For example, you may decide to reduce or fully cancel a loan. To initiate this reduction or cancellation, you must complete the reverse side of the award letter and return it to the Student Financial Services Office. Important Note: You are encouraged to borrow only what you need for your educational expenses to keep debt and repayment amounts at a manageable level.

Financial Aid Policies
Students are encouraged to review all financial aid policies posted under the Tuition and Financial Aid section of the College website. These policies include but are not limited to:
- Financial Aid Satisfactory Academic Progress
- Title IV Aid Recipients with a federal, state or local drug conviction
- Return of Federal Title IV Aid Funds due to Withdrawal
- Financial Aid Satisfactory Academic Progress
- College Code of Conduct
- Title IV Aid Recipients with a federal, state or local drug conviction
- High School Diploma or equivalent (GED)

Satisfactory Academic Progress
Undergraduate Degree Students including Continuing Education Students
Whether enrolled on a full- or part-time basis, all undergraduate and Continuing Education degree-seeking students must maintain Satisfactory Academic Progress (SAP) in order to receive financial aid. Satisfactory Academic Progress is defined as proceeding toward successful completion of degree requirements. Curry College has adopted the following SAP standards in accordance with U.S. Department of Education requirements. These standards are for financial aid purposes only and do not replace or override the academic policies of the College. Eligibility to continue enrollment for financial aid purposes only and do not replace or override the Department of Education requirements. These SAP standards are adopted the following SAP standards in accordance with U.S.

Satisfactory academic progress includes three standards of measurement:
1. Cumulative Grade Point Average (qualitative)
2. Credits Earned (quantitative)
3. Maximum Time Frame (length of study)

Cumulative Grade Point Average (Qualitative)
In order to retain financial aid eligibility, all undergraduate and continuing education students must maintain a minimum cumulative grade point average based on the attempted number of credits:

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>Minimum Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 18.99</td>
<td>1.5</td>
</tr>
<tr>
<td>19 to 59.99</td>
<td>1.8</td>
</tr>
<tr>
<td>60 or more</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Attempted credits are those credits for which a student is registered at the end of the College’s official course add/drop period. Thus, attempted credits include all graded courses, accepted transfer courses, courses from which a student has withdrawn after the add/drop period (W), and courses in which a student receives an incomplete (IN). A student’s cumulative GPA is based on graded credits only. Transfer courses, withdrawals, and incompletes are not included in a student’s cumulative GPA.

Credits Attempted versus Credits Earned (Quantitative)
All students must complete at least 67% of the credits which they attempted. The 67% is based on a ratio of the cumulative number of credits a student has attempted versus the cumulative number of credits a student has earned and a maximum of 180 credits.

For example:
- A student who has attempted 30 credits should have successfully completed at least 20 of those credits.
- Full-time students typically must earn at least 20 credits per year. In other words, the student should have earned 1/6 of the total number of credits required to complete the degree by the end of the first year, 2/6 or 40 credits by the end of the second year, etc.

Maximum Time Frame (Length of Study)
Students must complete all of their degree requirements within the maximum allowable time frame which cannot be longer than 150% of the published length of the program or the required number of credits of the student’s degree program. Students enrolled full time and earning a fouryear degree are allowed up to six years or 180 attempted credits of financial aid eligibility to earn the 120 credits required for degree completion. Regardless of whether a student is receiving financial aid during the time frame, semesters and credit hours are used toward the maximum time frame allowance. Once a student has exceeded the maximum time frame or 180 credits, the student will no longer be eligible for financial aid. If at any point within the course of their program, it becomes apparent that a student will be unable to meet SAP standards within the maximum time frame, the student will become ineligible for financial aid.

Satisfactory Academic Progress Reviews
All degree-seeking undergraduate students, including those enrolled through the Division of Continuing Education will be evaluated for Satisfactory Academic Progress at the end of the spring semester as part of the College’s regular annual review process for all three of the standards of measurement outlined in the SAP policy. Regular annual reviews will occur when all grades and credit hours have been officially recorded by the registrar. Students who do not meet one or more of the SAP standards will become ineligible to...
receive financial aid and will be notified of their ineligibility by the college. A student may appeal the loss of financial aid by following the procedures outlined in the Regaining Financial Aid Eligibility section. Students who enroll in a semester following the annual SAP review and choose to appeal will be reviewed for adherence to the SAP standards at the end of that semester, regardless of when the appeal is received.

For example:
Students who end the spring semester on probation and choose not to appeal prior to the completion of the next period of enrollment are still required to appeal for SAP if seeking aid for future semesters. Furthermore, that next period of enrollment following the annual SAP review automatically becomes the semester in which a student will be re-reviewed for SAP compliance.

Note: The summer semester is included as a period of enrollment.

Regaining Financial Aid Eligibility

Enrolling without Financial Aid
A student who is academically eligible to continue in their program may do so without financial assistance if they are able to settle their tuition account by using other financing options. A student may regain aid eligibility for future semesters by coming into compliance with the SAP requirements.

The Right to Appeal
Eligibility for financial assistance may be regained in some cases by appeal. If the appeal is approved by the College, a student is eligible to enroll and receive financial assistance either on a Financial Aid Probation Status or an Academic Education Plan for their next semester of enrollment. A student may appeal no more than twice while attempting to earn a degree at the College.

Apology Process
A student may file an appeal to the Appeals Committee in order to attempt to receive financial aid. The Appeals Committee consists of the Director of Student Financial Services, Director of Financial Aid, Registrar, Associate Dean of Academic Affairs, Academic Success Coordinator and a representative from the Division of Continuing Education and Graduate Studies as appropriate.

Please note: These appeals are separate from academic appeals and appeals to participate in varsity athletics while on academic probation.

Grounds for filing a financial aid appeal may include a documented serious medical condition, death of an immediate family member, or an unusual circumstance that interfered with a student’s performance. A student, themselves, must submit the appeal and include the reason for being unsuccessful in achieving Satisfactory Academic Progress and explain in detail why they were unable to maintain Satisfactory Academic Progress, and to detail their plan to return to Satisfactory Academic Progress status. All supporting documentation should be included with the appeal. Appeals should be submitted on line by using the Appeal Form located on the myCurry portal under the Finances tab. Please note: Incomplete Appeal Forms cannot be reviewed by the Appeals Committee. If you do not have access to the portal, appeal forms are available on the College’s website which may be scanned and e-mailed to SAP@curry.edu, faxed (617)979-3535 or sent by U.S. mail to the Committee.

Completed forms should be returned to:
Appeals Committee
Curry College c/o Academic Success Coordinator
1071 Blue Hill Avenue
Milton, MA 02186

Appeal Outcomes
The Academic Success Coordinator will notify students in writing of the outcome of their appeal within two weeks after the Appeals Committee has reviewed the appeal. All decisions of the Appeals Committee are final.

Financial Aid Probation
If a student’s appeal for financial aid eligibility is approved, the student may be placed on financial aid probation status. Probation status may be granted if the student’s failure to maintain SAP was due to an extraordinary circumstance beyond the student’s control. A student who is placed on financial aid probation status will temporarily regain financial aid eligibility for one successive payment period only. A student will then be re-evaluated at the end of that one semester of enrollment. If a student is unable to return to Satisfactory Academic Progress by the end of that semester, the student will become ineligible for future financial aid at the College until such a time as they return to SAP.

For example:
If a student is placed on probation at the end of the spring semester, and chooses to attend the upcoming summer semester their SAP status will be evaluated upon completion of the summer semester. If the student meets the SAP standards at the end of the summer grading period, they will remain eligible for financial aid for the fall. If the student does not make Satisfactory Academic Progress at the end of the summer semester, they will become ineligible for financial aid until such a time as they return to Satisfactory Academic Progress. Students who are on financial aid probation, but who elect not to attend during the summer semester will be eligible to receive financial aid for the fall semester and will be evaluated at the end of the fall grading period, they will continue to remain eligible for financial aid for the spring semester. If a student does not meet the SAP standards at the end of the fall semester, they
Financial Aid

will become ineligible for financial aid until such time as they return to Satisfactory Academic Progress.

Academic Education Plans
As a result of a SAP Appeal review process, an Academic Education Plan may be developed with the student. An Academic Education Plan may be offered as an option to students who are not meeting the SAP standards but who have a strong likelihood of regaining SAP and successful program completion while continuing to receive financial assistance.

The initial review of a student’s SAP under the Academic Education Plan will take place at the end of the first semester that a student is enrolled under the Plan and thereafter annually at the end of the spring semester as long as the student continues to meet the terms of their Plan. Failure to meet the standards of their Academic Education Plan will result in financial aid ineligibility in subsequent semesters.

Unapproved Appeals
The College will deny appeals from students who would be unable to meet the SAP standards within the maximum time frame allotted for them to earn their degree.

Satisfactory Academic Progress:
Graduate Degree Students
Whether enrolled on a full- or part-time basis, all graduate students must maintain Satisfactory Academic Progress (SAP) to receive financial aid. Curry College has adopted the following SAP standards in accordance with the U.S. Department of Education requirements. These SAP standards are for financial aid purposes only and do not replace or override the academic policies of the College. Eligibility to continue enrollment at the College can only be found in the Academic Policies and Procedures section of the annual Curry College Catalog and on the College website. All students are responsible for ensuring their adherence to SAP and all other academic standards.

Satisfactory academic progress for graduate students includes three standards of measurement:
1. Cumulative Grade Point Average (Qualitative) and Minimum Grade Per Course
2. Credits Earned (Quantitative)
3. Maximum Time Frame (Length of Study)

Cumulative Grade Point Average (Qualitative)
In order to retain financial aid eligibility, all graduate students enrolled in a degree program must maintain a minimum cumulative grade point average of 3.0. If a student’s GPA falls below 3.0, their financial aid eligibility will be reviewed.

Minimum Grade Per Course
The minimum passing grade per graduate course is a B-. If a student receives a grade of C+ or below in any course, this will result in a review of their financial aid eligibility.

Credits Attempted versus Credits Earned (Quantitative)
All students must complete at least 67% of the credits which they attempted. The 67% is based on a ratio of the cumulative number of credits a student has attempted versus the cumulative number of credits a student has earned. Attempted credits are those credits for which a student is registered at the end of the College’s official add/drop period. Therefore, attempted credits include all graded courses and transfer courses, courses from which a student has withdrawn after the drop/add period (W), and courses for which a student receives an incomplete (IN).

For example, a student who has attempted 18 credits must successfully complete at least 12 of those credits. For a part-time student, satisfactory academic progress will be evaluated at the end of each semester and the student will also be required to complete the same 67% of their credits to be considered to be making satisfactory progress and to be eligible for financial aid.

Maximum Time Frame (Length of Study)
Students must complete all of their degree requirements within the maximum allowable time frame which cannot exceed 150% of the published length or the required number of credits of the program.

For example:
If the published length of a full-time master’s program is two years and the number of credits earned for the degree is 36, the maximum time frame for completion is three years and the maximum credits attempted would be 54. Regardless of whether a student is receiving financial aid during the time frame, all semesters and credit hours are used toward the maximum time frame. Once a student has exceeded the maximum time frame, the student will no longer be eligible for financial aid. If at any point within the course of their graduate program it becomes apparent that a student will be unable to meet SAP standards within the maximum time frame, the student will become ineligible for financial aid.

Satisfactory Academic Progress Reviews
All degree-seeking graduate students will be evaluated for Satisfactory Academic Progress (SAP) at the end of the spring semester as part of the College’s regular annual review process for all three of the standards of measurement outlined in the SAP policy. Regular annual reviews will occur when all grades and credit hours have been officially recorded by the Registrar. Students who do not meet one or more of the SAP standards will become ineligible to receive financial aid and will be notified of their ineligibility by the Student Financial Services Office. A student may appeal the loss of
financial aid by following the procedures outlined in the Regaining Financial Aid Eligibility section. Students who enroll in a semester following the annual SAP review and choose to appeal will be reviewed for adherence to the SAP standards at the end of that semester, regardless of when the appeal is received.

For example:
Students who end the spring semester on probation and choose not to appeal prior to the completion of the next period of enrollment are still required to appeal for SAP if seeking aid for future semesters. Furthermore, that next period of enrollment following the annual SAP review automatically becomes the semester in which a student will be re-reviewed for SAP compliance.

Note: The summer semester is included as a period of enrollment.

Regaining Financial Aid Eligibility

Enrolling without Financial Aid
A student who is academically eligible to continue in their graduate program may do so without financial assistance if they are able to settle their tuition account by using other financing options. A student may regain financial aid eligibility for future semesters by coming into compliance with the SAP requirements.

The Right to Appeal
A student may attempt to regain financial aid eligibility by filing an appeal if an extraordinary circumstance exists. If the appeal is approved by the College, the student will be eligible to enroll and receive financial aid either on a Financial Aid Probation Status or on an Academic Education Plan for their next semester of enrollment. A graduate student may file an appeal only once during their enrollment in a degree program at the College.

Appeal Process
A student may file an appeal to the Appeals Committee in order to attempt to receive financial aid. The Appeals Committee consists of the Director of Student Financial Services, Director of Financial Aid, Registrar, the Associate Dean of Academic Affairs, Academic Success Coordinator and a representative from the Division of Continuing Education and Graduate Studies as appropriate. Please note: These appeals are separate from academic appeals.

Grounds for filing a financial aid appeal must be due to an extraordinary circumstance such as a documented serious medical condition or death of an immediate family member that interfered with a student’s performance. A student, themselves, must file the appeal and explain in detail why they were unable to maintain Satisfactory Academic Progress, and to detail their plan for returning to Satisfactory Academic Progress status. All appropriate supporting documentation should be included with the appeal. Completed appeals may be scanned and e-mailed, faxed or sent by U.S. mail to the committee.

Please submit the appeal online via the myCurry Portal. Please note: Incomplete appeal forms cannot be reviewed by the Appeals Committee. If you have questions regarding the appeal process, please contact the Academic Success Coordinator at (617) 333-2095.

Appeal Outcomes
The Academic Success Coordinator will notify students in writing of the outcome of their appeal within two weeks after the Appeals Committee has reviewed their appeal. All decisions of the Appeals Committee are final.

Financial Aid Probation
If the student’s appeal for financial aid eligibility is approved, the student may be placed on Financial Aid Probation status. Probation status may be granted if the student’s failure to maintain SAP compliance was due to an extraordinary circumstance beyond the student’s control. A student who is placed financial aid probation status will temporarily regain financial aid eligibility for one successive payment period only. A student will then be re-evaluated for SAP compliance at the end of that semester of enrollment. If a student is unable to return to Satisfactory Academic Progress by the end of that semester, the student will become ineligible for future financial aid at the College until such a time as they return to SAP.

For example:
If a student is placed on probation at the end of the spring semester and chooses to attend the upcoming summer semester, their SAP status will be evaluated upon completion of the summer semester. If the student meets the SAP standards at the end of the summer grading period, they will remain eligible for financial aid for the fall. If the student does not make Satisfactory Academic Progress at the end of the summer semester, they will become ineligible for financial aid until such time as they return to Satisfactory Academic Progress.

Academic Education Plan
As a result of a SAP Appeal review process, an Academic Education Plan can be developed with a student. An Academic Education Plan may be offered as an option to students who are not meeting the SAP standards but who have a strong likelihood of regaining SAP and successful program completion while continuing to receive financial assistance. The initial review of a student’s SAP under the Academic Education Plan will take place at the end of the first semester that a student is enrolled under the Plan and

CURRY COLLEGE DIVISION OF CONTINUING AND GRADUATE COURSE CATALOG 2015-2016 | 31
thereafter annually at the end of the spring semester as long as a student continues to meet the terms of the Plan. Failure to meet the standards of the Academic Education Plan will result in financial aid ineligibility in subsequent semesters.

Unapproved Appeals
The College will deny appeals from students who would be unable to meet the SAP standards within the maximum time frame allotted for them to earn their degree.

Financial Aid Course Repeat Policy
A student may repeat a course once when the initial grade is C- or lower. The second grade is recorded on the student's transcript, as well as the first. However, only the higher grade is included in calculating the overall grade point average, and only the credits associated with the higher grade are included in credits earned toward graduation. One repeated course is permitted per semester.

As of July 1, 2011, U.S. Department of Education requirements state that a repeated course may count toward a student's enrollment status (fulltime or part-time status) for financial aid eligibility under the following conditions:

- The course is repeatable for credit. Please see specific course descriptions for applicability.
- The student received a failing grade or withdrawal in the previous attempt and is re-taking the course to receive credit.
- The student received a passing grade and is re-taking the course for the first time in order to achieve an academic standard set by the student's specific program (such as a minimum grade requirement in nursing, education, etc.) or to improve the GPA.

Repeated courses cannot count toward enrollment status for financial aid eligibility in the following case:

- The student has already taken and passed the course more than once and is repeating the course again. Please note: Students may not re-take a course more than one time without written permission of the faculty member and/or the student's advisor. If permission is granted, the repeated course will not count toward enrollment for financial aid purposes.

All repeated courses, regardless of whether they are eligible for financial aid, count toward the student's attempted credits for the purpose of determining satisfactory academic progress and progress toward degree completion within the maximum allotted timeline for financial aid eligibility.

REFUND POLICY
A student who officially withdraws from the College prior to the first day of classes receives a 100% refund on tuition. The refundable percentage of tuition declines as of the first day of classes as described in the Division of Continuing and Graduate Studies Course Catalog.

Return of Title IV Funds
Any student who withdraws from all classes officially or unofficially, is dismissed from the College or takes a College approved leave of absence and attended the institution for at least one day during the semester and received or was eligible to receive federal financial aid, is subject to a Return of Title IV Funds calculation. This calculation is mandated by federal regulation. Any student who receives Title IV funds will be subject to this policy.

A student's withdrawal date is:

a) The date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw; or

b) The student's last date of attendance as documented by academically related activity; or

c) The midpoint of the period of enrollment for a student who leaves without notifying the institution and for whom the Registrar's Office cannot determine the student's last date of academically related activity.

The College is required to return to the federal financial aid programs the amount of aid received that was in excess of the aid "earned" for the time period the student remained enrolled. Students who remain enrolled through at least 60% of the payment period (semester) are considered to have earned 100% of the aid received and the student will not owe a repayment of the Title IV funds. Title IV funds include: Federal Pell Grants, Federal SEOG, Federal Direct Stafford Subsidized or Unsubsidized Loans, Federal Perkins Loans, TEACH Grants and Federal Direct PLUS Loans. Federal Work Study is excluded from this calculation. The calculation will be done within thirty (30) days of a student's withdrawal from the College.

The calculation is determined in the following manner: The College must calculate the percentage of financial aid that a student has "earned" during the semester. Title IV refund calculations will be based on the number of days in attendance as a proportion to the number of days in the term or period of enrollment, up to the 60% point in the semester. Refund calculations for students attending 8-week classes only will be based upon the term(s) scheduled to be attended. There are no refunds after the 60% point in time, as the federal regulations view the aid has been "100% earned" after that point in time.

If the College is required to return funds to Title IV aid programs, those funds must be returned in the following order: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loans, Federal Direct PLUS, Federal Pell Grants,
Federal Supplemental Educational Opportunity Grants, and Federal TEACH Grants. **Returning funds to these programs could result in a balance due to the College on the student's account.** If the College has disbursed less than what has been earned, the student may be eligible to receive a post withdrawal disbursement of Title IV funds. These funds will be offered to the student within 30 days of the determination.

Notification of financial aid adjustments resulting from Return of Title IV calculations, refunds and adjusted bills will be sent to the student’s home address following withdrawal.

A copy of the worksheet used for this calculation and sample calculations for the Return of Title IV Aid can be requested from the Office of Student Financial Services during normal business hours.

Failure of the student to return funds to the federal financial aid programs in a timely manner may result in the student being ineligible to receive future financial aid.

**Rights and Responsibilities:**

Curry College’s responsibilities include:

- Providing each student with the information given in this policy
- Identifying students who are impacted by this policy
- Completing the Return of Title IV Funds calculation for students who are subject to the policy
- Returning the Title IV Funds that are due the Title IV programs. Federal refunds must be made within 45 days of the date of withdrawal or leave
- If the student is eligible for a post withdrawal disbursement, the College will:
  - Make a post withdrawal disbursement of grant funds within 45 days of the date the school determined the student withdrew and
  - Offer a post withdrawal of loan funds within 30 days of the date the school determined the student withdrew and disburse any accepted loan funds within 180 days of the date the College determined the student withdrew.

The student's rights and responsibilities include:

- Returning to the Title IV programs any funds that were disbursed directly to the student and for which the student was determined to be ineligible via the Return of Title IV Funds calculation. Generally, repayments to the Federal Aid Programs will be made first to the Federal Direct Loans and then to the Federal Perkins Loan Program.
- Students have the right to obtain a final calculation of the Return of Federal Funds.

If you are considering withdrawing from the College prior to the end of a semester, you are encouraged to contact the Office of Student Financial Services during regular business hours to discuss how your withdrawal may impact your financial situation.

Return of Commonwealth of Massachusetts Funds

Any student who withdraws from all classes or takes an approved leave of absence, but attended the institution for at least one day during the semester and received or was eligible to receive commonwealth of Massachusetts funds is subject to a state withdrawal calculation.
Requirements for Undergraduate Degree Majors

Business Management

The Business Management Department integrates a combination of required and recommended courses and learning experiences, designed to prepare students for management in the Twenty-first Century. Teambuilding and problem-solving are emphasized throughout the program, as it is an appreciation of the value of individual differences. At Curry, the ability to work with others, and to successfully complete upper-level offerings, begins in year one! The program develops and builds individual skills and provides an environment that enables the abilities of academically qualified students to be further tested in field settings and by other independent learning experiences as students progress through the curriculum. Graduates of the program will have demonstrable competence in business subject matter, and the principles and techniques of management.

Note: A minimum grade of C is expected in any required Business Management course. Grades of C- or below signal inadequate performance, are cause for concern, (as are Business Management course grades of: “W” Withdrawal and “IN” Incomplete), and will trigger action by the Department’s Academic Review Board.

The Business Management Program: Credits

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 1510 Business Management I³</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1511 Business Management II²</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1720 Financial Accounting (Prerequisite: Math Assessment)</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1721 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1810 Economics: Micro</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1811 Economics: Macro</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2500 (or equivalent) in lieu of MGT 1511</td>
<td>1</td>
</tr>
<tr>
<td>MGT 2511 (or equivalent) in lieu of MGT 1510</td>
<td>1</td>
</tr>
<tr>
<td>MGT 2500 (or equivalent) in lieu of MGT 1511</td>
<td>1</td>
</tr>
<tr>
<td>Major Core Requirements:</td>
<td>33</td>
</tr>
<tr>
<td>MGT 1912 Quantitative Methods and Analytics³,⁴</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2050 Technology in Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2250 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2510 Organizational Systems and Processes</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2520 Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2570 Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 3930 Management of International Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT 3950 Business Ethics Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MGT 3980 Senior Seminar: Management Policy</td>
<td>3</td>
</tr>
<tr>
<td>MGT ___ Electives at the 2000/3000-level</td>
<td>6</td>
</tr>
<tr>
<td>MGT 3950 Business Ethics Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MGT 3980 Senior Seminar: Management Policy</td>
<td>3</td>
</tr>
<tr>
<td>MGT ___ Electives at the 2000/3000-level</td>
<td>6</td>
</tr>
</tbody>
</table>

Prerequisite or Corequisites:

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1 AC 2764 Business Presentations (for MGT 1510)</td>
</tr>
<tr>
<td>2 AC 1000 Navigating Your Digital World (for MGT 1511)</td>
</tr>
<tr>
<td>3 MATH 1150 Statistics I (for MGT 1912)</td>
</tr>
<tr>
<td>4 AC 2120 Electronic Spreadsheets: Excel (for MGT 1912)</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

Note: AC 1000 and MATH 1150 fulfill CLAC I requirements.

Recommended:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 3450 Business Management Internship and Seminar</td>
</tr>
<tr>
<td>MGT 3900 Special Project in Business Management</td>
</tr>
</tbody>
</table>

(Not: 3 credits of MGT 3450, and 3 credits of MGT 3900, may count as 2000/3000-level electives in Business Management.)

Alternative Course Requirements for Returning, Transfer, and Continuing Education Students:

MGT 1500 (or equivalent) in lieu of MGT 1510
MGT 2500 (or equivalent) in lieu of MGT 1511

Business Management Concentrations, Internships, and Special Projects:

Students may elect a Business Management concentration in consultation with the Business Management faculty listed below. Each concentration has two key courses marked with asterisks. It is recommended that a student select these two courses, and two additional courses within a particular concentration.

Note: A minimum grade of C is expected in any required Business Management course. Grades of C- or below signal inadequate performance, are cause for concern, (as are Business Management course grades of: “W” Withdrawal and “IN” Incomplete), and will trigger action by the Department’s Academic Review Board.

Accounting

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 2710 Computerized Accounting</td>
</tr>
<tr>
<td>MGT 2720 Intermediate Accounting I *</td>
</tr>
<tr>
<td>MGT 2721 Intermediate Accounting II *</td>
</tr>
<tr>
<td>MGT 2725 Individual Federal Income Tax</td>
</tr>
<tr>
<td>MGT 3721 Cost Accounting</td>
</tr>
<tr>
<td>MGT 3722 Auditing</td>
</tr>
<tr>
<td>One of the following may be substituted:</td>
</tr>
<tr>
<td>MGT 3450 Internship &amp; Seminar</td>
</tr>
<tr>
<td>MGT 3900 Special Project</td>
</tr>
</tbody>
</table>

Entrepreneurship/Small Business

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 2100 Small Business Concepts *</td>
</tr>
<tr>
<td>MGT 2110 Sales Management *</td>
</tr>
<tr>
<td>MGT 2120 Retailing Management</td>
</tr>
<tr>
<td>MGT 2550 Operations Management</td>
</tr>
<tr>
<td>MGT 2820 Personal Finance</td>
</tr>
<tr>
<td>MGT 3100 Advertising Management</td>
</tr>
<tr>
<td>One of the following may be substituted:</td>
</tr>
<tr>
<td>MGT 3450 Internship &amp; Seminar</td>
</tr>
<tr>
<td>MGT 3900 Special Project</td>
</tr>
</tbody>
</table>

Finance

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 2820 Personal Finance</td>
</tr>
<tr>
<td>MGT 2850 Financial Markets and Institutions *</td>
</tr>
<tr>
<td>MGT 2880 Risk Management</td>
</tr>
<tr>
<td>MGT 3820 Investments *</td>
</tr>
<tr>
<td>MGT 3830 International Finance</td>
</tr>
<tr>
<td>One of the following may be substituted:</td>
</tr>
<tr>
<td>MGT 3450 Internship &amp; Seminar</td>
</tr>
<tr>
<td>MGT 3900 Special Project</td>
</tr>
</tbody>
</table>

Human Resources

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 2262 Employment and Labor Law *</td>
</tr>
<tr>
<td>MGT 2265 Collective Bargaining and Labor Relations</td>
</tr>
<tr>
<td>MGT 2500 Human Resource Management *</td>
</tr>
<tr>
<td>MGT 2511 Public Administration</td>
</tr>
</tbody>
</table>

Recommended:

MGT 3450 Business Management Internship and Seminar | 1-9 |
MGT 3900 Special Project in Business Management | 3 |
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Requirements for Undergraduate Degree Majors

MGT 3500 Employee Training and Development
MGT 3510 Leadership
One of the following may be substituted:
MGT 3450 Internship & Seminar
MGT 3900 Special Project

Marketing
MGT 2110 Sales Management *
MGT 2120 Retailing Management *
MGT 2790 Principles of Public Relations
MGT 3100 Advertising Management
One of the following may be substituted:
MGT 3450 Internship & Seminar
MGT 3900 Special Project

BUSINESS MANAGEMENT INTERNSHIPS:
Business Management majors are encouraged to consider MGT 3450 to strengthen their resumes.
(3 credits of MGT 3450 may count as a 2000/3000-level elective in Business Management.)

Prerequisites:
1. EXP 2340, Introduction to Experiential Learning, completed with a grade of C or better;
2. A 3.00 average in Business Management;
3. A 2.75 cumulative (overall) average;
4. An approved application (see MGT 3450 description).
Note: The approval of A. Fabrizio/M. Perrault must be obtained.

Communication

Curry College has provided students with communication theory and skill development opportunities since its founding in 1879. Graduates of Curry College are living in a society based on information in which the study and use of all forms of communication are essential ingredients in the determination of quality of life. Studies in communication will provide knowledge and skills for a wide variety of professional pursuits. Communication majors may combine courses in the Communication Department with courses in related fields to develop a variety of career options:

Prerequisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 1010</td>
<td>Fundamentals of Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 1030</td>
<td>Career Speech: Voice &amp; Articulation</td>
<td>3</td>
</tr>
<tr>
<td>COM 1300</td>
<td>Introduction to Mass Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements:

In sections where choice of courses is offered, students should be guided by the concentration requirements. Concentrations are optional.

1. Choose one of the following:
   - COM 1410 Acting I
   - COM 2010 Public Speaking
   - COM 2100 Managerial Communication

2. COM 2230 Writing for Communication

3. Choose one of the following:
   - COM 2200 Writing for Broadcast Media
   - COM 2210 Writing for Online and Print Media
   - COM 2220 Screenwriting for Film and Television
   - COM 2476 Scriptwriting
   - COM 2800 Publicity Techniques

4. Choose one of the following:
   - COM 1710 Introduction to Broadcasting
   - COM 2400 Dramatic Literature
   - COM 2492 Introduction to Film: The History of Film
   - COM 2790 Principles of Public Relations
   - COM 2900 News Writing and Multimedia Reporting

5. Choose one of the following:
   - COM 3950 Communication Theory
   - COM 3960 Communication Research

6. Electives*: A total of up to 3 credits of Practical/Directorship/Internship/Independent Studio/Improvemant may be applied to category 6.
   - A. Any level in COM___
   - B. 2000/3000/4000-level in COM___
   - C. 3000/4000-level in COM___
   - D. 3000/4000-level in COM___

7. COM 3902 Senior Seminar: Communication Issues

COMMUNICATION AREA CONCENTRATIONS

All Communication majors must declare a concentration by the time they reach the end of their third semester (must have earned a minimum of 40 credits). A student who has an interest and/or career goals in a specific area of communication may pursue a concentration in that area. Suggested course groupings for each specific concentration are listed on the following pages. Students may use appropriate courses, among the nine courses required for the major, to meet the requirements for a specific concentration. Students who do not select a specific concentration may choose “Communication Studies.” Students who have a career interest in an area not included in our concentrations may choose to pursue an Individual Initiated Concentration, and will work with a faculty advisor to craft the necessary selection of courses.

CORPORATE COMMUNICATION Concentration

The Corporate Communication concentration is designed for students who are interested in studying the internal and external communication needs of organizations. Students may enjoy careers in communication consulting, human resources, sales, management, and political campaigns.

Required: 15 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 2010</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COM 2100</td>
<td>Managerial Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 2180</td>
<td>Leadership Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 2790</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 3040</td>
<td>Persuasion</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two of the following: 6 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 2112</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 2130</td>
<td>Nonverbal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>
The Community Health & Wellness major is a program with foundations in the biological, psychological, social, and behavioral sciences. Our goal is to prepare students who are interested in entering in the growing health industry for careers working with individuals, hospitals, communities, worksites, wellness centers, or in the local, state, or federal government. We educate our students with the necessary transferrable skills that are needed in order to thrive in their chosen careers which have included but are not limited to Public Health, Health Education/Promotion, Community Health Education, Substance/Alcohol Abuse, Occupational Therapy, Nursing, and Medicine.

Co-requisites
The program includes 18 hours of health courses and 15 hours of electives, which are designed to provide the student with the competencies desirable for future employment. Advisors are available.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1075</td>
<td>Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1085</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1175</td>
<td>Anatomy and Physiology I Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1185</td>
<td>Anatomy and Physiology II Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1001</td>
<td>Chemical Concepts*</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1002</td>
<td>Chemical Concepts Lab*</td>
<td>1</td>
</tr>
<tr>
<td>HE 1000</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Statistics I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total: 18 credits</strong></td>
<td></td>
</tr>
</tbody>
</table>

* May be taken pass/fail

Requirements for Community Health & Wellness Major:
Students must complete the 18 credits in this major. An additional 15 elective credits must be completed; these will be selected in conjunction with an advisor to prepare the student in his/her area of interest.

Major Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 1001</td>
<td>Introduction to Community Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HE 2000</td>
<td>Community Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 2010</td>
<td>Health Promotion and Planning</td>
<td>3</td>
</tr>
<tr>
<td>HE 2200</td>
<td>Social Determinants</td>
<td>3</td>
</tr>
<tr>
<td>HE 3000</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HE 3010</td>
<td>Senior Seminar in Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total: 18 credits</strong></td>
<td></td>
</tr>
</tbody>
</table>

Electives: 15 credits from the following courses:
Students can take no more than six (6) credit hours of those electives from one area. For example, a student cannot take all fifteen credit hours from the Biology category. Rather, they may take up to six (6) credits in Biology in order to fulfill this requirement. Classes taken as an elective may not also count toward any minor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 2215</td>
<td>Environmental Science</td>
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<tr>
<td>BIOL 2450</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2452</td>
<td>Sex and Gender</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2520</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 3210</td>
<td>Advanced Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 3520</td>
<td>Nutrition in Health and Disease</td>
<td>3</td>
</tr>
<tr>
<td>COM 2020</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 2112</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 2150</td>
<td>Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>CJ 2402</td>
<td>Domestic Violence</td>
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</tr>
<tr>
<td>CJ 3404</td>
<td>Sociology of Violence</td>
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<tr>
<td>PE 2500</td>
<td>Physical Awareness: A Wellness Approach</td>
<td>3</td>
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<tr>
<td>PHIL 2015</td>
<td>Environmental Ethics</td>
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<tr>
<td>PSY 2060</td>
<td>Aging and the Life Cycle</td>
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<td>PSY 2070</td>
<td>Motivation</td>
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<tr>
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<tr>
<td>PSY 2106</td>
<td>Psychology of Women</td>
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<td>PSY 2115</td>
<td>Men, Self and Society</td>
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<td>PSY 2125</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2200</td>
<td>Behavior Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2220</td>
<td>Death, Dying and Bereavement</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2330</td>
<td>Drugs and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2400</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2450</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2500</td>
<td>Behavior Change: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2800</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3100</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3120</td>
<td>Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3130</td>
<td>Brain and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3350</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2060</td>
<td>Aging and the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2115</td>
<td>Men, Self and Society</td>
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</tr>
<tr>
<td>SOC 2220</td>
<td>Death, Dying and Bereavement</td>
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</tr>
<tr>
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<td>Intro to Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2402</td>
<td>Domestic Violence</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2200</td>
<td>Behavior Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2220</td>
<td>Death, Dying and Bereavement</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2330</td>
<td>Drugs and Behavior</td>
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<td>Psychology of Learning</td>
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<td>PSY 3120</td>
<td>Counseling Theory</td>
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</tr>
<tr>
<td>PSY 3130</td>
<td>Brain and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3350</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

* May be taken pass/fail
The following policies apply to students in the Community Health & Wellness program:

1. Must maintain a minimum of 2.75 cumulative overall average or risk dismissal from the program
2. Students entering the program in junior or senior year are ultimately responsible for ensuring that s/he will be able to graduate in a timely manner.
3. Students discovered to have been in violation of program academic honesty policies may risk being dismissed from the program.

**Criminal Justice**

The Criminal Justice major provides the opportunity to systematically examine criminal justice systems and the administration of justice, analyzing the causes and patterns of crime and criminal behavior and the ways in which institutional responses address these social problems. The curriculum emphasizes social justice and the promotion of human rights throughout the globe. Criminal Justice courses highlight practical problem solving using research, theory, and analytic skills relevant to careers in criminal justice, legal studies, community and social service.

**Grade Requirements for Criminal Justice Majors**

Students who major in Criminal Justice must achieve a grade of C- or above in all core courses in the major. If a student receives a lower grade than a C-, that student will need to repeat the course.

**Prerequisite:**

CJ 1000  Introduction to Criminal Justice Systems and the Administration of Justice  3

**Core Requirements:**

CJ 2000  Criminology  3
CJ 2020  Criminal Law  3
CJ 2030  Criminal Procedure  3
CJ 2100  Corrections  3
CJ 2212  Policing  3
CJ/SOC 2350  Human Diversity in Criminal Justice  3
CJ/SOC 2600  Methods in Social Research  3
CJ 3300  Justice and Human Rights Advocacy  3
CJ 3900  Capstone Seminar: Criminal Justice  3

**Criminal Justice Electives:**

Six credits, one each at the 2000- and 3000- level.  6

(May also be used to fill a concentration.)  33

**Requirements in Related Areas:**

MATH 1150  Statistics I  3

Related requirements outside of the Criminal Justice Major  6

Two related requirements (six credits) outside the major. May also be used to fulfill a concentration.

Two related requirements (six credits) outside the major. May also be used to fulfill a concentration. The six credits must be from two different academic disciplines except SPAN 1030 & 1040.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>AC 2010</td>
<td>Identity Theft</td>
</tr>
<tr>
<td>AFAM/P&amp;H 2330</td>
<td>African-American History</td>
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<tr>
<td>AFAM/P&amp;H 2450</td>
<td>Introduction to African-American Studies</td>
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<td>BIOL/CHEM 2700</td>
<td>Introduction to Forensic Science</td>
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<td>COM 2100</td>
<td>Managerial Communication</td>
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<td>COM 2010</td>
<td>Public Speaking</td>
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<td>COM 2112</td>
<td>Conflict Management</td>
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<td>COM 2130</td>
<td>Nonverbal Communication</td>
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<td>COM 2180</td>
<td>Leadership Communication</td>
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<td>Writing for Communication</td>
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<td>COM 3040</td>
<td>Persuasion</td>
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<td>ED 2455</td>
<td>Programming for Positive Youth Development</td>
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<td>ED 2600</td>
<td>Children with Special Needs</td>
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<td>ENG 2480</td>
<td>Writing for the Professions</td>
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<td>IT 2215</td>
<td>Information Technology Security</td>
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<tr>
<td>MGT 2500</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>MGT 2511</td>
<td>Public Administration</td>
</tr>
<tr>
<td>MGT 2610</td>
<td>Crisis Management and Contingency Planning</td>
</tr>
<tr>
<td>MGT 3600</td>
<td>Capstone in Homeland Defense: Developing an Emergency Response Plan</td>
</tr>
<tr>
<td>P&amp;H 2200</td>
<td>Political Tactics</td>
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<tr>
<td>P&amp;H 2310</td>
<td>American Constitutional Law</td>
</tr>
<tr>
<td>P&amp;H 2380</td>
<td>U.S. Immigration History</td>
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<tr>
<td>P&amp;H 2390</td>
<td>American Constitutional Issues</td>
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<tr>
<td>P&amp;H 2400</td>
<td>Politics of Deception</td>
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<td>P&amp;H 2500</td>
<td>State and Local Politics</td>
</tr>
<tr>
<td>P&amp;H 3590</td>
<td>Capitalism, Socialism, and Democracy</td>
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<tr>
<td>PHIL/REL 2013</td>
<td>The Ethics of War and Peace</td>
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<tr>
<td>PHIL 3000</td>
<td>Social and Political Philosophy</td>
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<tr>
<td>PSY 2100</td>
<td>Adolescent Psychology</td>
</tr>
<tr>
<td>PSY/SOC/WGS 2115</td>
<td>Men, Self, and Society</td>
</tr>
<tr>
<td>PSY 2125</td>
<td>Substance Abuse Counseling</td>
</tr>
<tr>
<td>PSY 2200</td>
<td>Behavior Disorders in Children</td>
</tr>
<tr>
<td>PSY 2205</td>
<td>Dysfunctional Families</td>
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<tr>
<td>PSY 2310</td>
<td>Psychology of Criminal Behavior</td>
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<tr>
<td>PSY 2320</td>
<td>Psychology and the Law</td>
</tr>
<tr>
<td>PSY 2330</td>
<td>Drugs and Behavior</td>
</tr>
<tr>
<td>PSY 3130</td>
<td>Brain and Behavior</td>
</tr>
<tr>
<td>PSY 3200</td>
<td>Stress, Coping and Adaptation</td>
</tr>
<tr>
<td>PSY 3210</td>
<td>Stereotypes and Prejudice</td>
</tr>
<tr>
<td>PSY 3260</td>
<td>Psychology of Violence and Terror</td>
</tr>
<tr>
<td>REL 2210</td>
<td>Faith and Fanaticism</td>
</tr>
<tr>
<td>SOC 2200</td>
<td>Race and Ethnicity</td>
</tr>
<tr>
<td>SOC 2310</td>
<td>Introduction to Social Work</td>
</tr>
<tr>
<td>SOC/WGS 2410</td>
<td>Working with Individuals</td>
</tr>
</tbody>
</table>


Information Technology

The Information Technology major is designed to provide students with a broad knowledge base utilizing various technologies such as database, networking, business applications, programming and the production of web pages. Students will learn the theories and processes inherent in technology that are necessary to successfully meet their personal and professional challenges. Students may decide to manage networks, design and oversee databases, develop web pages, provide help desk support, design and produce software (including Smartphone software) or own their own small businesses. The Information Technology major is also a perfect complement to a minor in a variety of disciplines to enable the students to understand the interrelatedness of various fields of study. Some recommended minors include: Management, Graphic Design or Communication.

The final component of the major will be the Senior Seminar; where students complete an integrated project, which will showcase their knowledge of technology across multiple areas. The project can be used as a career search tool where students can exhibit their distinct technology abilities and how they relate to a professional setting. The project requirement will include writing, and technical skills samples, as well as a self-reflection component.

Requirements for the Information Technology Major:

Prerequisites:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>IT 1010</td>
<td>Introduction to Information Technology</td>
</tr>
<tr>
<td>3</td>
<td>IT 1100</td>
<td>Foundations of Computer Hardware</td>
</tr>
<tr>
<td>3</td>
<td>IT 2100</td>
<td>Programming Logic</td>
</tr>
<tr>
<td>4</td>
<td>IT 2300</td>
<td>Operating Systems</td>
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<tr>
<td>3</td>
<td>IT 2535</td>
<td>Technical Communication</td>
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Major Requirements:

<table>
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<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>IT 2210</td>
<td>Networking</td>
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<tr>
<td>3</td>
<td>IT 2215</td>
<td>Information Technology Security</td>
</tr>
<tr>
<td>4</td>
<td>IT 2789</td>
<td>Structured Programming</td>
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<td>3</td>
<td>IT 3100</td>
<td>Project Management</td>
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<td>4</td>
<td>IT 3500</td>
<td>Object Oriented Programming</td>
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<tr>
<td>3</td>
<td>IT 3800</td>
<td>Current Topics in Information Technology</td>
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<tr>
<td>3</td>
<td>IT 3900</td>
<td>Senior Seminar: This is IT!</td>
</tr>
<tr>
<td>6</td>
<td>IT ______</td>
<td>2 electives from the list below</td>
</tr>
</tbody>
</table>

Electives within the Major:

Choose two from the list below:

| 3       | IT 2620 | Computer Forensics Investigations and Tools |
| 3       | IT 3020 | Database Administration |
| 3       | IT 3520 | Creating Web Pages |
| 3       | IT 3700 | Mobile Application Concepts |
| 3       | IT 3450 | Information Technology Internship |

Or

| 3       | IT 4000 | Teaching Assistant/Peer Facilitator |

Related Required Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>3</td>
<td>AC 1000</td>
<td>Navigating Your Digital World</td>
</tr>
<tr>
<td>3</td>
<td>AC 2020</td>
<td>Database Concepts</td>
</tr>
<tr>
<td>3</td>
<td>AC 2768</td>
<td>Web Design</td>
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</table>

Recommended:

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<tr>
<td>3</td>
<td>EXP 2340</td>
<td>Introduction to Experiential Learning</td>
</tr>
<tr>
<td>3</td>
<td>IT 3450</td>
<td>Information Technology Internship</td>
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</tbody>
</table>

Nursing

RN to BS Program

The RN to BS Nursing Program is offered jointly through the Division of Continuing Education and the Division of Nursing. The program is designed for RNs interested in earning a baccalaureate degree with a major in nursing. Registered nurses with a baccalaureate degree increase their opportunity for career advancement in a wide range of health care settings. The program may be completed on a part-time basis with a commitment of one evening per week.

To apply, students must submit a completed application and a copy of their RN license before they can register for a nursing course. All other documents must be submitted before a student can register for a second nursing course.

1. Completed Continuing Education Undergraduate Application for Admission (CE)
2. Copy of current non-restricted Massachusetts RN license
3. Official copies of all college transcripts
4. Copy of high school diploma, transcripts or GED certificate
5. Proof of meningitis immunization or waiver form

Requirements for Nursing Major:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>BIOL 1075</td>
<td>Anatomy and Physiology I</td>
</tr>
<tr>
<td>1</td>
<td>BIOL 1175</td>
<td>Anatomy and Physiology I Lab</td>
</tr>
<tr>
<td>3</td>
<td>BIOL 1085</td>
<td>Anatomy and Physiology II</td>
</tr>
<tr>
<td>1</td>
<td>BIOL 1185</td>
<td>Anatomy and Physiology II Lab</td>
</tr>
<tr>
<td>3</td>
<td>CHEM 1001</td>
<td>Chemical Concepts</td>
</tr>
<tr>
<td>1</td>
<td>CHEM 1002</td>
<td>Chemical Concepts Laboratory</td>
</tr>
</tbody>
</table>

Major Requirements:

<table>
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<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>3</td>
<td>NSG 2000</td>
<td>Health Assessment</td>
</tr>
<tr>
<td>1</td>
<td>NSG 2012</td>
<td>Simulations in Clinical Judgment and Evidence Based Nursing Interventions I</td>
</tr>
<tr>
<td>3</td>
<td>NSG 2014</td>
<td>Conceptual Basis for Nursing Practice</td>
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<td>7</td>
<td>NSG 2041</td>
<td>Nursing Care of Adults I</td>
</tr>
<tr>
<td>3</td>
<td>NSG 2200</td>
<td>Pathophysiology</td>
</tr>
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</table>
The Accelerated Nursing Program: ACCEL
The Accelerated Nursing Program (ACCEL) was designed to respond to nursing shortages at the local and national levels by providing an expedient route for individuals who wish to make a career change into nursing by earning a second bachelor’s degree.

The program uses a cohort model; students are accepted into a specific cohort that begins each January. Graduates of the program are eligible to submit an application to take the NCLEX-RN– the licensing examination for registered nurses. The program prepares students for graduate study in nursing and for practice in all health care settings – acute care, ambulatory care, community health and mental health. Program accreditation, state approvals, and the mission and educational outcomes for the ACCEL program are identical to the traditional Four Year Nursing program.

ACCEL Program Curriculum Plan
The curriculum is designed to be full time. During the first spring semester, students attend classes three days a week. During the summer semester, students attend clinical three days a week with an additional one full day of class. The final fall and spring semesters are full time. During the first spring semester, students attend classes three days a week. During the summer semester, students attend clinical three days a week with an additional one full day of class. The final fall and spring semesters are full time. The curriculum is designed to be full time. During the first spring semester, students attend classes three days a week. During the summer semester, students attend clinical three days a week with an additional one full day of class. The final fall and spring semesters are full time. The curriculum is designed to be full time. During the first spring semester, students attend classes three days a week. During the summer semester, students attend clinical three days a week with an additional one full day of class. The final fall and spring semesters are full time. The curriculum is designed to be full time. During the first spring semester, students attend classes three days a week. During the summer semester, students attend clinical three days a week with an additional one full day of class. The final fall and spring semesters are full time.

Related Requirements:
- BIOL 1010 Microbiology
- PSY 2400 Human Development
- MATH 1150 Statistics I
- 10

The following policies apply to students in the Nursing Program:
1. First year students must complete BIOL 1075, 1175, 1085, 1185, CHEM 1001 and CHEM 1002 with a grade of C+ on the first attempt by the end of the spring semester. Failure to meet this grade requirement will result in removal from the Nursing major.
2. Nursing students must complete Microbiology BIOL 2010 with a grade of C+.
3. Additional policies and information relating to nursing students are in the course syllabi and the Baccalaureate Nursing Program Policy and Information Handbook.
4. The Nursing Division reserves the right to alter policies and/or curriculum at any time.

The Accelerated Nursing Program: ACCEL
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Requirements for Undergraduate Degree Majors

cultural context in which they live, examine their values, increase their skills in critical thinking, and use psychological concepts and skills to expand and enrich their lives.

Students interested in Psychology should take either Introduction to Psychology (PSY 1030) or Child Psychology (PSY 1400) and Statistics I (MATH 1150) early in their college career. Students interested in pursuing the Psychology major should take Experimental Psychology (PSY 2050) and several of the 2000-level core courses during the sophomore year. Experimental Psychology equips students to understand, evaluate, and use the empirical methods psychologists employ in their study of behavior and mental processes. The 2000-level courses survey and explore the core content areas within the field of Psychology and help prepare students for more advanced courses examining psychological topics in greater depth. Insofar as the Psychology Department recognizes the value and importance of a liberal education, we encourage students to engage in the major by pursuing experiential learning opportunities through internships, taking advantage of opportunities to do independent work, and participating in Psi Chi, which is our chapter of the national honor society in Psychology.

Psychology Laboratory
The Psychology major requires training in research methods in psychology. This training is offered through the Experimental Psychology Laboratory. Research experience is offered as part of the Experimental Psychology course which is required of all majors. The research facilities include instrumentation and software for studying topics in human psychophysiology, including the effects of psychological stress on cardiovascular function, information processing and brain electrical activity and a variety of other psychological phenomena.

Prerequisites:

1. PSY 1030 Introduction to Psychology 3
or
2. PSY 1400 Child Development

Requirements for Psychology Major:
The Psychology major is required to take 31 credits of psychology courses beyond the 1000 level, including:

- PSY 2050 Experimental Psychology (Recommended for second semester sophomores) 4
- PSY 2___ Four courses at the 2000-level or above 12
- PSY 3___ A minimum of four additional psychology courses taken at the 3000-level or 4000-level 12
- PSY 3500 Senior Seminar (Recommended for the senior year) 3

Requirements in Related Areas:
- MATH 1150 Statistics I 3

This is a prerequisite to PSY 2050.

Counseling Psychology Concentration
Concentrations have been designed to correspond to the major areas of study in psychology. Selecting a concentration is advisable if students wish to focus on a specific area, structure their courses in an organized way, and/or determine whether they wish to pursue further academic or career opportunities in a specific area. Students may elect to concentrate on one of the following areas by taking a minimum of five courses (15+ credits) designated as appropriate to that concentration, including the required (*) core courses. In addition, students are encouraged to develop internships or independent research/ readings within the selected concentration, and to take courses in other disciplines which pertain to their area of concentration. However, psychology offerings will continue to be varied and concentrations should not limit a student’s selection of courses in addition to the five or more selected from within a particular concentration. Psychology majors are urged to find an academic advisor in psychology to help them design an exciting and useful program of study.

Counseling Psychology Concentration
This concentration focuses on effective ways of helping people. Many graduate schools offer advanced degrees which teach these skills. Students with extensive internships may also be prepared for entry level community psychology positions.

* PSY 2090 Personality
* PSY 2205 Dysfunctional Families
* PSY 2300 Abnormal Psychology
* PSY 2330 Drugs and Behavior
* PSY 2500 Behavior Change: Theory and Practice
* PSY 3020 Psychological Tests
* PSY 3110 Psychoanalytic Psychology
* PSY 3120 Counseling Theory

Associated courses which students are encouraged to consider:
- SOC 2410 Working with Individuals
- SOC 2420 Working with Groups
- SOC 3390 Crisis Intervention
- ENG 3440 Therapeutic Uses of Writing
* core courses

Developmental Psychology Concentration
This concentration focuses on the ways people change over the lifespan. It is of special interest to those who wish to work with individuals at all stages of the life cycle and/or who seek an understanding of ways to promote growth in themselves or in others. Students with particular interest in the elderly may pursue a concentration in Gerontology.

Prerequisites:

- PSY 1400 Child Development
- PSY/SOC/WGS 2060 Aging and the Life Cycle
* PSY 2100 Adolescent Psychology
* PSY/SOC 2220 Death, Dying and Bereavement
- PSY 2200 Behavior Disorders of Children
- PSY 2250 Psychology of Family Life
* PSY 2400 Human Development
- PSY/BIOL/WGS 2450 Human Sexuality
- PSY 3110 Psychoanalytic Psychology
- PSY 3130 Brain and Behavior
Gerontology Concentration

For psychology majors or as a minor for students in other majors. The Gerontology program is open to all students who are interested in learning about and working with the elderly. Administered through the psychology department, the program may be treated as a concentration for psychology majors, or as a minor for other majors. The requirements for this concentration are in accordance with guidelines established by the Association of Gerontology in Higher Education.

This program prepares students for entry-level care-taking and administrative positions working with and for the elderly. Knowledge and skills are developed to help students advance in the workplace or through graduate studies. All students, in any major, wishing to explore this program are urged to contact a member of the psychology faculty.

Higher Education.

The Gerontology program is open to all students who are interested in learning about and working with the elderly. Administered through the psychology department, the program may be treated as a concentration for psychology majors, or as a minor for other majors. The requirements for this concentration are in accordance with guidelines established by the Association of Gerontology in Higher Education.

Educational Psychology Concentration

This concentration includes courses that apply psychology to understanding how people learn in various settings. This would be of interest to students who plan to work as providers of educational services in business, industry, health or school-related settings. There are many graduate programs that offer specific training in services in business, industry, health or school-related settings. Although there is no formal relationship between the SAC Program and the Massachusetts Board of Substance Abuse Counselor Certification, the program satisfies in part the educational and practicum requirements of the Massachusetts Board of Substance Abuse Counseling.

The Gerontology program and the Massachusetts Board of Substance Abuse Counselor Certification, the program satisfies in part the educational and practicum requirements of the Massachusetts Board of Substance Abuse Counseling.
Abuse Counselor Certification. Requirements leading to licensure are currently under consideration by the Massachusetts Legislature; this program will be adjusted accordingly.

* PSY 2125 Substance Abuse Counseling: Theory and Practice
* PSY 2300 Abnormal Psychology
* PSY 2330 Drugs and Behavior
* PSY 3120 Counseling Theory
* PSY 3350 Health Psychology
* PSY 3450 Internship in Substance Abuse Counseling

Select one of the following
HE 2000 Community Health
SOC 2420 Working with Groups and Communities
SOC 3390 Crisis Intervention

Courses recommended, but not required:
PSY 2205 Dysfunctional Families
PSY 2500 Behavior Change: Theory and Practice

**Sociology**

The Sociology major offers students an in-depth look at contemporary human society, its culture and social institutions. It provides a critical lens for examining the construction and framing of social issues, a platform for global awareness, and a deeper understanding of social justice. The course work in the major brings together the disciplines of sociology, with an emphasis on social construction, institutions, social issues, and social justice; and social work and social policy, with a focus on intervention and social problems, and anthropology, with its cross-cultural perspectives. A selection of diversified courses linked together by a number of important themes is offered.

The larger focus is on the relation between social forces and the individual. Sociology courses examine customs, norms, roles, and the overall organization of contemporary society. Within this context the following themes emerge:

1. The social facts and problems associated with inequality, emphasizing gender, race, ethnicity, and social class;
2. Social groups and institutions from family to bureaucracy, emphasizing health care, education, work, and social policy;
3. Methods of social change for individuals and groups confronting social change, conflict, and differences in wealth and power.

For the sociology course offerings, 1000-level courses provide a comprehensive descriptive overview at the introductory level, 2000-level courses provide an in-depth specialized study of a particular case, area, or social phenomenon and introduce theoretical perspectives, and 3000-level courses analyze case materials applying theory critically in specific cases and consider the consequences of various theories on social policy and strategies for social change.

A 1000-level sociology course is required as a prerequisite for any 2000-level sociology course and any 2000-level sociology course is a prerequisite for any 3000-level sociology course. Any student who has grounds to request a waiver of this requirement may do so by contacting the sociology area coordinator. This request must be made prior to enrolling in the upper-level sociology course.

**Prerequisite:**
SOC 1000 Introduction to Sociology: The Sociological Imagination

**Requirements for Sociology Major:**
SOC 2130 Sociological Theory
SOC 2200 Race and Ethnicity
SOC 2470 Sex, Gender and Sexuality
SOC 2510 Social Movements and Social Action
SOC 2600 Methods in Social Research
SOC 2760 Wealth, Poverty and Social Class
SOC 3900 Senior Seminar: Doing Sociology

**Electives:**
Students must take 3 courses/9 credits, at least 1 from 3000-level. These courses may also be used toward a concentration.

**Requirements in Related Areas:**
MATH 1150 Statistics I

**Students may select a Sociology concentration:**
Courses used toward concentrations may be used to meet elective requirements with the exception of CJ 2170, CJ 3300 and CJ 3212.

**Social Work** (5 courses/15 credits)
This concentration focuses on the study of social work practice with emphasis on the historical and philosophical values of social welfare in the United States. Students will gain a deeper understanding of the knowledge and skills needed to provide social work services in today's diverse environment. Experiential learning is a required component with this concentration.

SOC 2310 Introduction to Social Work Practice
SOC 2410 Working with Individuals
SOC 2420 Working with Groups and Communities
SOC 3390 Crisis Intervention
SOC 3450 Internship

**Survivor/Witness/Victim Advocacy** (5 courses/15 credits)
The concentration, by promoting empathy and human rights, helps prepare students for careers in informed advocacy for people who have witnessed or have been victimized by crime.

**Required (12 Credits)**
SOC 2310 Introduction to Social Work Practice
CJ/SOC 2350 Human Diversity in Criminal Justice
CJ 3300 Justice and Human Rights Advocacy
SOC 3390 Crisis Intervention

**Electives for the concentration** (3 credits) – choose one of the following:
SOC/CJ 2160 Urban Life: Culture and change
CJ 2170 Population, Immigration, and Crime
SOC/CJ 2402 Domestic Violence
SOC 2410 Working with Individuals
Requirements for Undergraduate Minors

AFRICAN-AMERICAN STUDIES
The African-American Studies minor is an independent, interdisciplinary academic program. The minor allows students to gain a greater understanding of the experiences of African-American peoples in the United States. Through an interdisciplinary approach, students will gain a broader sense of what it means to be “American” and what it means to live in an ethnically diverse country. Students may obtain a minor in African-American Studies in conjunction with a major in any area of study.

Requirements for African-American Studies Minor:
AFAM/P&H 2450 Introduction to African-American Studies 3
AFAM 3900 Senior Seminar: Special Topics 3

Choose three of the following electives: 9
AFAM/ENG 2150 African-American Literature
AFAM/P&H 2330 African-American History
AFAM/P&H 2492 African-American Cinema
AFAM 3450/4100 Internship or Independent Reading 15

APPLIED COMPUTING
The Applied Computing minor and a variety of related courses provide students with a practical understanding of the role of technology throughout our society and provide them with the techniques necessary to successfully meet their professional and personal objectives.

Minors
A minor in Applied Computing complements a variety of majors, including but not limited to, Business Management, Criminal Justice, Communication, and Design.

APPLIED COMPUTING MINOR
Applied Computing Minor:
AC 1000 Navigating Your Digital World
AC ----- Four 2000/3000 level-electives from the approved Elective list below

Approved Elective Courses
AC 2020 Database Concepts
AC 2120 Electronic Spreadsheets: Excel
AC 2761 Digital Video Editing
AC 2764 Business Presentations
AC 2768 Web Design
AC 2769 Desktop Publishing: Adobe InDesign
AC 2797 Digital Photography
AC 3100 Project Management
AC 3520 Creating Web Pages

BIOLOGY
Requirements for Minor:
Students can earn a minor in biology by taking any 15 credits in graded BIOL courses, at least six credits of which must be taken at Curry College.

BUSINESS MANAGEMENT
Requirements for the Business Management Minor: Credits
MGT 1500 Principles of Business Management 3
or
MGT 1510 Business Management I 3
MGT 1720 Financial Accounting 3
MGT 1811 Economics: Macro 3
MGT ____ Business Management electives 12
(2000/3000-level)

Note: The approval of A. Fabrizio must be obtained.

Applied Computing Minor for Business Management Majors:
AC 1000 Navigating Your Digital World 3
AC 2025 Data Management 3
AC 2120 Electronic Spreadsheets: Excel 3
AC 2764 Business Presentations 3
AC ____ Elective (2000/3000-level) 3
AC 3900 Senior Seminar: This is IT! 3

Note: The approval of M. Gallant must be obtained.

COMMUNICATION
Many students like to add a Communication minor while pursuing studies in another major. This is often a good idea for students, especially in areas like Management, Psychology, Education, Criminal Justice, and Nursing to name a few.

A minor in Communication involves taking a minimum of 15 credit hours in Communication courses at the 2000/3000 levels with at least three credits at the 3000-level.

COMMUNITY HEALTH AND WELLNESS
The Community Health & Wellness department offers a minor which is open to all Curry College students. As with the Community Health & Wellness major, the health minor provides students an opportunity to combine the study of health with a major in any dis-
The Community Health & Wellness minor is a program with foundations in the biological, psychological, social, and behavioral sciences. Our goal is to prepare students who are interested in entering in the growing health industry for careers working with individuals, hospitals, communities, worksites, wellness centers, or in the local, state, or federal government. We educate our students with the necessary transferrable skills that are needed to thrive in their chosen careers which have included but are not limited to Public Health, Health Education/Promotion, Community Health Education, Substance/Alcohol Abuse, Occupational Therapy, Nursing, and Medicine.

**Co-requisites:**
HE 1000  Personal Health
SCI 1020  Human Body*

*BIO 1075/1175 Anatomy and Physiology I and BIO 1085/1185 Anatomy & Physiology II can also meet this requirement

Requirements for the Community Health & Wellness Minor
(select 2 of the following):
HE 2000  Community Health
HE 2010  Health Promotion and Planning
HE 2200  Social Determinants
HE 3000  Epidemiology

Select 9 credits from the list of Community Health & Wellness electives: Students can take no more than six (6) credit hours of those electives from one area. For example, a student cannot take all fifteen credit hours from the Biology category. Rather, they may take up to six (6) credits in Biology in order to fulfill this requirement. Classes taken as an elective may not also count toward any minor.

**CRIMINAL JUSTICE**
Requirements for a Minor in Criminal Justice: 15 credits

Students can earn a minor in Criminal Justice by taking CJ 1000 and four courses in the Criminal Justice curriculum at the 2000-level or above, with at least one course at the 3000-level. (Sociology majors wishing to minor in Criminal Justice may not use CJ 2600.)

**INFORMATION TECHNOLOGY**
A minor in Information Technology complements a variety of majors, including, but not limited to, Management, Communication, and Criminal Justice.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IT 1010</td>
<td>Introduction to Information Technology</td>
<td>3</td>
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<tr>
<td>IT 1100</td>
<td>Foundations of Hardware</td>
<td>3</td>
</tr>
<tr>
<td>AC 2020</td>
<td>Database Concepts</td>
<td>3</td>
</tr>
<tr>
<td>IT 2100</td>
<td>Programming Logic</td>
<td>3</td>
</tr>
<tr>
<td>IT 2210</td>
<td>Networking</td>
<td>3</td>
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<tr>
<td>IT 2000/3000</td>
<td>elective</td>
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<td>18</td>
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**PHILOSOPHY**
Twelve credits in Philosophy, including at least two courses from the area of history of philosophical traditions (see list above). Courses taken to fulfill the Central Liberal Arts Curriculum are excluded from courses taken for the minor.

*Note that a minor in Religion is also offered: see details listed separately under the Religion program.*

**POLITICS AND HISTORY**
Four courses at the 2000- or 3000-level; at least one of the courses (minimum of three credits) at the 3000-level. At least two of these courses must be taken at Curry College.

**PSYCHOLOGY**
15 credits at the 2000/3000-level with a minimum of 6 credits at the 3000 level*, which must be completed at Curry College. A maximum of 6 credits may be satisfied on a transfer basis. (Excluding internship credits)

*Nursing majors who minor in Psychology need PSY 2400 plus 9 additional credits in Psychology. Only three credits must be at the 3000-level.

**RELIGION**
12 credits in Religion excluding any courses taken to fulfill the Central Liberal Arts Curriculum.

**SOCIOMETRY**
Students can earn a minor in Sociology by taking one of the prerequisites and four courses in the sociology curriculum at the 2000-level or above, with at least one course at the 3000-level.
Certificate Programs

ACCOUNTING CERTIFICATE (ACT)
The Accounting certificate offers a practical approach to accounting designed for those who want to work in accounting departments of profit or nonprofit organizations and small CPA firms; small business owners; individual and business tax preparers; and individual investors who want to be able to read and understand financial statements.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT 1720</td>
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<tr>
<td>MGT 1721</td>
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<tr>
<td>MGT 2720</td>
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<td>MGT 2721</td>
<td>3</td>
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<tr>
<td>MGT 2725</td>
<td>3</td>
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<tr>
<td>MGT 3721</td>
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</tbody>
</table>

Total credits required to complete the certificate program: 18

HUMAN RESOURCE CERTIFICATE
Today’s dynamic workplace and increasingly diverse workforce have created a need for professionals who can effectively manage a variety of complex human resources functions. The Human Resource Management Certificate takes a generalist approach and is designed to provide students with an understanding of the major functions of human resources including recruitment, selection, training, wage and salary administration, benefits, and legal obligations and regulations.

Program Requirements:
This certificate assumes that students have knowledge equivalent to MGT 1500, Principles of Management. The first required course, MGT 2500, is a prerequisite for the other required courses. Some of the elective courses may have additional prerequisites.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT 2500</td>
<td>3</td>
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<tr>
<td>MGT 2262</td>
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<tr>
<td>MGT 2540</td>
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<tr>
<td>MGT 3500</td>
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<tr>
<td>MGT 3530</td>
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</tbody>
</table>

Elective (choose one): 3

Total credits for the Certificate: 18
AFAM 2012 Race and Religion in America  

3 credits  

Offered periodically within a three-year academic cycle 

The class explores some of the characteristics of African religions; slave religion, slave narratives, and their role in slave rebellions; the central role of religion in the African-American community throughout American history; the role of religion in the context of the Atlanta Compromise, Booker T, Washington vs. W.E.B. DuBois; the roles of key people such as Absalom Jones, Richard Allen, Denmark Vesey, Nat Turner, Frederick Douglass, Sojourner Truth, Marcus Garvey, Elijah Muhammad, Howard Thurman, Martin Luther King, Jr., Malcolm X, Louis Farrakhan, Jesse Jackson, James H. Cone, “womanist” thinkers writers/ theologians like Delores Williams and Emilie Townes, etc. A special focus of the course will be on the role of the black church in the struggle for civil rights, highlighting the complex relationship between Malcolm X and Martin Luther King, Jr. The role of religion in the contemporary African-American community (ies) will also be examined. The relationship between African-American religion(s), not existing in isolation, and the dominant white society will also be explored throughout the course. This course meets the international/multicultural requirement. (Same course as REL 2012.)

AFAM 2150 African-American Literature  

3 credits  

Fall and Spring Semesters 

Examines African-American literature in its historical contexts from the era of slavery to the present. (Same course as ENG 2150). This course meets the CLAC I Literature requirement or the international/multicultural requirement. 

Prerequisite: Six (6) credits of English at the 1000-level.

AFAM 2330 African-American History  

3 credits  

Fall Semester 

Comprehensively examines the history of Africans in the United States from their beginnings in Africa through the Middle Passage to the present day. The approach will be topical within a chronological framework. The course will consider the interaction between social, economic, and educational mechanisms created by whites to govern race relations in the US and on efforts by African Americans to accommodate with, modify, and/or abolish these mechanisms. It will also consider the place of African Americans within the Black Diaspora and thus will explore the place of Africans in today’s world. (Same course as P&H 2330). This course meets the international/multicultural requirement.

AFAM 2450 Intro to African-American Studies  

3 credits  

Spring Semester 

Designed to provide students a multidisciplinary introduction and survey of African-American Studies in preparation for courses within the minor. Students will consider the African-American experience from economic, social, historical, racial, cultural, national, and global perspectives. (Same course as P&H 2450). This course meets the international/multicultural requirement.

AFAM 3050 Race, Class, Gender and Health  

3 credits  

Fall Semester 

This course is designed for those students who are interested in exploring the impact that racism, sexism, classism, and heterosexism have on a population’s overall health and well-being. This course will deconstruct these social concepts and their meanings in today’s society and contrast them to the health status of vulnerable communities. Major areas that are explored in this course include the impact of race/cultural on infectious and chronic diseases, the influence of discrimination on illness and death, social status and its relation to health care access, impact of acculturation and assimilation on health and well-being, and methods/strategies of working with diverse populations. Ideal for those who are interested in going into a health-related profession, students are provided with knowledge and skills that are necessary to work with diverse communities. (Same course as HE 3050, WGS 3050). 

Pre or co-requisites: HE 1000 and junior standing.
APPLIED COMPUTING

AC 1000  Navigating Your Digital World  3 credits  
Fall and Spring Semesters
Covers the basics of the Windows Operating System, Microsoft Office, the Internet and website evaluation. Students will become familiar with terminology and functions of Windows including proper file management. Utilizes an interactive, hands-on program designed to increase understanding of how software can be used in academic and professional environments. New and emerging technologies as well as information literacy topics will be discussed.

AC 1600  Adobe Illustrator/Photoshop Basics  3 credits  
Fall and Spring Semesters
Introductory, accelerated course that teaches the fundamentals of Adobe Illustrator and Adobe Photoshop, industry standard software used for the development of bitmap imagery and vector graphics. The first half of the course introduces Adobe Illustrator through designing icons and symbols. The second half of the course introduces Adobe Photoshop through conceptualizing and designing digital collages. Through assignment, lecture, and tutorial, this course challenges students' abilities to develop sensitivity to relationships of form and content through visually dynamic compositions. (Same course as GD 1600).

AC 2010  Identity Theft  3 credits  
Offered periodically within a three-year academic cycle
Identity theft is rapidly emerging as a serious threat in our society. This course is designed to give students a better understanding of this “faceless crime” and how to fight against ID thieves. Students will examine current methodologies developed by the Federal Trade Commission and the local law enforcement agencies assigned to combat ID theft. Students will learn how this crime is committed and how to protect personal assets, as well as gain an understanding of the types of ID thieves and their typical backgrounds. Knowledge of Microsoft Windows and basic PC skills is required.

AC 2020  Database Concepts  3 credits  
Spring Semester
Provides general understanding of relational database concepts and introduces an overview of commercial database management systems. The course familiarizes students with Access, its features and components as a personal database management tool. The method of study is a hands-on, practical approach utilizing Access for loading the data from external files, creating the database and tables, running queries and creating forms and reports. The course is designed for individuals who are, or expect to be, working with data in various formats and who will be responsible for manipulation of information, and creation of reports.
Prerequisite: AC 1000.

AC 2050  Data Management  3 credits  
Spring Semester
Explore techniques for using database applications in management environments. Students will learn basic database design, usage and analysis.
Prerequisite: AC 1000. Not open to students who have taken or are required to take AC 2020.

AC 2072  Computer Art  3 credits  
Alternate Spring Semesters
Explores how the computer can be used as tool to make art. Through class projects, students will create both images that are generated entirely on a computer and images made by integrating traditional art making techniques with digital components. Students are encouraged to think conceptually and creatively. While developing images, students practice formal design principles and communicate their ideas visually. (Same course as GD 2072, VA 2072). Fee.
Prerequisites: VA 1770 or VA 1800 and AC/GD 1600.

AC 2120  Electronic Spreadsheets: Excel  3 credits  
Fall and Spring Semesters
Utilizing Microsoft Excel, this course provides an intensive exploration of the powers and possibilities inherent in contemporary electronic spreadsheet programs. Such an environment can provide users with flexibility, power and integration. Students will explore other capabilities of spreadsheets including database functions, graphics and macros. Students with major areas of study in business, the sciences, or mathematics will find that this course provides them with a powerful tool.
Prerequisite: AC 1000.

AC 2500  Cyber Crime and the Terrorist Threat  3 credits  
Offered periodically within a three-year academic cycle
This course is designed to expose students to crimes involving the use of computers, involving fraud and high-tech crimes in business and government, and the emerging role of computers and the Internet in international terrorism. Students will review case studies and investigations and examine emerging law enforcement strategies to fight this crime at home and internationally. (Same course as CJ 2500).
Prerequisite: CJ 1000.
AC 2761  Digital Video Editing  3 credits  
*Fall and Spring Semesters*
This course introduces the student to the equipment and procedures used to manipulate video and audio with a computer. Hands-on projects allow students to create, mix, and edit still and animated images, sounds, and video into presentations of the type and design suitable for educational, commercial, and corporate use. (Same course as COM 2761).  
Prerequisite: AC 1000 or permission of instructor.

AC 2764  Business Presentations  3 credits  
*Fall and Spring Semesters*
Focuses on both the communication and the technological aspects of presentations. Uses techniques such as audience analysis, message identification and outlining, to develop and present both individual and group projects. A personal delivery style, good articulation and effective use of visual aids are stressed. Microsoft PowerPoint is used to further enhance skills.

AC 2768  Web Design  3 credits  
*Fall and Spring Semesters*
This course will provide students with the skills necessary to design and publish web pages. Students will learn fundamental design skills needed to create web pages. Skills will include color usage; image usage and page flow as well as the basic industry standards used by Web Designers. (Same course as GD 2768).  
Prerequisite: Any 3-credit AC course.

AC 2769  Desktop Publishing: Adobe InDesign  3 credits  
*Spring Semester*
Understanding the principles of layout is essential to creating good design, in both electronic and print media. In this course, students will learn how to create effective, dynamic visual communication by using Adobe InDesign, the industry-standard page layout application. This course will cover visual and structural systems for layout, including grids, typographical hierarchy, and will review the finer points of design. Students will also learn how to incorporate visual elements from Photoshop and Illustrator, which are part of the Adobe Create Suite. (Same course as COM 2769, GD 2769).  
Prerequisite: Any 3-credit AC course.

AC 2797  Digital Photography  3 credits  
*Alternate Years*
Combining traditional techniques and contemporary digital technology, this course will seek to realize new aesthetic possibilities in photography. Students will photograph assignments designed for manipulation and enhancement in the digital darkroom and produce a final portfolio. A digital or 35mm camera is required. (Same course as GD 2797, VA 2797).  
Pre or Corequisite: AC/GD 1600, VA 1770 or VA 2796.

AC 3100  Project Management  3 credits  
This course introduces the art and science of technology project management. IT project management provides a competitive advantage for organizations seeking to improve their technology service capabilities. It is a defining factor of an organization’s success in implementing Information Technology initiatives. Students develop skills in project integration, scope, time, cost, quality, human resource, communications, risk, procurement, and stakeholder management as well as learning about all five process groups - initiating, planning, executing, monitoring and controlling. (Same course as IT 3100).  
Prerequisite: Any 2000-level AC/IT course.

AC 3520  Creating Web Pages  3 credits  
Offered periodically within a three-year academic cycle  
Graphical editing tools have become a popular resource for individuals who design, build and manage websites. The emphasis of this course is on learning to use Graphical Editors such as Flash and Dreamweaver to create and manage a large web site. Adding animation and user interaction with graphics, text and sound effects is also covered. After completing this course, students will be able to create websites that include graphics, style sheets, tables and links, as well as navigation bars and other page elements that provide visual feedback to the user. (Same course as GD 3520, IT 3520).  
Prerequisite: AC/GD 2768 or permission of instructor.

AC 3740  Elements of Dynamic Media  3 credits  
*Alternate Spring Semesters*
Intermediate graphic design course involving the development of strong visual and conceptual development for motion, interactive and web-based theories and technologies. Through the use of static, temporal, and interactive exploration, students will develop sensitivity and sensibility to relationships of form and content in context to dynamic media. Course focuses on concepts and ideas first, and technology second. Course addresses the appropriate use, context, and application of technology, rather than teaching technology for technology’s sake. Through the process, students will design and develop their own online portfolios using web technologies involving XHTML/CSS and Flash. (Same course as GD 3740).  
Prerequisite: AC/GD 1600.
AC 3775  Typography and Production  3 credits  
**Fall Semester**
In this “real world” class, students work as virtual agencies to develop projects and assignments for a client within specified budgets. Students work with actual vendors, pitch concepts and ideas and gain valuable experience in professional design. While exploring and developing design solutions for clients, students are exposed to a variety of production techniques, design and production philosophies. The class will also explore how type is used with visual elements. (Same course as GD 3775).  
**Prerequisites:** VA 1770 and AC/COM/GD 2769.

AC 3900  Senior Seminar: This is IT!  3 credits  
**Spring Semester**
This capstone course integrates and synthesizes the various courses within the major or minor. Students will bring together the comprehensive knowledge of the technical functions of technology with the theoretical aspects. Students will use the concepts and theories they have studied to demonstrate mastery of skills by creating a unique project that integrates their knowledge into one project. Students will be reflective of past learning; they will determine how it can be applied within their field of study as well as how it fits into society and the liberal arts. Students will demonstrate expertise within their field. (Same course as IT 3900, MAPP 3900).  
**Prerequisites:** 12 credits in 2000/3000-level AC/IT courses and senior standing.

**BIOLOGY**

BIOL 1075  Anatomy and Physiology I  3 credits  
**Fall Semester**
Explores the profound logic and beauty inherent in the construction and workings of the human body. It will explore the interrelated systems of the body and how they contribute answers to nature's challenges. Topics covered in the first semester will include the chemistry of life, cells, tissues, the integument, the skeletal system, articulations, and muscles.

BIOL 1175  Anatomy and Physiology I  1 credit  
**Laboratory Fall Semester**
Introduces students to the laboratory techniques involved in the practical examination of the topics presented in A&P I lectures. Techniques involve microscopy, dissection and experimentation. **Fee.**

BIOL 1085  Anatomy and Physiology II  3 credits  
**Spring Semester**
The second part of a two-semester investigation. In this semester, we will discuss the following systems: digestive, respiratory, circulatory, nervous, endocrine, urinary, and reproductive.

BIOL 1185  Anatomy and Physiology II  1 credit  
**Laboratory Spring Semester**
Introduces students to the laboratory techniques involved in the practical examination of the systems studied in A&P II lectures. Techniques involve dissection and experimentation. **Fee.**

BIOL 2010  Microbiology  4 credits  
**Fall Semester**
Involves the student in the study of the biology and properties of micro-organisms, the range of microbial life, the beneficial and disease-causing aspects of their activities, and the human body protection mechanisms. The laboratory experience will provide students with specific skills needed to grow, isolate, observe, identify, and study microbes. Lecture and laboratory. **Fee.**  
**Prerequisites:** BIOL 1065 or 1075/1175 and CHEM 1020/1120 or 1001/1002 or permission of instructor.

BIOL 2120  Biology of the Mind  3 credits  
**Offered periodically within a three-year academic cycle**
This course provides students an introduction to cognitive neuroscience. Topics include: understanding the biological basis of behavior including neuroanatomy, neurophysiology, the role of hormones and neurotransmitters; evolution and the development of the nervous system; emotions; learning and memory; cognitive control, and selected psychopathologies. Additional modules focus on the neurobiology of stress disorders, cognitive aging, executive functions, developmental psychopathologies, (i.e. autism, fetal alcohol syndrome), mild cognitive impairment and various types of dementia (i.e., autism, Alzheimer's).  
**Prerequisite:** any BIOL or SCI course or permission of instructor.

BIOL 2215  Environmental Science  4 credits  
**Fall Semester**
Examines the impact of humans on the environment and the impact of our currently industrialized technological environment on humans and other living things. It will integrate a socio-political perspective with technical issues to gain understanding about their complex interconnected nature. This will advance us in our work toward achieving
a more habitable global environment. Some of the specific topics to be discussed include population growth and species extinction, energy resources, land use, and various types of pollution. Lecture and Laboratory. Fee. Prerequisite: SCI 1010 or SCI 1020 or BIOL 1055, or permission of instructor.

BIOL 2310  Field Ecology  4 credits
Alternate Fall Semesters
The course will consider the interrelationships of living things and their environment. Special attention will be given to the experimental demonstration of these interrelationships in various types of habitats. Specific topics to be covered will include old field succession, lake succession, species diversity, primary productivity, and tide pool ecology. Fee. Prerequisite: Any college science course, or permission of instructor.

BIOL 2450  Human Sexuality  3 credits
Alternate Spring Semesters
Discusses human sexuality in an integrated way, exploring biological, psychological, social, and political aspects. (Same course as PSY 2450, WGS 2450). Prerequisites: One course in biology and one course in psychology or permission of the instructor.

BIOL 2520  Nutrition  3 credits
Fall and Spring Semesters
Introduces students to the basics of human nutrition. Macro and micronutrients are studied regarding their role in human physiology and health. The relationship between the foods we eat and the nutrients derived from them are explored through the study of digestion and absorption. Nutrition during the various life stages and evidence-based research regarding the role of nutrients and disease prevention are also discussed. Students are able to apply concepts learned by assessing the adequacy of their own diets and by investigating a current nutrition topic. (Same course as HE 2520). Prerequisite: Any 3- or 4- credit BIOL, CHEM, or SCI course.

BIOL 2700  Introduction to Forensic Science  3 credits
Spring Semester
This course will cover a variety of subjects within the field of forensic science. Topics will include: the identification and collection of evidence; the scientific methods used to identify biological and drug evidence; the use of PCR technology in evidentiary DNA testing; and the principles behind the chemical analysis of firearms and trace evidence. Lectures will focus on scientific analysis and the application of forensic techniques to actual casework. (Same course as CHEM 2700). Prerequisite: Any CLAC I science course or any BIOL course.

BUSINESS MANAGEMENT

MGT 1500  Principles of Business Management  3 credits
Fall Semester
This serves as an introductory course on management of business organizations. The course focuses on the four primary management functions of planning, leading, organizing and controlling. Each of these aspects of business management are studied through text readings, case studies, lecture and ‘biz flix’. After a brief historical review, the course examines the impact of the 21st Century’s dynamic environment on managers and organizations. General topics to be studied include: the global economy, cultural awareness and diversity, business ethics, and corporate social responsibility. Effective planning, strategic management, managerial decision-making, quality control, and customer service—all essential to achieve and maintain a competitive advantage in the marketplace—are studied in depth. Required for Business Management minors, and returning, transfer, and Continuing Education Business Management majors. Prerequisite or Corequisite: AC 1000.

MGT 1720  Financial Accounting  3 credits
Fall and Spring Semesters
An introduction to financial accounting through the preparation, use and interpretation of financial statements. The course focuses on key accounting concepts and procedures with a special emphasis on the accounting cycle. Topics include cash flows, accounts receivable, inventory and cost of goods sold, property, plant and equipment, long-term liabilities, issuance of stocks and bonds, and the distribution of income. Financial statement analysis is introduced through the use of financial ratios. The importance of ethics in financial reporting is discussed throughout. Required for Business Management majors and minors. Prerequisite: Math Assessment.

MGT 1721  Managerial Accounting  3 credits
Fall and Spring Semesters
An introduction to managerial accounting emphasizing how managers use accounting information to further organizational goals related to planning, controlling and decision-making. Topics include fundamental cost terminology, cost behavior, product costing, profit planning and budgeting, cost-volume-profit analysis, standard costs, segment report-
ing, differential analysis, and performance measurement techniques. Emphasis is also placed on the preparation and analysis of internal accounting reports. Ethical and international issues are discussed throughout. Required for Business Management majors.

**Prerequisite:** MGT 1720 (with a minimum grade of C) or permission of the instructor.

**MGT 1810**  
**Economics: Micro**  
3 credits  
*Fall and Spring Semesters*  
Includes economic issues and decision-making processes. The operation of the price system based on the various market forms of the firm; monopoly power, controls and essentials of workable competition; resource pricing and income distribution going to labor and capital. Required for Business Management majors. *Prerequisite: Math Assessment.*

**MGT 1811**  
**Economics: Macro**  
3 credits  
*Fall and Spring Semesters*  
The study of economic analysis in theory and practice. The structure and determinants of a nation’s income, employment, investment, and balanced growth. Required for Business Management majors and minors. *Prerequisite: Math Assessment.*

**MGT 1912**  
**Quantitative Methods and Analytics for Business**  
3 credits  
*Fall and Spring Semesters*  
This course covers a number of quantitative techniques used to solve business problems. Topics range from network analysis as applied to project management and financial methods to techniques such as decision analysis and simulation. The objectives of the course are for the students to learn to apply the techniques discussed and for them to improve their general problem solving abilities. Required for Business Management majors. *Prerequisite: MATH 1150, AC 2120, MGT 1810, and Junior standing.*

**MGT 2050**  
**Technology in Business**  
3 credits  
*Fall and Spring Semesters*  
In the modern corporate world an understanding of technology is a must. Information systems underlie ALL aspects of business management especially marketing, operations and financial accounting. Provides a business driven view of technology that will familiarize students with the IT vocabulary and concepts they will need as business managers. The course will enable students to confidently converse and collaborate with the IT departments in their organizations, and use technology very strategically to get a competitive advantage over business rivals. Technology concepts such as web design, Search Engine Optimization (SEO), social media, social media analytics, database concepts, data analytics concepts, basics of Enterprise Resource Planning (ERP) and Customer Resource Management (CRM) and cloud basics will be covered. The course format will include lectures, business case discussions and hands on use of the latest technologies. Required for Business Management majors. *Prerequisite: MGT 1500, MGT 1510 or MGT 1511.*

**MGT 2100**  
**Small Business Concepts**  
3 credits  
*Fall Semester*  
Examines various forms for business ownership, long and short term financing, risk management, human resource management, marketing and information systems required to establish successful small businesses. Includes a review of accounting principles, budgeting and economic trends that affect small businesses. *Prerequisite: MGT 1720.*

**MGT 2110**  
**Sales Management**  
3 credits  
*Fall Semester*  
Designed to make students knowledgeable about the roles and methodology of sales and sales management. Investigates the traits, tactics, performance issues, roles and decision-making processes that enable men and women to become successful salespersons and sales managers. In-depth training will cover the business of finding potential customers, assessing consumer knowledge and customer attitudes, setting goals and quotas, designing and presenting effectively, winning buyer/corporate confidence and following critical decision making areas that influence sales and ongoing relationships. *Prerequisite: MGT 1500, MGT 1510 or MGT 1511.*

**MGT 2120**  
**Retailing Management**  
3 credits  
*Spring Semester*  
An in-depth look at the retailing industry: a seven trillion dollar worldwide market. Retailing is the last step in the chain between manufacturer, wholesaler and customer. Examined is the importance of retailing in our lives, the monetary and social aspects of this marketplace, the opportunities for employment and management, and the inclusion and impact of the Internet on retail practices.

Designed to teach the theory and practice of buying, merchandising, pricing, promotion, inventory management, customer service, location, and design of display and lighting that triggers customer interest and buying desire. Students will be asked to analyze many competitive chains, the look of the store, its pricing, the professionalism and training of its...
staff and to analyze web sites that are meant to mirror their bricks and mortar counterparts.

Prerequisite: MGT 1500, MGT 1510 or MGT 1511.

MGT 2250 Business Law 3 credits

Fall and Spring Semesters

 Begins with a study of the historical background and sources of law, and examines the civil and criminal justice systems. Torts, contracts, government regulation of the competitive process, and consumerism are the main topics covered. Required for Business Management majors.

Prerequisite: MGT 1500 or MGT 1511.

MGT 2262 Employment and Labor Law 3 credits

Alternate Fall Semesters

An examination of the legal and economic relationships between employers and employees. Labor unions and collective bargaining are addressed in depth as are the areas of at-will employment, wrongful termination, downsizing/restructuring and employee benefits. The balance between an employee’s rights to privacy and employer’s right to effectively manage the business enterprise are discussed, as are discrimination laws and affirmative action.

Prerequisite: MGT 1500, MGT 1511, or MGT 2500.

MGT 2263 Health Care Law 3 credits

Summer Semester

Examines legal and regulatory issues confronted by the health care professional in today’s changing environment. Specific issues addressed include health care facility liability, staff and nursing liability, patient consent, law and the mental health patient, reporting obligations, patient rights, medical records, labor relations and hospital reorganization.

Prerequisite: MGT 2250.

MGT 2265 Collective Bargaining and Labor Relations 3 credits

Spring Semester

Explores the relationships between organized labor, the employees it represents, and management. Focuses on how the objectives of management and labor are influenced and determined by the existing structures and processes of collective bargaining. Using case studies and classroom exercises, students consider methods of responding to industrial disputes and controversies that challenge the management of the enterprise, and union-management perspectives on preparing, negotiating and administering the collective bargaining agreement. A main objective is to understand how various labor-management relationships affect company policy, economic status and organizational behavior.

Prerequisite: MGT 1500, MGT 1511, or MGT 2500.

MGT 2500 Human Resource Management 3 credits

Spring Semester

A survey of the human resources management and development function. Examines how organizations plan, staff, motivate, evaluate, and develop employees to enhance productivity, advance the quality of work life, and guarantee that organizations are in legal compliance with the management of employee relations. Class topics include human resource planning, job analysis and design, recruitment and selection of personnel, administration of wages and fringe benefits, collective bargaining, and labor relations. Required for returning, transfer, and Continuing Education Management majors.

Prerequisite: MGT 1500 or MGT 1511.

Corequisite: AC 2764.

MGT 2510 Organizational Systems and Processes 3 credits

Fall and Spring Semesters

Analyzes the management of organizational systems, and processes. An original, field-based, team research project and presentation focused on how a “live” organization integrates systems, processes, and best practices is required. Organizational design and development concepts to facilitate effective team work, cross-functional team decision-making, and conflict resolution are examined. Required for Business Management majors.

Prerequisite: MGT 1500 or MGT 1511.

MGT 2511 Public Administration 3 credits

Alternate Spring Semesters

An overview of public organizations and their responses to the expectations and demands of the public. The managerial and organizational dimensions of government agencies, including organizational structures, personnel systems, budgeting, program evaluation and public relations are analyzed. Ethical, political and social considerations affecting operational and decision-making processes are also examined.

Prerequisite: MGT 1500 or MGT 1511.

MGT 2520 Marketing Management 3 credits

Fall and Spring Semesters

Develops an understanding of marketing problems and emphasizes the dynamics of successful decision-making. The vital relationships of selling, advertising, pricing, and channels of distribution are analyzed in the light of consumer and marketing behavior. Required for Business Management majors.

Prerequisite: MGT 1500 or MGT 1511.
MGT 2550 Operations Management 3 credits
Alternate Spring Semesters
Operations management examines the way in which the work of an organization is accomplished, that is: How is a service provided? How is a product made? Process analysis is applied to both manufacturing and service businesses; alternate process structures, job shops, batch flow, assembly lines, and continuous process are examined.
Prerequisite: MGT 1500 or MGT 1511.

MGT 2570 Financial Management 3 credits
Fall and Spring Semesters
Studies the principles and practices of corporate financial management. Examines various analytical and forecasting techniques, the time value of money concepts, cost of capital, management of working capital, capital budgeting, evaluation of capital projects using discounted cash flow, short and long-term financing, sources and uses of cash, and current asset management. Problem solving and cases are used. Required for Business Management majors.
Prerequisites: MGT 1721 and MGT 1811.

MGT 2610 Crisis Management and Contingency Planning 3 credits
Offered periodically within a three-year academic cycle
This course will examine the challenge posed by rapid and uncertain change particularly as a response to threats posed by domestic and international terrorism. Analyzing risk, decision-making, and planning students will use structured exercises to strategically react and plan solutions in rapid change situations. Skills needed for situational analysis, forecasting, and managing organizational responses to dramatic change will be identified.

MGT 2710 Computerized Accounting 3 credits
Spring Semester
Intended to introduce students to the essential functions of computerized accounting systems, including generation of accounting records for service and merchandising companies organized as sole proprietorships, partnerships, and corporations. Covers, in depth, the integration of accounting applications, such as: setting up a company; running accounts receivable and accounts payable; bank reconciliation; managing payroll; tracking inventory and plant assets; processing sales orders; and preparing the four basic financial statements. Students will gain experience in computerized accounting as it is used in today's marketplace and will develop skills needed for employment in the accounting field.
Prerequisite: MGT 1721.

MGT 2720 Intermediate Accounting I 3 credits
Fall Semester
Examines the generally accepted accounting principles, related to the preparation of corporate financial statements. The focus is on Current Assets and Current Liabilities. Introduces the concept of the time-value of money and its accounting applications.
Prerequisite: MGT 1721.

MGT 2721 Intermediate Accounting II 3 credits
Spring Semester
Covers in-depth the subjects of Long-Term Liabilities and Capital Stock. Topics include Bonds Payable; stock rights; options and warrants; required stock; accounting changes and error analysis and the statement of changes in financial position.
Prerequisite: MGT 2720.

MGT 2725 Individual Federal Income Tax 3 credits
Fall Semester
An overview of the U.S. Income Tax structure as it applies to individuals, partnerships and corporations. Preparation of electronic tax returns and the impact of tax rules on individual, family and business decision-making are included.
Prerequisite: Math Assessment.

MGT 2790 Principles of Public Relations 3 credits
Fall and Spring Semesters
Publicity, propaganda, and spin are terms used to describe the public relations profession. Students will examine the evolution of public relations from its ancient roots to the modern day. Ethical and legal issues, as well as public opinion and research, will provide a framework on which to build an understanding of how public relations impacts individuals, organizations and governments. The role of public relations and the media will also be explored. In addition, students will be introduced to specialty areas within public relations including special events, crisis communications, community relations, and others. (Same course as COM 2790).

MGT 2820 Personal Finance 3 credits
Fall and Spring Semesters
An in-depth study of personal financial decisions, which the average person can expect to confront using the life-cycle approach. Emphasis throughout the course is given to applying theoretical knowledge to practical consumer-oriented problems in financial planning which must be addressed in an attempt to achieve a chosen life style.
Prerequisite: Math Assessment.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 2850</td>
<td>Financial Markets and Institutions</td>
<td>3</td>
<td>Fall Semester</td>
<td>For Management students concentrating in finance who are considering careers in investment banking, money management, corporate finance or professional accounting. Will also serve students destined for other positions who need a working knowledge of financial markets and financial institutions. Combines study of institutional backgrounds and theory, with real-world applications of financial instruments and the markets they trade on. Prerequisite: MGT 1811.</td>
</tr>
<tr>
<td>MGT 2880</td>
<td>Risk Management</td>
<td>3</td>
<td>Offered periodically within a three-year academic cycle</td>
<td>Examines the fundamentals of risk and emphasizes the wide range of risks to which individuals and business firms are exposed. Basic principles of risk management are explored to foster an understanding of the relationship of risk to business firms. Prerequisite: MGT 1810.</td>
</tr>
<tr>
<td>MGT 3100</td>
<td>Advertising Management</td>
<td>3</td>
<td>Spring Semester</td>
<td>A study of the business and creative aspects of marketing communication as practiced in the United States and around the world. Examined are the purpose, methodology and social considerations of advertising as it impacts various media, and the public at large. Designed to teach theory and practice of advertising strategy, copy, production and media placement of television, radio, print and outdoor. Students will analyze current advertising; learn the roles and responsibilities of brand-managers, account executives, and the various departments inside corporate and agency headquarters. As a final project, students will be asked to create an advertising campaign. Prerequisite: MGT 2520.</td>
</tr>
<tr>
<td>MGT 3450</td>
<td>Business Management</td>
<td>1-9</td>
<td>Fall and Spring Semesters</td>
<td>Provides students with “hands-on” experience working in a field placement. A learning contract and a reflection paper are required, as well as weekly meetings with on-campus supervisors, and participation in a weekly seminar. (Prior to registration for MGT 3450 an Internship application must be submitted.) Prerequisites: EXP 2340 with a grade of C, an application, and permission of A. Fabrizio/M. Perrault. Corequisite: MGT 3450 SM.</td>
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<tr>
<td>MGT 3500</td>
<td>Employee Training and Development</td>
<td>3</td>
<td>Offered periodically within a three-year academic cycle</td>
<td>Examines the broadening role of employee training and development in organizations. Discusses how training practices and the organization of the training function can support business goals, create value, and help companies deal successfully with competitive challenges. Covers traditional training methodology: presentation methods, hands-on methods, and group methods. Introduces new methodology: web-based instruction, multimedia, and distance learning. The changing nature of careers and the career management process are examined. Prerequisite: MGT 2500 or MGT 2510.</td>
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<tr>
<td>MGT 3510</td>
<td>Leadership</td>
<td>3</td>
<td>Offered periodically within a three-year academic cycle</td>
<td>Focuses on the nature and impact of leadership within organizations. Contemporary and historical theories of leadership are presented. Students develop their own personal philosophy of leadership. Examines how leadership can be initiated within organizations, the policy-making process, and the relationship between leaders and followers. The course is interactive; students undertake exercises and personal examination to gauge their inclinations toward various behaviors within leadership relationships; examines case studies in light of various theories and research. Prerequisite: MGT 2500 or MGT 2510.</td>
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<tr>
<td>MGT 3721</td>
<td>Cost Accounting</td>
<td>3</td>
<td>Fall Semester</td>
<td>A comprehensive coverage of the concepts involved in the determination of product and service costing. Emphasis is in the areas of job order, process and standard costing. Other topics include cost-volume-profit analysis, cost allocation, budgeting, responsibility accounting and management’s use of accounting information for control and long-range planning. Prerequisite: MGT 2721.</td>
</tr>
<tr>
<td>MGT 3722</td>
<td>Auditing</td>
<td>3</td>
<td>Spring Semester</td>
<td>Examines the accounting profession, professional ethics, legal liability and financial audits by external and internal auditors in both private and public sectors. Covers the audit report and the opinion of the certified public accountant. Emphasis is placed on generally accepted auditing standards and the utilization of statistical sampling methods and computers in auditing. Prerequisite: MGT 2721.</td>
</tr>
</tbody>
</table>
MGT 3820  Investments  3 credits  
*Spring Semester*
Examines the principles behind investing in securities such as stocks, bonds, options, and future contracts. Provides an understanding of how to analyze securities, how to determine whether they are appropriate for inclusion in an investment portfolio, and how to buy and sell them. Designed to impart practical knowledge to Business Management students interested in becoming investment professionals or sophisticated private investors.
*Prerequisite:* MGT 2570.

MGT 3930  Management of International Business  3 credits  
*Fall and Spring Semesters*
Focuses on the principles of international business and the characteristics, which distinguish it from domestic business. Presents a broad overview of the organizations and institutions that comprise the global economy. Topics include international trade theory and practice; international law and multilateral institutions; foreign direct investment; regional integration and trade blocks; the global monetary system and its institutions; culture and politics. This course meets the international/multicultural requirement. Required for Business Management majors.
*Prerequisites:* all 1000- & 2000-level prerequisite and major core requirements. (May be taken concurrently with MGT 3930 and MGT 3950). Department approval required.

CHEMISTRY

CHEM 1001  Chemical Concepts  3 credits  
*Fall and Spring Semesters*
An introduction to the fundamental principles of general, organic and biological chemistry with an emphasis on applications in the nursing and health related fields. Topics covered include atomic structure, bonding, stoichiometry, solutions, gas laws, acid and bases, overview of the organic functional groups and how they relate to the structure of naturally occurring biological molecules: proteins, lipids and carbohydrates.
*Corequisite:* CHEM 1002.

CHEM 1002  Laboratory for Chemical Concepts  1 credit  
An introduction to chemistry laboratory principles and practices for students preparing for the health care professions. Fee.
*Corequisite:* CHEM 1001.

CHEM 2700  Introduction to Forensic Science  3 credits  
*Spring Semester*
This course will cover a variety of subjects within the field of forensic science. Topics will include: the identification and collection of evidence; the scientific methods used to identify biological and drug evidence; the use of PCR technology in evidentiary DNA testing; and the principles behind the chemical analysis of firearms and trace evidence. Lectures will focus on scientific analysis and the application of forensic techniques to actual casework. (Same course as BIOL 2700).
*Prerequisite:* Any CLAC I science course or any BIOL course.
COM 1010  Fundamentals of Communication  3 credits  
Fall and Spring Semesters
The theory and practice of communication from one person to another, in small groups, and before larger audiences. This course allows students to gain a basic understanding of the field of communication and develop skills and self-confidence in a variety of settings.

COM 1030  Career Speech: Voice & Articulation  3 credits  
Fall and Spring Semesters
Designed to help improve your vocal presentation, this course will introduce you to the development and production of American Career Speech. Individual progress will be charted through prepared presentation and class exercises. We will train the ear as well as the voice; the listener as well as the speaker. The dedicated student will notice enhanced vocal versatility and personal projection.

COM 1300  Introduction to Mass Communication  3 credits  
Fall and Spring Semesters
The historical, political, and social background of the mass media. Reviews organization, current status, and future trends.

COM 2007  Sign Language  3 credits  
Fall and Spring Semesters
Sign Language is a basic course in American Sign Language and other sign communication used by Deaf people and some hard of hearing people in the United States. This course will help students: 1) acquire a basic skill level expressing and receiving American Sign Language, and 2) acquire a general knowledge and sensitivity to communication issues and human rights issues involving deaf and hard of hearing people, and an understanding and appreciation of Deaf culture in America.

COM 2010  Public Speaking  3 credits  
Fall and Spring Semesters
An introductory course in public speaking. Chief emphasis is placed upon the delivery of carefully prepared speeches and major attention is given to collection of materials, style, audience analysis, and outlining.

COM 2020  Intercultural Communication  3 credits  
Spring Semester
This course will emphasize what happens when members of different cultures interact face-to-face, either casually or in organizational settings. It will focus on the communication behaviors and values common to all cultures and on the differences that divide people. Students will learn to overcome intercultural communication problems by learning how to understand and respect these cultural differences. This course meets the international/multicultural requirement.  
Prerequisite: COM 1010.

COM 2070  Broadcast News  3 credits  
Offered periodically within a three-year academic cycle
A study of broadcast journalism, including the wire services, freelance news sources, governmental news sources, and correspondence. Newscast writing and reading are included, along with methods of composing editorials and investigative reporting.  
Prerequisite: COM 1010, or permission of instructor.

COM 2100  Managerial Communication  3 credits  
Fall and Spring Semesters
Students will be introduced to the theoretical and practical principles of organizational structure, culture and management in relationship to all aspects of communication skills. Students will explore various organizations and will participate in managerial case studies virtually and face to face. Students will be introduced to motivational concepts and communication skills necessary to become more effective managers and leaders. Students will manage and be managed by peers for individual, team, and class assignments.  
Prerequisite: COM 1010 or sophomore standing.

COM 2112  Conflict Management  3 credits  
Alternate Years
Understanding the basic concepts involved in the management of conflict situations, such as understanding attitudes about conflict and message patterns in conflict interactions, and exploring a variety of methods designed for effective conflict management in interpersonal and organizational contexts.  
Prerequisite: COM 1010.

COM 2130  Nonverbal Communication  3 credits  
Alternate Years
This course will help the student develop an awareness of how nonverbal cues are used in both the sending and receiving of communication messages. Students will examine nonverbal topics such as physical appearance, movement, gestures,
artifacts, facial expressions, eye contact, vocal cues, time and touch. 

Prerequisite: COM 1010.

COM 2140 Social Media Communication 3 credits
Alternate Fall Semesters
Social media has taken a lead role in today’s communication activities. No longer is the printed or spoken word the only means of delivering messages, inspiring thought, and shaping opinion. This course will explore the evolution of social media from email to video games and beyond. Hands-on exercises will familiarize students with the various social media platforms and foster an understanding of how social media impacts and influences all aspects of our lives.
Prerequisite: WRIT 1280 or WRIT 1290.

COM 2150 Health Communication 3 credits
Offered periodically within a three-year academic cycle
Effective communication plays a key role in every aspect of the health care delivery process. This introductory course explores the communication needs of health care and health promotion and examines current issues and problems in the modern health care system. It identifies strategies and tactics that health care communicators, health care providers, and others employed in health care or related fields can use to improve communications with patients, families, other health professionals, the media, and the general public.
Prerequisite: COM 1010.

COM 2180 Leadership Communication 3 credits
Spring Semester
The purpose of this course is to equip students with the understanding and application of communication competencies and communicator style necessary to engage in ethical leadership/followership among family members, the college community, and employment settings. Focus is on communication, specifically the rhetorical style of leaders’ abilities to negotiate and inspire people. The course is divided into three sections: basic leadership communication theories and concepts, rhetorical analysis of written and verbal speeches, and self-assessment of communication and leadership styles. The course will involve lectures, videos, case studies, research, and written and oral assignments.
Prerequisite: COM 1010.

COM 2200 Writing for Broadcast Media 3 credits
Fall and Spring Semesters
Study and practice in writing for a variety of formats in TV and radio broadcasting, cable and other electronic media. Focus is on techniques and formats used in production of public service announcements, promotions, commercials, and news.

COM 2210 Writing for Online and Print Media 3 credits
Fall Semester
Examines the role and history of print and online media in American society. Provides students with the opportunity to write for a variety of media, including newspapers, magazines, and the Internet. Students research and write an article for submission to a publication.
Prerequisite: Six (6) credits of 1000-level English, including ENG1280.

COM 2220 Screenwriting for Film and Television 3 credits
Alternate Fall Semesters
An introductory course in the form and function of film and television scripts. Narrative fiction scripts and story development in several genres will be examined. Students will learn film and TV screenwriting techniques and terminology through individual writing projects, and through the study and critique of works of others.
Prerequisite: COM 1010.

COM 2230 Writing for Communication 3 credits
Fall and Spring Semesters
The communication field requires specialized reading and writing skills. This course will equip students to thrive in any of the varied fields within the area of communication. Students will sharpen skills used in absorbing, analyzing, and processing information, and develop a clean and clear writing style.
Prerequisite: ENG 1380 or ENG 1390.

COM 2310 Interviewing 3 credits
Fall Semester
Explores the interviewing process in business and the helping professions. Personality, informative, persuasive, employment, in-depth and problem-solving interviews are studied. Sample interviews on videotape, case studies, role play and group experiments are used.
Prerequisites: COM 1010 and sophomore standing.

COM 2320 Effective Listening 3 credits
Alternate Fall Semesters
Examine the importance of listening in daily life. Learn to set appropriate listening goals for various content and relational communication situations. Identify, analyze and
appreciate your own personal strengths. Work on ways to minimize weaknesses. Learn to cope with anxiety, listener apprehension and negative self-fulfilling prophesies. Learn the healthy communication techniques of breathing for relaxation, changing personal negative self-talk and using positive visualization.

*Prerequisite: COM 1010.*

**COM 2330  Communication in Relationships**  Spring Semester

Students will develop knowledge and skills for better relationships at home, work and in the community. They will explore beliefs and expectations from past to present and how they affect them in the relationships they have now. Participants will learn to respond in their current relationships with more options, more awareness, greater confidence and more control. This course will use creative classroom activities such as relaxation exercises, discussion based on videos, dramatic role-playing and interviewing.

*Prerequisite: COM 1010.*

**COM 2390  Writing About Sports**  Fall and Spring Semesters

Provides the skills and practice in writing sports journalism. (Same course as ENG 2390).

*Prerequisite: Six (6) credits of English at the 1000-level or COM 2900.*

**COM 2400  Dramatic Literature**  Spring Semester

An exciting glimpse into the cultures of the world as viewed through their theatres, actors, playwrights, and audiences. Includes a survey of history of world theatre as it has evolved to this day. This course meets the CLAC I Literature requirement. (Same course as ENG 2400).

*Prerequisite: Three (3) credits of English at the 1000-level.*

**COM 2492  Introduction to Film:**  Fall Semester

An introductory course in film, as an art form and an industry. Through the screening and analysis of several films, students will be introduced to various genres (film noir, the western, the gangster film, documentary, suspense, the musical, etc.). The major focus of the course will be the history and development of film from 1895 to the present, especially in the United States, and significant advances in film technology.

**COM 2642  Rock and Roll Radio: A History**  3 credits

Alternate Fall Semesters

This course will introduce students to the format that saved radio from the “invasion” of television in the early 1950s. There will be an analysis and examination of early radio formats, from radio’s inception through current themes. Discussion and audio examples will be provided to determine the changes in “rock” formats that occurred as radio evolved from AM to FM. Students will be responsible for developing a research paper with an audio project as an option.

*Prerequisite: COM 1010 or COM 1710.*

**COM 2748  The Business of Sports**  3 credits

Alternate Fall Semesters

This course will provide students a look at the business of developing, creating and executing sports programming. It will include an analysis of how sports programming is designed, marketed, and sold to a network, developed from sold concept to final product in the production stage, then sponsored and promoted to create a revenue generating business for its partners.

**COM 2761  Digital Video Editing**  3 credits

Fall and Spring Semesters

This course introduces the student to the equipment and procedures used to manipulate video and audio with a computer. Hands-on projects allow students to create, mix and edit still and animated images, sounds, and video into presentations of the type and design suitable for educational, commercial and corporate use. (Same course as AC 2761).

*Prerequisite: AC 1000 or permission of instructor.*

**COM 2769  Desktop Publishing:**  3 credits

Adobe InDesign

Fall and Spring Semesters

Understanding the principles of layout is essential to creating good design, in both electronic and print media. In this course, students will learn how to create effective, dynamic visual communication by using Adobe InDesign, the industry-standard page layout application. This course will cover visual and structural systems for layout, including grids, typographic hierarchy, and will review the finer points of design. Students will also learn how to incorporate visual elements from Photoshop and Illustrator, which are part of the Adobe Creative Suite. (Same course as AC 2769, GD 2769).

*Prerequisite: Any 3-credit AC course.*
COM 2790  **Principles of Public Relations**  3 credits  
*Fall and Spring Semesters*

Publicity, propaganda, and spin are terms used to describe the public relations profession. Students will examine the evolution of public relations from its ancient roots to the modern day. Ethical and legal issues, as well as public opinion and research, will provide a framework on which to build an understanding of how public relations impacts individuals, organizations and governments. The role of public relations and the media will also be explored. In addition, students will be introduced to specialty areas within public relations including special events, crisis communications, community relations and others. (Same course as MGT 2790).

COM 2800  **Publicity Techniques**  3 credits  
*Fall Semester*

The ability to conceptualize and produce a variety of written materials for print, broadcast, and Internet-based media is crucial if you wish to succeed in public relations. This course focuses on “hands-on” application of public relations principles through training and practice in preparing basic public relations materials such as news releases, fact sheets, pitch letters and position papers. Students will create messages in a variety of formats for selected clients and create a plan for the dissemination of these messages through a network of mass and other media options.  
*Prerequisite: COM 2790.*

COM 2900  **Multimedia Journalism**  3 credits  
*Fall and Spring Semesters*

Covers the basics of reporting and news writing. Emphasis on lead writing, interviewing, researching and preparing news stories. Discussion of libel laws and ethics. Students will also be introduced to blogging, and video/audio reporting techniques for use on the Internet. (Same course as ENG 2900).  
*Prerequisites: WRIT 1280 or WRIT 1290, or COM 1010.*

COM 3007  **Sign Language II**  3 credits  
*Spring Semester*

In this continuation of COM 2007: Sign Language, students will advance their comprehension and signing skills, achieving conversational level. This course is designed to increase the student’s ability to communicate effectively with Deaf American signers. Students will engage in a more in-depth exploration and discussion of the American deaf experience and Deaf culture.  
*Prerequisite: COM 2007.*

COM 3010  **Small Group Discussion**  3 credits  
*Alternate Spring Semesters*

Presents and encourages the use of theory and research dealing with factors that influence the effectiveness of groups of people communicating face-to-face for a shared purpose. Included is the presentation of practical techniques for maximizing one’s effectiveness in the small group setting, and one long-term group task designed to simulate the structure and working conditions of committees or task groups.  
*Prerequisite: COM 1010 or permission of instructor.*

COM 3015  **Advanced Public Speaking**  3 credits  
*Alternate Spring Semesters*

This course is designed to build and expand upon COM 2010: Public Speaking. The chief emphasis is placed upon the understanding and application of the principles of effective speech communication and public speaking by preparing carefully delivered speeches that are appropriate for your audience, the speech purpose, and the assignment. Attention will be given to public speaking strategies, research, the “3 Vs” of message impact (visual, vocal, verbal), supplemental media use (e.g. PowerPoint), and the effective delivery of different types of speeches used extensively in business and the professions.  
*Prerequisite: COM 2010 or permission of instructor.*

COM 3040  **Persuasion**  3 credits  
*Fall Semester*

Applies and investigates the various modes of persuasion including propaganda, mass communication, and public speaking with an emphasis on application and analysis of persuasive techniques.  
*Prerequisite: COM 1010 or COM 2100 or permission of instructor.*

COM 3050  **Crisis Communications**  3 credits  
*Alternate Spring Semesters*

Students will analyze case studies and current events to explore how corporations and organizations respond to an operational or management crisis and how those organizations manage and resolve the crisis through effective communication with the media and other public audiences.  
*Prerequisite: COM 2790 or COM 2900 or permission of instructor.*

COM 3100  **Argumentation and Debate**  3 credits  
*Alternate Years*

The study and practice of using logical appeals to achieve rational decisions. Course includes case studies, speaking, and videotaped feedback to enable one to: (1) argue persuasively, (2) refute arguments, (3) think on one’s feet, (4) increase ef-
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>COM 3430</td>
<td>Corporate Social Responsibility</td>
<td>3</td>
<td>Offered periodically within a three-year academic cycle</td>
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<td>Corporate social responsibility (CSR) is the continuing commitment by business to contribute to economic development while improving the quality of life of the workforce and their families as well as of the community and society at large. In this course, you will study the theory and practice of CSR and its role in the corporate communications function of an organization. A combination of classroom text and discussion, case studies (including current news discussion), web-based examples, and guest speakers will be used. Prerequisite: COM 1010.</td>
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<tr>
<td>COM 3506</td>
<td>Media Law and Ethics</td>
<td>3</td>
<td>Alternate Spring Semesters</td>
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<td></td>
<td>Examines legal and ethical issues journalists face while reporting for print, broadcast or online media organizations. Topics will include previous judicial decisions affecting current trends in newsrooms and in courtrooms. Prerequisite: COM 1300 and any 2000-level Communication course.</td>
</tr>
<tr>
<td>COM 3650</td>
<td>Media, Culture and Society</td>
<td>3</td>
<td>Alternate Years</td>
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<td>This course introduces students to critical analysis of the role of mass media in modern industrial society. Students will be sensitized to the ways in which media images contribute to our everyday knowledge regarding the nature of the social world and the differing positions of men, women, and children in that world. Of special importance will be the development of visual literacy skills which will facilitate an aware and informed reading of symbolic representations of reality. Prerequisite: COM 1010 or permission of instructor.</td>
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<tr>
<td>COM 3651</td>
<td>Sports and Media</td>
<td>3</td>
<td>Alternate Years</td>
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<td>Students will critically examine the historical and evolving relationship between sports and the media in American society, including its influence on race, gender, violence, celebrity, entertainment and business. From the Tweets of Chad Johnson to the news coverage that helped integrate professional baseball, students will explore how the media has changed the way sports are consumed, celebrated and understood. Prerequisite: Any one of the following: COM 2900, COM 2390, MGT 2520, or MGT 2264.</td>
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<tr>
<td>COM 3652</td>
<td>Gender Communication</td>
<td>3</td>
<td>Alternate Years</td>
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<td>Explores ways women and men accept, reject, and negotiate their social roles through communication. It looks at commonly-held stereotypes about femininity and masculinity, shows how language reinforces these, and offers strategies for change. (Same course as WGS 3652).</td>
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<tr>
<td>COM 3754</td>
<td>Golden Age of Television</td>
<td>3</td>
<td>Offered periodically within a three-year academic cycle</td>
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<td>The course will examine the transition that occurred when television exploded onto the scene in the 1950s and early 1960s. This is considered to be television’s “golden age.” Emphasis will be placed on how television’s arrival forced the radio, movie and journalism industries to change their economic models to survive. The changes in the American psyche, and its impact on the culture as a result of television will be analyzed. Programming samples will be provided for discussion and review.</td>
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<tr>
<td>COM 3902</td>
<td>Communication Issues</td>
<td>3</td>
<td>Senior Seminar</td>
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<td>Fall and Spring Semesters</td>
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<td>Course will cover historic and current issues in the communications business. Students will present abstracts on a chosen topic, demonstrate competent use of electronic and traditional research techniques, and complete a major paper. This is the only required senior seminar for communication majors. Prerequisites: Senior Standing, COM 2230 and either COM 3950 or COM 3960.</td>
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<tr>
<td>COM 3950</td>
<td>Communication Theory</td>
<td>3</td>
<td>Fall and Spring Semesters</td>
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<td>Provides a summary and critique of the major perspectives, conceptualizations, hypotheses, models, and philosophical analysis that constitute current thinking about communication. A research paper is required. Prerequisites: COM 1010 and junior standing or permission of instructor.</td>
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<tr>
<td>COM 3960</td>
<td>Communication Research</td>
<td>3</td>
<td>Fall and Spring Semesters</td>
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<td>This course provides an overview of the research process and examines various types of research methods as they relate to the study of human communication. Prerequisites: COM 1010 and junior standing or permission of instructor.</td>
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COMMUNITY HEALTH AND WELLNESS

HE 1000  Personal Health  3 credits
Fall and Spring Semesters
This course will introduce the student to all the major areas of health and how they affect their lives. Health promotion, wellness and empowerment will be discussed and analyzed in relation to each health component. Upon completion of this course, students will have a better understanding of the importance their personal decisions make on their health. This course meets the wellness requirement.

HE 1001  Introduction to Community Health & Wellness  3 credits
Fall Semester
This course introduces students interested in Community Health & Wellness to the disciplines of Public Health, Health Education, and Health Promotion. Emphasis is placed on the history of public health, health status, health care philosophy, health and wellness, chronic and infectious diseases, health-related behavior, and health theories and program models. Students will learn skills that are essential to ensure success in the Community Health & Wellness program including learning to use library databases and writing a review of health-related literature.

HE 1500  Stress Reduction Based Mindfulness  3 credits
Fall and Spring Semesters
Teaches a student to focus attention on the present moment and current tasks by using the breath as an anchor. Encourages students to learn how to take breaks of “being” in the midst of busy “doing” lives. Uses various practices to help learn intentional awareness (or mindfulness), such as the body scan (being guided through various parts of the body with the attention), yoga, walking meditation, and sitting meditation. Conceptual learning includes discussions of stress reactivity and responsivity, effects of stress on the human body, communication patterns, and nutrition. This course will be available ONLY on a Pass/Fail basis.

HE 2000  Community Health Education  3 credits
Fall Semester
This course is designed for health majors and others interested in the promotion of health behavior and lifestyles, which contribute to the reduction of risk factors associated with human morbidity and mortality. Emphasis is placed upon complex community health issues and settings, as well as disease prevention and prolonging life. Topics include, but are not limited to, historical perspectives of community health, local health departments, solving community health problems, community health; methods & materials, chronic disease, communicable disease, safety education, mental health environment, health & sanitation, radiological health, and organization & administration of official, voluntary and private agencies.
Corequisite: HE 1000.

HE 2010  Health Promotion and Planning  3 credits
Spring Semester
This course will allow the student to develop health education curricula and teaching strategies for individuals and groups across the life span and in a variety of settings. Based on an understanding of the breadth and depth of health education content and the health educator role, responsibilities and competencies, students will explore curricular design theory, health education need assessments, instructional strategies, learner characteristics, teaching materials and aids, learning environments, and evaluation methods. Health education ethics will also be explored.
Corequisite: HE 1000.

HE 2150  Introduction to Holistic Health  3 credits
Offered periodically within a three-year academic cycle.
This course will introduce and explore the concepts of holistic health and its philosophical underpinnings. Sample issues include trends in holistic health care, the science of holistic health, views of health and wellness, examination of the impact of Western and non-Western values and belief systems, creation of healthier workplaces with holism, critical assessment of research and evaluation of treatment options. Selected integrative health modalities will be explored. Issues will be studied with both a personal wellness focus and a focus on working with health care consumers for wellness promotion. Discussion, writing, reading, and reflective practice will be the main learning activities.
Corequisites: HE 1000 and sophomore standing, or permission of instructor.

HE 2200  Social Determinants of Health  3 credits
Every Year
This course is designed to provide students with an understanding of the social determinants of health and their influence on population health. The course will utilize the concepts of social justice as the underpinning of an understanding of the social determinants of health. It is designed to expand students’ perceptions of the causes of and solutions to the health challenges facing the United States and globally. The course will focus on developing an understanding of the influence of public policy in diverse spheres on population health. Students will develop an understanding...
of the policy making process and how health promotion specialists advocate for health-enhancing policies on the local, state, and national level.

Corequisite: HE1000 or junior standing.

HE 2520 Nutrition 3 credits  
Fall and Spring Semesters
Introduces students to the basics of human nutrition. Macro and micronutrients are studied regarding their role in human physiology and health. The relationship between the foods we eat and the nutrients derived from them are explored through the study of digestion and absorption. Nutrition during the various life stages and evidence-based research regarding the role of nutrients and disease prevention are also discussed. Students are able to apply concepts learned by assessing the adequacy of their own diets and by investigating a current nutrition topic. (Same course as BIOL 2520).

Corequisite: Any 3- or 4- credit BIOL, CHEM, or SCI course and permission of the instructor.

HE 3000 Introduction to Epidemiology 3 credits  
Fall Semester
This course introduces the student to the distribution, frequency, and determinants of patterns of disease and health conditions in various human populations.

Corequisites: MATH 1150, HE 2000, and HE 2010, or permission of the instructor.

HE 3010 Senior Seminar in Health and Wellness 3 credits  
Spring Semester
This capstone course provides opportunities for the student to engage in critical analysis and exploration of multiple issues related to the professional role, function and trends in health. Synthesis of health promotion theory content and practice will provide the foundation for exploration of such topics as philosophy, values, ethics, culture, economics, history, politics and health behavior and attitudinal changes.

Corequisites: HE 2000, HE 2010, HE 2020, and HE 3000, or permission of the instructor.

HE 3020 Current Issues in Health & Wellness 3 credits  
Offered periodically within a three-year academic cycle.
This class is designed to inform the students of current health issues occurring in the world today. Topics will range from cutting edge information to older news in the health field that have been evolving. These areas will be discussed and explored with the emphasis on developing critical thinking skills.

Prerequisite: HE 1000.

HE 3030 Introduction to Public Health 3 credits  
Offered periodically within a three-year academic cycle.
This course serves to introduce the student to the basics of community public health. Content includes the role and interaction of federal, state and municipal agencies, historical perspectives of public health, inspection and licensing processes, public health nursing, housing and food code violations, nuisances, enforcement, emergency preparedness, and additional community public health issues, including the Nyanza Dye Plant Health Study. This course would benefit those who are contemplating a career as a registered environmental health specialist, registered sanitarian, public health officer, health educator, or public health nurse.

Pre or Co-requisite: HE 3000 or NSG 3040.

HE 3050 Race, Class, Gender and Health 3 credits  
Fall Semester
This course is designed for those students who are interested in exploring the impact that racism, sexism, classism, and heterosexism have on a population’s overall health and well-being. This course will deconstruct these social concepts and their meanings in today’s society and contrast them to the health status of vulnerable communities. Major areas that are explored in this course include the impact of race/cultural on infectious and chronic diseases, the influence of discrimination on illness and death, social status and its relation to health care access, impact of acculturation and assimilation on health and well-being, and methods/strategies of working with diverse populations. Ideal for those who are interested in going into a health-related profession, students are provided with knowledge and skills that are necessary to work with diverse communities. (Same course as AFAM 3050, WGS 3050).

Pre or Co-requisite: HE 1000 and junior standing.

CRIMINAL JUSTICE

CJ 1000 Introduction to Criminal Justice Systems and the Administration of Justice 3 credits  
Fall and Spring Semesters
Traces the history and philosophy of criminal justice system and the administration of justice, introducing the causes and patterns of crime and criminal behavior and the ways in which criminal justice institutions have responded in trying to solve these social problems; in the context of social justice and the promotion of human rights. The course is a prerequisite for all criminal justice courses.
Criminal Justice

CJ 2000  Criminology  3 credits
Fall and Spring Semesters
Introduces the student to the major theoretical perspectives and issues that characterize contemporary criminal justice thinking about the causes of crime, offenders, and victims/survivors; efforts to prevent crime; and the manner in which offenders are punished and/or rehabilitated. Emphasis will be placed on defining crime and the social contexts in which crime occurs.
Prerequisite: CJ 1000.

CJ 2018  Ethics and Law Enforcement  3 credits
Offered periodically within a three-year academic cycle
Explores the ultimate purpose of the criminal justice system (punishment or “restoration of the evil doer” or some combination) Examines a variety of ethical issues faced by law enforcement officials: The relationship between ethics and the law; the tension between personal ethics and social expectations; professional ethics; the use of force, especially deadly force; law enforcement, the community, and the common good; issues of race, gender, and class.
Prerequisite: CJ 1000.

CJ 2020  Criminal Law  3 credits
Spring Semester
This course examines the law that proscribes offenses against society, property, and individuals. It will also explore other crime typologies, including crimes against public safety and national security, as well as public morality, and offenses against public health and the environment. It will explore the origins and sources of criminal law in America as well as other countries. Finally, the course will define critical legal elements of crime and commensurate defenses for such crimes.
Prerequisite: CJ 1000.

CJ 2030  Criminal Procedure  3 credits
Fall Semester
This course will examine how the justice system processes criminal cases, paying special attention to the balance between public order and individual rights. It will explore the origins and sources of criminal procedural rights, paying particular attention to the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments in the Bill of Rights, as well as issues of habeas corpus. In addition, criminal procedures of criminal justice systems found in other countries will be examined. It will focus on both law enforcement and the courts as they relate to state powers of arrest, interrogation, pre-trial and trial procedures, and review the appellate process.
Prerequisites: CJ 2000, CJ 2100, CJ/SOC 2350 and junior standing, or permission from the Department Chairperson.

CJ 2100  Corrections  3 credits
Fall and Spring Semesters
Critically examines institutional responses to crime and the systems created to sanction criminal offenders, including the history and practice of corrections intended to treat adult and juvenile offenders. Current evidence based best practices, including community based alternatives and re-integration, will be examined. Correctional models from other countries will be explored in the context of social justice and the promotion of human rights.
Prerequisite: CJ 1000.

CJ 2110  Probation and Parole  3 credits
Offered periodically within a three-year academic cycle
The course explores forces that have molded alternatives to incarceration; examining the people, systems, practices, policies, and problems of probation and parole at the local, state, and federal levels. Critical issues such as the latest advances in probation and parole research and the use of risk instruments to predict recidivism for probationers and parolees will be discussed.
Prerequisite: CJ 1000.

CJ 2120  Social Justice and Incarceration  3 credits
Every Year
In this course students will explore how social justice is framed in prison settings in the United States and around the world. Students will explore the limitations of the Western legal system and look at alternatives like restorative justice practices. Students will focus on various meanings of social justice and the systemic contradictions within the criminal justice system that are mandated to punish and rehabilitate. The course will also focus on the moral dilemmas and contradictions that arise when exploring issues of racism, immigration policy, Native American history and incarceration. (Same course as SOC 2120).

CJ 2160  Urban Life: Culture and Change  3 credits
Fall and Spring Semesters
An analysis of urban social systems with a focus on life-styles and change in contemporary American society. The course will center on ethnicity and ethnic groups, using cross-cultural case studies, data on immigrants, and life-styles and family framework. Emphasis will be placed on strategies groups employ to manage and effect political and economic change in an urban ethnic setting. (Same course as SOC 2160). This course meets the international/multicultural requirement.
CJ 2170  Population, Immigration, and Crime  3 credits
Offered periodically within a three-year academic cycle
Explores the relationship between the natural environment, patterns of population distribution, the political economy, and crime. Focus will be on sociological factors that influence strategies of population control, with special reference to developing countries, and look at the effects of immigration and emigration on crime, especially in cities.
Prerequisite: CJ 1000.

CJ 2180  Urban Crime, Policing, and Social Policy through HBO’s The Wire  3 credits
Offered periodically within a three-year academic cycle
Using HBO’s The Wire Season 4 as a dramatic “text,” this course will review the major features of “streetwise” subcultures and social control found in many urban neighborhoods from an interdisciplinary perspective, focusing on youth violence and gang behavior, and the public schools. Supplementing texts and class discussion will examine social control by public schools, police, and social service agencies, framing, describing, and analyzing in the context of structural variables that have a major impact on life in urban neighborhoods. Variables such as political economy and globalization, attitudes and beliefs about race and ethnicity, the impact of drugs and the drug trade, police culture, mass incarceration, and schools on urban young people will be explored. Internal views and cultural forms such as hip hop, bling, tats, and fashion styles will be analyzed as social markers of pride and alienation. The role of new educational initiatives, community organizing, and development will be considered. (Same course as SOC 2180).

CJ 2204  Adjudication, Courts and Conflict Resolution  3 credits
Offered periodically within a three-year academic cycle
A study of judicial procedure, the appellate process, alternative sentencing, and mediation designed to resolve conflicts outside of the traditional court system.
Prerequisite: CJ 1000.

CJ 2212  Policing  3 credits
Fall and Spring Semesters
This course will examine law enforcement as a social institution focusing on legal, theoretical, and practical issues related to exercising social control with an emphasis on evidence based practice, human rights, and ethical standards. Models and trends in policing, including initiatives such as community policing, technological advances, and the changes brought about by the 9/11/01 terrorist attacks will be explored. While the primary focus is on American policing, law enforcement in other societies and in other contexts is examined to understand the limits of formal social control.
Prerequisite: CJ 1000.

CJ 2301  Juvenile Justice  3 credits
Offered periodically within a three-year academic cycle
This course will provide a review of how society and the juvenile justice system have dealt with minors, including delinquents, dependents and status offenders. Students will review the historical and contemporary administration of juvenile justice. Delinquency prevention, intervention, and treatment through both public and private services will be explored. Recent trends and transnational responses, and ethical issues will be considered.
Prerequisite: CJ 1000.

CJ 2350  Human Diversity in Criminal Justice  3 credits
Fall and Spring Semesters
Examines how cultural and individual human differences intersect with the criminal justice system. The course will explore the interaction of the criminal justice system with issues of race, gender, age, socio-economic status, sexual orientation, physical and mental disabilities, culture, religion, and other human differences. The focus will be on how human differences impact all people within the criminal justice system, including victims, offenders, and service providers and how the criminal justice system responds to and/or should respond to human differences, with an emphasis on providing positive solutions and social justice. (Same course as SOC 2350). This course meets the international/multicultural requirement.
Prerequisite: CJ 1000.

CJ 2400  Organizational and Occupational Crime  3 credits
Offered periodically within a three-year academic cycle
An analysis of economic and political crime including corporate and governmental crime. A study of the cost and extent of elite crime and legal remedies under administrative law.
Prerequisite: CJ 1000.

CJ 2402  Domestic Violence  3 credits
Every Year
Examines the problem of domestic violence from the perspectives of survivors, law enforcement, the courts, and health/mental health professionals. Special attention will be
paid to understanding how sex, gender, power, and various forms of privilege, play a role in the investigation and understanding of domestic violence. The implications of a variety of theoretical approaches will be included to understand intertwining personal and political experiences of those affected by domestic violence. Intervention Strategies and programs used to address issues of domestic violence will also be included. (Same course as SOC 2402, WGS 2402).

Prerequisite: Any 1000-level PSY or SOC course.

CJ 2500 Cyber Crime and the Terrorist Threat 3 credits
Offered periodically within a three-year academic cycle
This course is designed to expose students to crimes involving the use of computers, involving fraud and high-tech crimes in business and government, and the emerging role of computers and the Internet in international terrorism. Students will review case studies and investigations and examine emerging law enforcement strategies to fight this crime at home and internationally. (Same course as AC 2500).

Prerequisite: CJ 1000.

CJ 2600 Methods in Social Research 3 credits
Fall and Spring Semesters
This course will critically examine qualitative and quantitative research methods used by social scientists to study the social world. The ways in which social scientists study societies and social issues are carefully examined. This course will challenge students to think more critically about the science of research methods and to become critical thinkers and examiners of data about social life.

Prerequisites: MATH 1150 and CJ 2000 or SOC 2130.

CJ 2620 Computer Forensic Investigations and Tools 3 credits
Offered periodically within a three-year academic cycle.
This course will expose the student to the field of computer forensics focusing on the collection, preservation, documentation, analysis and presentation of computer evidence for civil and criminal proceedings. Learning the use of sophisticated computer forensic software applications in the computer lab, students will be given a number of group projects and computer forensics exercises drawn from real cases. Students will review best practice models for digital evidence accountability and forensic report writing. Not open to students who have taken AC 2620. (Same course as IT 2620).

CJ 2697 Terrorism and Homeland Defense 3 credits
Every Year
Terrorism incorporates many of the current issues in criminal justice, including but not limited to criminal definitions and origins, public safety versus individual liberties, limitations on governmental responses through the rule of law, the application of the death penalty, racial profiling, cooperation amongst domestic and foreign law enforcement agencies, and transnational crime. This course provides an overview of terrorism as it relates to the history, origins, ideologies, goals, dynamics, and strategies/tactics of terrorist groups and individuals, as well as government responses to terrorism, both at the domestic (federal, state, and local) and international level. The structure and dynamics of terrorism and counterterrorism are explored, with a focus on addressing the continuing threat of Islamic fundamentalist terrorism through the rule of law. Students are required to demonstrate their ability to research a combined terrorist/criminal justice problem, profile, or scenario and argue for an effective counterterrorism policy.

Prerequisite: CJ 1000 or permission of instructor. (Students who took CJ 2695 may not sign up for this course.)

CJ 3205 Law and Society 3 credits
Offered periodically within a three-year academic cycle
Examines the origin, development, and enforcement of law in social and cultural context and critically considers the relation of law to social change. Emphasis will be given to the relationship of law to social and public policy, historically and contemporaneously.

Prerequisite: Any 2000-level Criminal Justice course.

CJ 3212 Community Policing: Case Studies and Problems Solving 3 credits
Offered periodically within a three-year academic cycle
Advanced level course designed to develop and apply problem solving skills and processes to specific community problems, such as drug trafficking and youth violence, and consider quality of life issues in various settings. Case studies will evaluate existing community policing strategies and suggest new models of intervention.

Prerequisite: CJ 2212.

CJ 3300 Justice and Human Rights Advocacy 3 credits
Fall and Spring Semesters
Explores victimization and human rights violations globally and considers the strategies of human rights advocacy. The course also will focus on the role of victims/survivors, justice officials, and human rights advocates, as they respond
to such atrocities as genocide and human trafficking, and attempt to mitigate these problems and promote social justice and human rights. Students will explore retributive, rehabilitative, deterrence-based, and restorative models of justice and consider each from an ethical perspective, in particular how each incorporates or affects the role of the survivor. Alternative resolution models, such as arbitration and mediation, will be examined.

**Prerequisite:** CJ/SOC 2350.

**CJ 3404  Sociology of Violence  3 credits**

_Every Year_

Study and evaluation of the major sociological theories and research regarding violence, including interpersonal, family, criminal, and institutionalized violence. Contexts regarding how persons are affected as perpetrators of violence and victims of violence are analyzed. Specific topics include cross-cultural and contemporary forms of violence, and social responses to violence. Analysis to social responses includes prevention, treatment intervention strategies, criminalization, and public policies. (Same course as SOC 3404, WGS 3404).

**Prerequisite:** Any 2000-level Criminal Justice or Sociology course.

**CJ 3450  Criminal Justice  3 credits**

_Expriential Learning (Internships)_

Requires students to work weekly in field placement and to participate in a seminar or conferences with faculty supervisor. Field experience sites are selected jointly by the student and instructor.

Co-require: CJ 3450SM. Completion of EXP 2340 with a grade of C or better;
A 2.75 cumulative academic average;
A 3.0 cumulative academic average in the CJ major; and
no outstanding “Incomplete” in a previous field placement.

**CJ 3500  Comparative Justice Systems  3 credits**

_Offered periodically within a three-year academic cycle_

Cross-cultural study of the models of criminal justice systems and the administration of justice and conflict resolution in various contemporary societies. Attention given to what constitutes crime and criminal behavior, the profile of crime rates, criminal adjudication procedures, incarceration patterns, and crime prevention programs.

**Prerequisite:** Any 2000-level Criminal Justice course.

**CJ 3640  Deviance and Social Control  3 credits**

_Offered periodically within a three-year academic cycle_

Examines people’s behaviors and attributes that others come to believe are deviant. Reviews sociological theories that account for deviance. Explores different forms of social control that define and aim to prevent and inhibit deviance. Analyzes deviance as both a violation of social norms and a possible prelude to social change. The importance of deviance and social control theory to crime and criminal justice will be reviewed. Race, gender, and social class will be considered as factors that influence people’s perceptions of people as deviant and how those people are treated. (Same course as SOC 3640, WGS 3640).

**Prerequisite:** Any 2000-level Criminal Justice or Sociology course.

**CJ 3800  Seminar: Selected Topics in Criminal Justice  3 credits**

_Offered periodically within a three-year academic cycle_

Selected criminal justice and justice administration themes will be explored in a seminar format.

**Prerequisite:** Any 2000-level Criminal Justice course.

**CJ 3900  Capstone Seminar: Criminal Justice  3 credits**

_Fall and Spring Semesters_

The Capstone Seminar in Criminal Justice reviews the major theories and some of the current theoretical controversies with the goal of integrating theory, research, practice, and social policy analysis. Students are expected to demonstrate their competence by articulating criminal justice theory, comprehending the various methods used in generating and analyzing criminal justice data, and applying this knowledge to criminal justice policy through various written assignments.

**Prerequisites:** CJ 2000, CJ 2600 and 9 credits of 2000 or 3000-level CJ courses.

**ENGLISH**

**ENG 2000  Critical Thinking  3 credits**

_Offered periodically within a three-year academic cycle_

Offers experience in practical analysis. Students will learn how to identify bias and logical fallacies and to ask questions that take them beyond the limits of the text.

**Prerequisite:** Six (6) credits of English at the 1000-level.
ENG 2100  Reading and Writing  3 credits  

**About the Short Story**  

*Fall and Spring Semesters*

This course examines the nature and breadth of the short story and introduces the student to the craft of writing short fiction. This course meets the CLAC I Literature requirement.  

Prerequisite: Six (6) credits of English at the 1000-level.

ENG 2110  American Literature I  3 credits  

*Fall Semester*

Focuses on the work of diverse authors, writing from the colonial period through the late 19th century. Texts include the work not only of conventionally canonized writers, but also orature and writing by the often underrepresented, including Native-Americans, African-Americans, and women. This course meets the CLAC I Literature requirement. (Same course as WGS 2110).  

Prerequisite: Six (6) credits of English at the 1000-level.

ENG 2120  American Literature II  3 credits  

*Spring Semester*

Surveys the literature of the United States since the late nineteenth century. As in ENG 2110, texts include the work not only of conventionally canonized writers, but also writing by the often underrepresented, including women, Native-Americans, African-Americans, Hispanic-Americans, Chinese-Americans, Indian-Americans and other ethnic groups that make up the complex cultural matrix of the United States. This course meets the CLAC I Literature requirement.  

Prerequisite: Six (6) credits of English at the 1000-level.

ENG 2140  Contemporary American Literature  3 credits  

*Fall Semester*

Surveys the effects of cultural trends on American literature from World War II to the present. Fiction, memoirs, poetry, essays, and films will be used to examine the thematic characteristics and cultural influences of region, community, ethnicity, gender, and sexuality. This course meets either the CLAC I Literature requirement or the international/multicultural requirement.  

Prerequisite: Six (6) credits of English at the 1000-level.

ENG 2150  African American Literature  3 credits  

*Fall and Spring Semesters*

Examines African American literature in its historical contexts from the era of slavery to the present. (Same course as AFAM 2150). This course meets the CLAC I Literature requirement or the international/multicultural requirement.  

Prerequisite: Six (6) credits of English at the 1000-level.

ENG 2250  The Beatles’ Lyrics as Poetry  3 credits  

*Offered periodically within a three-year academic cycle*

Examines the formal literary elements, as well as the political and cultural references within the Beatles’ lyrics from their earliest compositions to their solo careers. This course meets the CLAC I Literature requirement.  

Prerequisite: Six (6) credits of English at the 1000-level.

ENG 2280  Literature of Death and Dying  3 credits  

*Offered periodically within a three-year academic cycle*

Through works of prose, fiction, poetry and autobiography, students will view different attitudes toward death, dying, and bereavement. Topics might include denial, fear, anger, wry humor and acceptance. This course meets the CLAC I Literature requirement.  

Prerequisite: Six (6) credits of English at the 1000-level.

ENG 2300  Creative Writing I  3 credits  

*Every Year*

Explores in theory and practice the nature, value and the techniques of prose and poetry writing.  

Prerequisite: Six (6) credits of English at the 1000-level.

ENG 2310  Creative Writing II  3 credits  

*Offered periodically within a three-year academic cycle*

Continues ENG 2300.  

Prerequisite: Six (6) credits of English at the 1000-level.

ENG 2350  Writing Poetry  3 credits  

*Spring Semester*

Engages students in writing poetry and includes extensive in class discussion of the students’ own poems and proposed methods of revision. Experimental forms are included, as well as work in more traditional forms. This course meets the CLAC I Literature requirement.  

Prerequisite: Three (3) credits of English at the 1000-level or permission of instructor.

ENG 2390  Writing About Sports  3 credits  

*Fall and Spring Semesters*

Provides the skills and practice in writing sports journalism. (Same course as COM 2390).  

Prerequisite: Six (6) credits of English at the 1000-level or ENG 2900.
**ENG 2400   Dramatic Literature 3 credits**

*Spring Semester*

An exciting glimpse into the cultures of the world as viewed through their theatres, actors, playwrights, and audiences. Includes a survey of history of world theatre as it has evolved to this day. (Same course as COM 2400). This course meets the CLAC I literature requirement.

*Prerequisite: Three (3) credits of English at the 1000-level.*

**ENG 2476   Scriptwriting 3 credits**

*Fall and Spring Semesters*

Employing effective approaches to comic and dramatic dialogue, students will explore some of the basic components of writing for the stage, including format, treatment and storyline, learning to distinguish between the spoken and the unspoken. Scenes and short one-acts will be presented live, during Finale, at the end of the semester. (Same course as COM 2476.)

*Prerequisite: WRIT 1280 or WRIT 1290.*

**ENG 2480   Writing for the Professions 3 credits**

*Fall and Spring Semesters*

Focuses on writing as a lifelong skill, exploring strategies for gathering and organizing the material most relevant to the intended audience.

*Prerequisite: Six (6) credits of English at the 1000-level.*

**ENG 2631   The Journey in Literature 3 credits**

*Fall Semester*

Pursues quests for self, community, discovery, loss and redemption within literary classics. This course meets the CLAC I Literature requirement.

*Prerequisite: Six (6) credits of English at the 1000-level.*

**ENG 2635   Banned Books and Dangerous Ideas 3 credits**

*Fall Semester*

Examines literature targeted for political, religious, sexual, or social content. Sex and gender will be a major focus. This course meets the CLAC I Literature requirement.

*Prerequisite: Six (6) credits of English at the 1000-level.*

**ENG 2650   Great Sports Stories 3 credits**

*Fall and Spring Semesters*

Studies the representation of sports and sportspersons in fiction and nonfiction, in a variety of contexts, cultures, and periods. This course meets the CLAC I Literature requirement.

*Prerequisite: Six (6) credits of English at the 1000-level.*

**ENG 2660   Frankenstein from Novel to Film 3 credits**

*Offered periodically within a three-year academic cycle*

Traces the birth and development of the concept of Dr. Frankenstein’s manmade “creature” from its inception in the novel by Mary Shelley to contemporary representations. This course meets the CLAC I Literature requirement.

*Prerequisite: Six (6) credits of English at the 1000-level.*

**ENG 2670   The Grimms’ Tales as Literature 3 credits**

*Offered periodically within a three-year academic cycle*

The Grimms’ tales were an immediate success when they appeared in 1812, and were greeted as an important addition to the Romantic Movement’s idea of essential texts. This course will examine the Tales and place them in an historical and social context so that their true meanings can be appreciated. Students will find that the real value of tales is a long way from the commercialized, Disney-fied versions of the stories that most of us know. This course meets the CLAC I Literature requirement.

*Prerequisite: Six (6) credits of English at the 1000-level.*

**ENG 2700   Writing and Dreams 3 credits**

*Spring Semester*

Examines the history, theory, and research regarding the uses and meanings of dreams. (Same course as PSY 2700).

*Prerequisites: Six (6) credits of English and three (3) credits of 1000-level Psychology.*

**ENG 2820   Modern Poetry 3 credits**

*Offered periodically within a three-year academic cycle*

The reading and analysis of twentieth-century and contemporary American poetry provide a springboard for writing in both traditional and experimental forms. This course meets the CLAC I Literature requirement.

*Prerequisite: Six (6) credits of English at the 1000-level.*

**ENG 2830   Film and Novel 3 credits**

*Fall Semester*

Explores the relation between novels and their film adaptations by considering different approaches to the art, theory, culture, and politics of adaptation. This course meets the CLAC I Literature requirement.

*Prerequisite: Six (6) credits of English at the 1000-level.*
ENG 2845  Ghosts in Film and Literature  3 credits  
Offered periodically within a three-year academic cycle. 
Examines the representation of ghosts and apparitions in film and literature. This course meets the CLAC I Literature requirement.  
Prerequisite: Six (6) credits of English at the 1000-level.

ENG 2850  Women in Film  3 credits  
Fall Semester  
Focuses on the images and roles of women in select films by both male and female directors.  
Prerequisite: Six (6) credits of English at the 1000-level.

ENG 2875  Non-Violence in Film and Literature  3 credits  
Offered periodically within a three-year academic cycle.  
This course will consider the repercussions of violence as it impacts American culture and that of others globally. Viewing films such as Tolkien's The Fellowship of the Ring and Gandhi, as well as documentaries such as Spike Lee's Four Little Girls and A Force More Powerful, will be the starting point for discussion topics such as, “Why do we go to war?”, “Is war ever justified?”, and “Why do we, as humans, engage in violence?” Through the poems and prose of P. B. Shelley and non-fiction works such as David Halberstam’s The Children and The Autobiography of Dr. Martin Luther King, Jr., we will investigate the methodology and philosophy of nonviolence. This course meets the CLAC I Literature requirement.  
Prerequisite: Six (6) credits of English at the 1000-level.

ENG 2900  Multimedia Reporting  3 credits  
Fall and Spring Semesters  
Covers the basics of reporting and news writing. Emphasis on lead writing, interviewing, researching and preparing news stories. Discussion of libel laws and ethics. Students will also be introduced to blogging, and video/audio reporting techniques for use on the Internet. (Same course as COM 2900).  
Prerequisites: WRIT 1280 or WRIT 1290, or COM 1010.

ENG 3110  American Novels  3 credits  
Spring Semester  
Examines major themes in 19th and 20th century American novels, including the New York and Mississippi frontiers, slavery, the temperament of New England, attitudes in the Athens of America (Boston), pressures within industrial cities, attitudes of Europeans and Americans toward each other, and the business of America. This course meets the CLAC I Literature requirement.  
Prerequisite: Six (6) credits of English at the 1000-level.

ENG 3340  Women in Modern Literature  3 credits  
Offered periodically within a three-year academic cycle.  
Includes women in the shadow of “great” men, frontier lifestyles, traditional female roles, women as writers, and working class women. This course meets the CLAC I Literature requirement.  
Prerequisite: Six (6) credits of English at the 1000-level.

ENG 3440  Therapeutic Uses of Writing  3 credits  
Fall and Spring Semesters  
Views the uses of poetry and personal journals in therapeutic relationships, with an emphasis on experiential and expressive techniques.  
Prerequisites: Six (6) credits of English at the 1000-level.

ENG 3490  Memoir and Life Writing  3 Credits  
Offered periodically within a three-year academic cycle.  
Puts memories and discoveries about one’s life into words for readers to think about and compare with their own experiences. Emphasis on writing scenes that typify one’s life.  
Prerequisite: Six (6) credits of English at the 1000-level.

ENG 3545  Modern Drama  3 credits  
Fall Semester  
Studies the works of twentieth and twenty-first century Dramatists (e.g. Ibsen, Strindberg, Shaw, O’Casey, O’Neill, Miller, Beckett, and others) with attention to the influence of European playwrights upon the modern theatre (Same course as COM 3545). This course meets the CLAC I Literature requirement.  
Prerequisite: Six (6) credits of English at the 1000-level.

ENG 3645  The Films of Alfred Hitchcock  3 credits  
Spring Semester  
Examines the classic films of the Master of Suspense, from his early movies to the most productive period of his career, during the 1950s.  
Prerequisite: Six (6) credits of English at the 1000-level.

ENG 3800  Special Topics in Literature  3 credits  
Offered periodically within a three-year academic cycle.  
The material examined by this course will vary from time
to time. Students are advised to consult the English Coordinator for information about forthcoming Special Topics courses. 
Prerequisite: Six (6) credits of English at the 1000-level.

**EXPERIENTIAL EDUCATION**

**EXP 1001**  
Career & Major Exploration  
1 credit  
**Fall and Spring Semesters**

Career & Major Exploration (one credit) is a course for First-Year or sophomore students who are undecided about a major course of study and/or career path. Students will be guided in exploration of academic and career interests and learn to match their personal interests and aspirations to satisfying career options. Students will learn research skills, be exposed to majors, minors and other academic & career enhancing opportunities, while making informed decisions based upon these various resources.

**EXP 2340**  
Introduction to Experiential Learning  
3 credits  
**Fall and Spring Semesters**

Introduction to Experiential Learning is a pre-requisite course for students interested in pursuing an internship. Students who are interested in participating in an internship in the near future should enroll in this course. Topics include goal setting, internship requirements and professionalism.

**EXP 2800**  
Career Development  
3 credits  
**Fall and Spring Semesters**

Career Development is a course designed for juniors and seniors to help them prepare for the transition from student to professional. Topics include advanced resume writing, job searching techniques, workplace issues, and interviewing. Career Development is taught in a hybrid format during the fall and spring semester, and fully online during Summer I and Intersession.

**FOREIGN LANGUAGE & CULTURE**

**SPAN 1030**  
Spanish for Health, Criminal Justice, and Social Services I  
3 credits  
**Fall Semester**

This course provides students with basic language skills, giving special attention to the needs of students who plan to work in community/social and medical service positions. No previous study of Spanish required. Not open to native speakers. This course (in conjunction with SPAN 1040) satisfies the international/multicultural requirement.

**SPAN 1040**  
Spanish for Health, Criminal Justice, and Social Services II  
3 credits  
**Spring Semester**

The second semester of Spanish for Social Services. Not open to native speakers. This course (in conjunction with SPAN 1030) satisfies the international/multicultural requirement. 
Prerequisite: SPAN 1010 or SPAN 1030 or one year of high school Spanish or departmental approval.

**INFORMATION TECHNOLOGY**

**IT 1010**  
Introduction to Information Technology  
3 credits  
**Fall Semester**

This course introduces the concepts of Information Technology and its framework, encompassing the areas of application development, hardware management, information processing, networking and telecommunications. Students will learn about system analysis and design using practical examples. They will use real world scenarios that show how Information Technology is applied in an advanced information systems environment to support users, management and the whole enterprise. The course is a pre-requisite for potential Information Technology majors and is ideal for students in other majors who may be interested in gaining an in-depth knowledge of information systems. Not open to students who have taken AC 1010.

**IT 1100**  
Foundations of Hardware  
3 credits  
**Fall Semester**

This course is designed to provide the student with working knowledge of PC computer system hardware. Students will learn the basic architecture of the PC and study the roles that various hardware components play in the PC system. Core components such as: the motherboard, BIOS, CPU, system memory, expansion bus, input devices, output devices, and storage devices will be explored as well as how data is effectively passed between them. In our hardware lab, students will gain hands-on experience as they complete lab exercises involving adding and removing various components of the PC system. The course is required for Information Technology majors and is ideal for other majors who may be interested in gaining in-depth knowledge of computer systems.
Not open to students who have taken AC 1100.

**IT 2050  IT Community Service  1 credit**
The IT industry is one of the most prominent industries where people work collaboratively with technology at the heart of the interaction. In this course, students will work together to bring technology to the masses; students will mentor, guide and coordinate events and discussions that propel the IT industry into the future. The ability to explain and manipulate technology is a fundamental competency which will benefit all individuals no matter their field. Note: this course may be repeated 3 times.

**IT 2100  Programming Logic  3 credits**
*Spring Semester*
This is the first of a three course programming sequence. This course introduces programming concepts in a programming language agnostic environment. It includes basic algorithm design and development. It introduces computer memory usage as part of primitive and abstract variable usage. It includes arrays and the three basic programming structures; sequence, decision, and repetition. It also includes commenting and documenting programs. In addition this course introduces basic problem analysis skills that aid the student when developing algorithms. This course assumes students have no prior computer programming experience, no prior experience with any formal problem solving technique, and no experience with algorithm development.

**IT 2210  Networking  4 credits**
*Fall Semester*
This course is designed to provide the student with working knowledge of the basic building blocks of a network. The course emphasizes the OSI Model; a world-wide standard for networks. Topics will include Transmission, Networking Media, the TCP/IP Protocol Suite, Network Topologies (physical and logical), Ethernet Technology, Networking Hardware (NICs, hubs, switches, bridges, and routers), and Wireless Technologies. Significant emphasis will be placed on TCP/IP, specifically, topics such as the IP protocol, IP addressing, and DHCP. In our network lab, students will get to view working network devices such as switches and routers and use various utilities to complete labs that involve analyzing live network settings and network performance. Not open to students who have taken AC 2210.
*Prerequisite: IT 1100.*

**IT 2215  Information Technology Security  4 credits**
*Spring Semester*
This course provides a basic knowledge of information, computer and network security. Security principles and how to establish security baselines will be discussed. Students will learn about the technologies and techniques used to protect information assets from potential intrusion, damage or theft. The course will compare and contrast the counter-measures deployed by security professionals to thwart potential attacks. It will cover disaster recovery planning and business continuance measures. Students should have basic knowledge of Information Technology components. Not open to students who have taken AC 2215.
*Prerequisite: IT 2210.*

**IT 2300  Operating Systems  4 credits**
*Fall Semester*
This course provides an introduction to the design and implementation of operating systems. It is intended for students with a basic background in computing systems. The first portion of the course presents the basic concepts of operating systems, which are platform independent. The second portion of the course covers specific issues with four operating systems in widespread use today. Topics covered include: concurrent processes, resource management, deadlocks, memory management, virtual memory, processor scheduling, disk scheduling, file systems, distributed file systems, micro kernels, multiprocessor operating system issues, and case studies.

**IT 2535  Technical Communication  3 credits**
*Spring Semester*
Develops the technical writing skills needed in the workplace. Different protocols exist for reports, manuals, proposals, email, and SMS messages. This course explores the similarities and differences among the various modes of workplace communications. Students will learn how to organize and develop their ideas to clearly convey a message. Students will also learn how to present papers written in class. Not open to students who have taken AC 2535.

**IT 2620  Computer Forensic Investigations and Tools  3 credits**
*Offered periodically within a three-year academic cycle*
This course will expose the student to the field of computer forensics focusing on the collection, preservation, documentation, analysis and presentation of computer evidence for civil and criminal proceedings. Learning the use of sophisticated computer forensic software applications in the computer lab, students will be given a number of group projects and computer forensics exercises drawn from real cases. Students will review best practice models for digital evidence accountability and forensic report writing. Not open to stu-
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dents who have taken AC 2620. (Same course as CJ 2620).

IT 2789 Structured Programming 4 credits 
**Fall Semester**

This is the second of a three course programming sequence. IT 2789, Structured Programming, builds on the concepts learned in IT 2100, Programming Logic. Structured Programming expands the student’s knowledge of programming concepts in the context of a programming language and its integrated development environment. It includes algorithm implementation, use of the debugger, and test driven development. It explores program maintenance and self-documenting code as well as using program comments properly. In addition, this course continues to develop basic problem solving analysis and critical thinking skills that aid the student when developing algorithms. Not open to students who have taken AC 2789.

**Prerequisite:** IT 2100.

IT 3020 Database Administration 4 credits 

Introduces various database models and provides an overview of commercial database management systems. Topics covered include: relational design activities such as normalization and entity-relationship modeling, Structured Query Language syntax, database administration activities and database access from client/server and Web-based interfaces. The course designed for individuals who are, or expect to be working with data in various formats and who will be responsible for programming and/or information delivery activities involving data manipulation, retrieval and data administration. Not open to students who have taken AC 3020.

**Prerequisite:** AC 2020.

IT 3100 Project Management 3 credits 

This course introduces the art and science of technology project management. IT project management provides a competitive advantage for organizations seeking to improve their technology service capabilities. It is a defining factor of an organization’s success in implementing Information Technology initiatives. Students develop skills in project integration, scope, time, cost, quality, human resource, communications, risk, procurement, and stakeholder management as well as learning about all five process groups - initiating, planning, executing, monitoring and controlling. (Same course as AC 3100)

**Prerequisite:** Any 2000-level IT course.

IT 3500 Object-Oriented Programming 4 credits 
**Spring Semester**

This is the last of a three course programming sequence. This course introduces Object-Oriented (OOP) Programming concepts in a programming language using a compatible integrated development environment. It includes the principles of OOP; encapsulation, polymorphism, reusable code, inheritance, composition, and abstraction. OOP also introduces graphical user interfaces and teaches the student how to properly create an OO graphical user interface. In addition, this course continues to develop basic problem solving analysis and critical thinking skills that aid the student when developing algorithms. Not open to students who have taken AC 3500.

**Prerequisite:** IT 2789.

IT 3520 Creating Web Pages 3 credits 

Offered periodically within a three-year academic cycle

Graphical editing tools have become a popular resource for individuals who design, build and manage websites. The emphasis of this course is on learning to use Graphical Editors such as Flash and Dreamweaver to create and manage a large web site. Adding animation and user interaction with graphics, text and sound effects is also covered. After completing this course, students will be able to create websites that include graphics, style sheets, tables and links, as well as navigation bars and other page elements that provide visual feedback to the user. (Same course as GD 3520). Not open to students who have taken AC 3520.

**Prerequisite:** AC/GD 2768 or permission of instructor.

IT 3700 Mobile Application Concepts 3 credits 
**Fall Semester**

This course will explore programming mobile devices in the Apple ecosystem. “iOS” devices constitute the second greatest share of market for mobile devices (approaching 19%). These devices are the “prestige” devices and sell at a premium price. The course will focus on the IDEs available to create applications that will be compatible with iOS systems as well as learning and using both the Objective C and Swift programming languages to create iOS apps. Students will use Xcode to develop iOS apps. (Same course as MAPP 3700).

**Prerequisite:** IT 3500.
IT 3800  Current Topics in Information Technology  3 credits  
Spring Semester

Selected information technology themes will be explored. The specific topics discussed in this course will include emerging technologies and the focus will change each time this course is offered.

IT 3900  Senior Seminar: This is IT!  3 credits  
Spring Semester

This capstone course integrates and synthesizes the various courses within the major or minor. Students will bring together the comprehensive knowledge of the technical functions of technology with the theoretical aspects. Students will use the concepts and theories they have studied to demonstrate mastery of skills by creating a unique project that integrates their knowledge into one project. Students will be reflective of past learning; they will determine how it can be applied within their field of study as well as how it fits into society and the liberal arts. Students will demonstrate expertise within their field. (Same course as AC/MAPP 3900).

Prerequisites: 12 credits in 2000/3000-level IT courses and senior standing.

MATH

MATH 1150  Statistics I  3 credits  
Fall and Spring Semesters

Covers graphical analysis, measures of central tendency and variability, linear regression and correlation, introductory probability, discrete and normal probability distributions, sampling distributions, confidence intervals, and tests of hypotheses.

Prerequisite: Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

MUSIC

MUS 2000  Classical Music  3 credits  
Fall Semester

Music, a universal medium, links the listener to the time and place of its composition. This course traces the international social and cultural context of Western classical music—from its Medieval roots, through its spread from aristocratic privilege to public access in Europe, its coming of age in Russia and the United States, its service to late nineteenth-century nationalism, and finally its role in global contemporary society. Basic music concepts, presented in Introduction to Fine Arts, are reviewed briefly at the beginning of the course. Activities include independent listening assignments and live concert attendance via a class field trip or other free or low-cost options. This course meets the international/multicultural requirement.

Pre or Corequisite: FA 1000 or permission of instructor.

MUS 2100  Traditions of Sacred Sound  3 credits  
Alternate Fall Semesters

This course explores the traditions of Sacred Sound among five spiritual traditions of the world. Sound is a universal dimension of human spirituality. How does Sacred Sound express human connection to the Transcendent? How does it shape and transform human experience of life and community? The course will focus on sonic cultures from many of the major spiritual traditions on the earth: India, the Middle East, the Far East, Latin America, the aboriginal peoples of Australia, Africa and North America as well as western Europe and the U.S. Attention will be given to contemporary expressions and explorations of Sacred Sound as a primary modality of healing, spiritual wholeness, and intercultural understanding. (Same course as REL 2100). This course meets the international/multicultural requirement.

MUS 2430  Music in Film and Video  3 credits  
Alternate Fall Semesters

Through the analysis of various short forms, such as television commercials and short subject films, students address the ways in which music and sound are used to persuade and manipulate audiences. Theoretical papers and writings present a variety of perspectives, which illustrate how music and sound effects are integral to the success of several feature length films. Academy Award winning musical scores and composers will be highlighted.

Pre or Corequisite: FA 1000 or permission of instructor.

MUS 2450  Contemporary American Pop Music  3 credits  
Alternate Spring Semesters

A survey of major artists and genres of North American pop music from approximately 1970 to the present, including rap, hip hop, “cross-over” and “commercial” pop music. The course will follow the development of MTV and digital music synthesis technologies as primary media for the definition and dissemination of pop music in this period. We will investigate the influences of earlier genres of American pop music, their continued development and transformation into these “new” genres. This course will require a great deal of listening out of class to assigned music groups and pieces in addition to analytic readings and research. All students must own or purchase both a CD player and cassette tape player for listening and analysis assignments in this course. All students must demon-
MUS 2550 International Urban Music 3 credits
Spring Semester
The world’s cities provide countless opportunities to encounter the rhythms and sounds of many traditional and popular music styles. Boston is no exception. This course relies on recorded music, film and readings in an effort to encounter the wide variety of ideas and feelings that can be expressed through music. It addresses music and personal identity, race, gender, and politics and society. Students will complete either an on-site field project in the Boston area or a library/computer based research project. Popular, dance and hip-hop styles from Polynesia, Africa and Latin America will be highlighted. This course meets the international/multicultural requirement.
Pre- or Corequisite: FA 1000 or permission of instructor.

MUS 2610 Concert Going in Boston 3 credits
Alternate Spring Semesters
A course for students who want to experience firsthand some of Boston’s finest classical music performed in the world-renowned concert halls – Jordan Hall at New England Conservatory and Symphony Hall (home of the Boston Symphony Orchestra). There will be discussions of music, musicians, concert protocol, what makes a great hall and a great concert. In accordance with the mission statement of Curry College, this course helps students think and analyze critically, listen and communicate, understand the contexts, and appreciate the aesthetic experience of classical music. Class will be half classroom discussions, the other half field trips to performances in Boston or by Boston musicians brought to the Curry campus. Fee.
Pre- or Corequisite: FA 1000 or permission of instructor.

MUS 2650 The Musical 3 credits
Alternate Spring Semesters
The Musical will focus on Broadway and Hollywood musicals with emphasis on its multicultural and international origins. Students will study the influences of European opera on American popular musical entertainment including vaudeville, the Golden Age of musicals, rock musicals, blockbuster mega musicals, and shows with serious social messages. Students will learn details about musicals that include the standard layout of the play, the form and placement of the songs, and the evolution of choreographed dance. Prominent performers (dancers and singers), writers, librettists, lyricists and composers and the most significant musicals of each era will be included in discussions. Special attention will be given to the importance of immigration and social/political history on the development of musicals as well as multicultural and international issues embedded in the stories. A guest performer with experience in musicals and a field trip to a Boston area musical will enhance the student’s understanding of the musical.
Pre- or Corequisite: FA 1000.

NURSING

NSG 2000 Health Assessment 3 credits
Fall and Spring Semesters
This course will introduce the student to health assessment and the role of the nurse. The goal is to acquaint the student with the skills and techniques necessary to accurately collect data in order to promote, maintain, or restore health. Emphasis will be placed on normal findings across developmental levels with common deviations highlighted. The impact of the environment, life choices, and genetics and genomics on health will be explored. The student will engage in structured learning activities and supervised practice in the laboratory to develop a beginning competence with health assessment. Accountability for results of assessment will be emphasized. This course meets the wellness requirement. Fee.
Prerequisites: BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185, CHEM 1001, CHEM 1002.

NSG 2100 RN Transition to Baccalaureate Nursing 4 credits
Fall and Spring Semesters
This course will introduce the registered nurse student to the practice of nursing as a scholarly discipline. Through readings, discussions, writing and other active learning strategies, the student’s knowledge, attitudes and skills regarding professional nursing will be expanded. Strategies for successful transition into the role of baccalaureate student and learner will be explored and supported. Information literacy will be introduced. Critical reasoning and decision-making will be applied to selected professional concepts such as: communication, use of evidence based practice and theory in providing direct and indirect care, professional ethics, advocacy, teaching-learning, and quality and safety principles. This course is writing intensive course that will incorporate several different styles of both reflective and academic writing activities. Students will appreciate the
role of informatics in their practice and current informatics applications that improve patient care outcomes. This course will provide students with skills necessary to develop an e-portfolio that will be used in all future Nursing courses.

Prerequisites: Graduation from Associate Degree or Diploma Nursing program, current and unrestricted Massachusetts RN license.

**NSG 2200 Pathophysiology 3 credits**

*Fall and Spring Semesters*

This course will examine selected pathophysiological concepts within a nursing framework. The course will incorporate holistic aspects of disease processes. Concepts will include mechanisms of disease causation, genetics and genomics, immune processes, cellular growth/proliferation, circulation, oxygenation, and alterations in neurological and endocrine function. The effects of various environmental factors and physiological compensatory changes will be examined. Adaptive responses across the life span will be addressed for each system.

Prerequisites: BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185, CHEM 1001, CHEM 1002.


**NSG 2500 Pharmacology 3 credits**

*Fall and Spring Semesters*

This course will focus on the basic principles of drug metabolism, the mechanisms of drug actions, and their application to clinical practice. Major drug classifications will be used as a format to gain understanding of drug effects, genetic variations, side effects, and related nursing care. The nurse’s role as educator and as a member of the interdisciplinary health team will be explored. Evidence based knowledge will form a foundation for therapeutic pharmacologic interventions.


Corequisites: NSG 2041, NSG 2242, NSG 3038.

**NSG 3032 Population Health in the Community - RN 5 credits**

*Fall and Spring Semesters*

Theory: This course will focus on levels of prevention and health intervention in the provision of nursing care in the community. Community health nursing, including its history, theory, attributes, standards, aggregates, roles, and functions will be explored. Students will discuss topics such as systems of health care delivery finance, community assessment, teaching and learning processes, families, culture, vulnerable populations, environment, communicable diseases, epidemiology, and research that impacts community health.

**Practice Experience:** The RN-to-BS clinical component introduces students to community health nursing roles such as: provider and manager of care, educator, and advocate. Students will engage in direct and/or indirect care activities, within a specific community, with the goal of influencing health outcomes for a variety of patients across the lifespan and across the continuum of care. Students will identify a community of interest, perform a community/population-focused assessment, analyze community health data, and identify a community health problem based on the Healthy People 2020 health status indicators. Students will collaborate with appropriate community agencies and key community leaders to develop a health promotion/health education project that will directly benefit the chosen community. The RN-to-BS clinical component provides opportunities for students to bridge practice related competencies (new knowledge, skill refinement, and role development) from the diploma/associate degree level to the baccalaureate level proficiency. Open to RN-to-BS Program students only.

Prerequisite: All NSG 2000 level courses.

**NSG 3041 Evidence for Nursing Practice 3 credits**

*Fall and Spring Semesters*

This course will focus on the formal process of acquiring and evaluating evidence that supports nursing practice. The student will learn to critically appraise published research for its usefulness to improve patient-centered care. The relationship between existing policies and procedures that frame nursing approaches to care and their foundation in evidence will be explored and discussed. Emphasis will be placed on the appreciation of ethical conduct in research and on the value of both qualitative and quantitative research designs to nursing practice. The student will explore the role of the nurse as an evaluator of research and a participant in a policy-making team. The effect of media on reporting of health-research findings will be addressed.

Prerequisite: MATH 1150, all 2000 level NSG courses.

**NSG 3051 Nursing Care of Adults II 6 credits**

*Fall and Spring Semesters*

This course will prepare the student for professional nursing practice in a tertiary care setting and collaboration with the interdisciplinary health care team. The student will discuss evidence to achieve desired outcomes for patients with complex health problems. The student will acquire clinical judgment and advance competence in creating...
strategies for patient centered care. Strategies for patient advocacy in promoting patient preferences for care will be evaluated. Evidence-based practice will guide the delivery of patient care. The clinical experience will allow the student to apply current evidenced based practice to patient and family care situations. The student will be encouraged to utilize theoretical concepts to develop clinical judgment and decision making skills, appreciate the ethical implications of nursing actions and develop an understanding of the role of the nurse as an active member of the health care team. The use of technology to communicate, manage and prevent error in the healthcare setting will also be emphasized. Fee.

Prerequisites: all 2000 level NSG courses, NSG 3073, NSG 3074, NSG 3075.

NSG 3470 Health Policy & Finance 3 credits
Fall and Spring Semester
This course will provide the student with an overview of the development, implementation, and evaluation of health policy on local, national, and global levels. The student will consider the impact of health care policies on a variety of stakeholders including patients and families, care providers, insurers, and government regulators. Discussions of the impact of health financing and reimbursement in both public and private health care delivery organizations will allow the student to develop insight into considerations for individual nursing practice. Equity and access to care will be evaluated. Prerequisites: all 2000 level NSG courses.

NSG 3900 Preparation for Licensure 1 credit
Fall and Spring Semesters
This course will assist the student in preparation for the NCLEX-RN, which authorizes the graduate for entry-level practice. The student will evaluate readiness for transition to professional practice through weekly NCLEX style questions. Activities will assist the student in analyzing individual strengths and areas for development. Engagement though class discussions will be required. Must be taken in the final semester of the nursing program. Fee.
Prerequisites: all 2000 level NSG courses and NSG 3050.

NSG 3982 Senior Seminar: Synthesis of Professional Nursing Practice 3 credits
Fall and Spring Semesters
This capstone course will provide an opportunity for the student to synthesize previous learning and will present a forum in which the student will articulate the meaning of a Curry College baccalaureate nursing practice education. Major topics will include current issues for nurses as members of a profession, professional values and professional development. The role of the nurse as collaborator and leader within the interdisciplinary team will be emphasized. Concepts of leadership, management and life long learning will be integrated. Prerequisite: NSG 3050, or RN-to-BS program. Corequisite: NSG 3984 for Traditional students.

NSG 3984 Senior Clinical Practicum 2 credits
Fall and Spring Semesters
This course will provide the student an opportunity to synthesize learning in an independent clinical experience while being mentored by a professional nurse and clinical faculty. The student will design unique learning objectives prior to assumption of the professional role. Standards for professional practice will be used as models for clinical synthesis and competence. Seminars will allow the student to engage in self-reflection and collegial dialogue about professional practice. Transition to the roles of the nurse as designer, provider and evaluator of care, and client advocate and educator will be facilitated. Fee.
Corequisite: NSG 3982.

NURSING (ACCELERATED)

NSG 2012 Simulations in Clinical Judgment and Evidence Based Nursing Interventions I 1 credit
Fall and Spring Semesters
This course will introduce the student to the practice of nursing using simulation. The student will integrate assessment skills, clinical reasoning, and evidenced based nursing interventions in the laboratory setting. Simulations will be presented to assist students in making connections between the classroom and patient-centered care. Nursing interventions focusing on quality and safety will be introduced. The student will participate in team building and collaboration and will be introduced to documentation using an electronic medical record. The clinical experience will build upon the simulation. Fee.
Prerequisites: BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185, CHEM 1001, CHEM 1002.

NSG 2042 AC Nursing Care of Adults I 3 credits
Spring Semester
This course will introduce the student to the profession of nursing and the development of the role of the nurse as a
provider and manager of care. The student will focus on the social, physical, psychological and spiritual responses of individuals and caregivers to disease and illness, as well as learn health promotion and disease prevention strategies. The student will be prepared to use effective communication and critical reasoning to provide patient centered care encompassing ethical decision-making and appreciation of human diversity. The application of standards for professional nursing practice will be expected.

The clinical component is NSG 2044 AC.

NSG 2044 AC Clinical Nursing 3 credits
Care of Adults  Summer Semester
This course will introduces the student to the clinical nursing care of adults in acute care settings. The student will assess the health status of their patients and become direct care providers for adults from socially and culturally diverse backgrounds. The focus of this clinical experience is on illness and disease management of patient-centered care using evidence-based practice, therapeutics, critical reasoning thinking and developing clinical judgment. Students assess and manage patient responses to various medical, surgical, and pharmacological interventions. The role of the professional nurse as a designer, provider, and manager of care is emphasized.

NSG 2053 AC Nursing Care of Children 2 credits
Spring Semester
This course will introduce the role of the nurse in the care of children and families. Content will focus on the developmental, social, physical, psychological, and spiritual responses of children with emphasis on family-centered care. Health promotion and illness disease prevention will be examined at each developmental stage. The role of the nurse as advocate, educator, and member of the interdisciplinary team will be explored. as an accountable provider of care is discussed. The clinical component is NSG 2054 AC.

NSG 2054 AC Clinical Nursing 1.5 credits
Care of Children  Summer Semester
This clinical course will focus on providing family-centered nursing care to children in acute care settings. Clinical experiences will offer students the opportunity to engage children and families while delivering evidence-based patient centered care. The student will collaborate with interdisciplinary teams and develop communication, clinical judgment, and decision-making skills that will assist in focusing on the varied aspects of the role of the professional nurse as it relates to care of children and families.

NSG 2055 AC Nursing Care of Childbearing Families 3.5 credits
Summer Semester
This course will focus on family-centered maternity care and women’s health during the childbearing years. The emphasis of the course will be on the role of the nurse as care provider, manager, and coordinator of care of women, infants and families. Implications for genetic counseling in the childbearing family will be discussed. In the clinical component, the student will provide care to a diverse population of mothers, infants, and families. Clinical experiences will offer opportunities to use clinical reasoning and interdisciplinary collaboration when developing, implementing, and evaluating patient-centered care.

NSG 3033 AC Mental Health Nursing 3.5 credits
Fall Semester
This course will develop student knowledge regarding psychiatric and psychosocial aspects of patient care. Content will focus on the nurse’s role as a provider and coordinator of emotional and psychological care for patients in an acute care setting. Content will include the biological processes and considerations in the use of psychoactive medications. The course will enable the student to develop self-awareness and gain skill in interpersonal, intra-professional and interprofessional communication. The nursing process will be applied to psychosocial, psychiatric, and cultural considerations in the provision of patient-centered care. Clinical experience will enhance student’s understanding of the presentation and management of psychiatric and psychosocial illnesses and conditions.

NSG 3034 AC Population Health in the Community 3.5 credits
Fall Semester
This course will focus on levels of prevention and health intervention in the provision of nursing care in the community. Community public health nursing, including its history, theory, attributes, standards, aggregates, roles and functions will be explored. The student will explore the various aspects in the care of the community. Public health nursing Issues such as vulnerable populations, emergency preparedness, epidemiology, and environmental hazards are discussed. Clinical experiences will allow the student to engage in the nursing roles as provider, manager, educator, and advocate within community settings. The student will conduct a comprehensive community assessment and formulate interventions for health education, health promotion, and risk reduc-
Nursing (Accelerated)/Philosophy

NSG 3035 AC Nursing
Care of Older Adults 1 credit
This course will enable students to explore aging concepts and their impact on nursing care of the older adult and their families. Individualized patient-centered nursing care as the standard of practice for older adults will be addressed. Evidence-based strategies for health promotion, disease prevention chronic illness management, palliative and end-of-life care are integrated. The key role of the nurse as advocate for promoting patient autonomy and dignity across healthcare settings will be discussed.

NSG 3051 AC Nursing Care of Adults II 6 credits
This course will prepare the student for professional nursing practice in a tertiary care setting and for collaboration with the interdisciplinary health care team. The student will discuss evidence to achieve desired outcomes for patients with complex health problems. The student will acquire clinical judgment and advance competence in creating strategies for patient-centered care. Strategies for patient advocacy in promoting patient preferences for care will be evaluated. Evidence-based practice will guide the delivery of patient care. The clinical experience will allow the student to apply current evidenced-based practice to patient and family care situations. The student will be encouraged to utilize theoretical concepts to develop clinical judgment and decision making skills, appreciate the ethical implications of nursing actions and develop an understanding of the role of the nurse as an active member of the health care team. The use of technology to communicate, manage and prevent error in the healthcare setting will also be emphasized.

PHILOSOPHY

PHIL 2005 The Search for Self 3 credits
Offered periodically within a three-year academic cycle
Through examination of Western and Eastern philosophic and psychological theories, students will explore one of humanity’s most enduring philosophic and religious questions: what is the self? Issues addressed in this course include: the self’s relation to consciousness, to memory, to other selves, and to ultimate reality; continuity and change in selfhood; whether the self is one or several; self as illusion or social construct; self-esteem and personal self-knowledge. Through exposure to a broad spectrum of classical and contemporary theories about the reality and constituency of the self, students will have opportunity to clarify their own philosophies of selfhood. This course is excellent for students at all levels.

PHIL 2010 Ethics 3 credits
Fall and Spring Semesters
Ethics is the study of human and humane activity, an inquiry into the determination of the will. This course examines major theories that describe and set norms for forming moral judgments. Questions raised will include: Are humans inherently selfish? How does one decide the correct path—by predicting the consequences of actions or by examining the actions themselves? A portion of the course is devoted to recent developments in virtue theory, and ancient tradition that examines the intentions of the moral agent rather than consequences or acts. This course is recommended for students with sophomore standing or above.

PHIL 2013 The Ethics of War and Peace 3 credits
Spring Semester
“All’s fair in love and war” - or is it? Do ethical duties still apply, even when you are fighting for your life? Is it different when you are fighting terrorists? This course examines major ethical issues concerning war, using contemporary philosophical approaches to ethics. We shall also consider several religious approaches to war and peace, including the pacifism of such figures as Mohandas Gandhi and Martin Luther King, Jr. (Same course as REL 2013). This course is recommended for students with sophomore standing or above.

PHIL 2015 Environmental Ethics 3 credits
Spring Semester
This course explores the issues in environmental ethics that have been the focal points of recent discussions in the field: humanity’s place in the universe; the related issues of anthropocentrism (humans centeredness) vs. biocentrism (life centeredness) and ecocentrism (the ecosystems that enable the emergence of and that nurture life); intrinsic and instrumental value in humans and non-humans; deep ecology vs. animal rights; deep ecology and ecofeminism; eco-justice and human rights; and the philosophic underpinnings of the sustainable development vs. growth economies and globalization debate. This course is recommended for students with sophomore standing or above.

PHIL 2020 Ethics for Nurses and Health Professionals 3 credits
Offered periodically within a three-year academic cycle
This course explores the philosophical dimensions and un-
derpinnings of health issues. Students will explore questions about the meaning of life and death, metaphysical and metaethical questions, and how orientations to these questions affect our approach to health issues. A special focus of the course will be on bioethics. The topics shall include types of ethical theory; health care, social justice, and the common good: equitable access to health care. Principles considered fundamental to health care such as autonomy, nonmaleficence, beneficience, and justice will be examined through case studies. This course is recommended for students with sophomore standing or above.

PHIL 2030 Eastern Religion and Philosophy 3 credits

Fall Semester
A study of aspects of the history and practice of religions and philosophies of the East, such as Buddhism, Confucianism, Hinduism, Shintoism, and Taoism. Emphasizes primarily the attitudes toward the nature and meaning of human existence in the basic literature of each. This course meets the international/multicultural requirement. (Same course as REL 2030.) This course is recommended for students with sophomore standing or above.

PHIL 2033 Introduction to Buddhism 3 credits

Offered periodically within a three-year academic cycle
This course consists of an introduction to the diverse tradition of thought and action inspired by the life and teachings of the Buddha. Students will learn the history of this rich tradition’s development as it starts in India, moves through China, and continues on to Japan and Southeast Asia. The course pays attention to both classical and contemporary forms of Buddhist belief and practice, with the primary purpose of enabling students to interact with Buddhists in their own local and global communities in an informed way. This is an excellent course for students with no significant background in Buddhism, but also provides opportunities for more advanced students to broaden and deepen their understanding. (Same course as REL 2033.)

PHIL 2035 Introduction to Chinese Philosophy 3 credits

Spring Semester
This course examines the rich philosophical tradition that has existed in China for over 2500 years. Throughout its multiple dynasties, China has cultivated a rich philosophical tradition that is not only as old as the Greek tradition but also as rich, subtle, and sophisticated. The course examines this tradition from its roots in the Zhou Dynasty to its contemporary manifestations in the twentieth and twenty-first centuries. Along the way, consideration will be given to the Confucian, Daoist, and Buddhist traditions, each of which have flourished in China in their own way; some consideration may also be given to lesser-known traditions, such as the Mohist and legalist traditions. Through the reading of both primary and secondary texts, this course provides students with exposure to one of the world’s great intellectual traditions and the opportunity to think philosophically in non-Western ways. This course meets the international/multicultural requirement. This course is recommended for students with sophomore standing or above.

PHIL 2036 Philosophy in Pop Culture 3 credits

Offered periodically within a three-year academic cycle
An investigation of contemporary values and philosophic issues expressed through selected forms of contemporary art and life style, including science fiction, pop music, film, video, consumer culture, etc. What is “pop” culture? What attitudes toward being human are expressed and marketed in popular culture today? What concepts and perspectives on human community and the cosmos are operative in “pop” culture? What tools does philosophy offer to critique contemporary culture? This course will offer opportunities for intergenerational dialogue and philosophic assessment of the values implicit in “pop” culture. This course is excellent for students at all levels.

PHIL 2050 Philosophy of Religion 3 credits

Offered periodically within a three-year academic cycle
A study of classical texts in the western philosophical tradition that address religious questions: Is there any universal truth? Does God exist? If God is good, then why is there evil? Are human beings free? What is the basis of religion? What is the nature of faith? We also look at criticisms of theistic claims. This course is excellent for students at all levels.

PHIL 2055 The Spiritual Journey 3 credits

Offered periodically within a three-year academic cycle
Many spiritual orientations and practices talk about life as a “journey,” as a process of spiritual growth and discovery of life’s meaning in relationship to a transcendent reality, named variously as God/Goddess, Enlightenment, The One, Truth, Higher Power, etc. In all of these traditions, the “spiritual journey” is not just about concepts of spiritual life, but about how real people live their lives aimed toward ultimate significance. This course will explore what life as a spiritual journey is about, through the autobiographies of such pilgrims as Thomas Merton, Malcolm X, U2, Rigoberta Menchu and Black Elk. Are we all on a “spiritual journey” even if we think we are not, even if we are not religious? Students
Philosophy

will reflect on their own spiritual development in light of insights offered by artists, and mystics, as well as theological and psychological writers. (Same course as REL 2055). This course is excellent for students at all levels.

**PHIL 2075  Life, Death and Philosophy  3 credits**

*Fall Semester*

While all living things die, death remains one of the least understood and most mysterious of phenomena. This course examines from a variety of philosophical perspectives, Eastern, and Western, the relationship between life and death; the relation between death and the question of the meaning of life; philosophical, scientific, moral and legal definitions of life and death; the question of “mass death” (genocide, modern warfare); the dynamics of dying and of grieving; and, as time allows, pertinent issues of particular interest to students. This course satisfies the CLAC I requirement in philosophy/religion. This course is excellent for students at all levels.

**PHIL 2080  Religion and Politics  3 credits**

*Spring Semester*

This course will analyze philosophical principles, with current world events used as examples. Students will develop skills in analysis and evaluation of complex cultural phenomena ranging from Catholic, Protestant, and Islamic theocracies to a deep distrust of any religious influence in political affairs; from the religious endorsement of social Darwinism to the social gospel, liberation theology, and religious socialism movements; from the apolitical otherworldliness of early fundamentalism to the politicized fundamentalism of recent decades; and from pacifism to support for just war or holy war theories. (Same course as REL 2080). This course is excellent for students at all levels.

**PHIL 2085  Religion and Science  3 credits**

*Fall Semester*

This course examines the historic ways in which religion and science have related to each other, from mutual rejection and hostility to convergence and synthesis. It analyzes the similarities and differences between scientific and religious ways of knowing. The course also looks at some of the philosophical issues involved in the relationship: The nature of knowledge; metaphysical issues, i.e. a coherent worldview, the appropriateness, or lack thereof, of drawing philosophical conclusions from scientific evidence, etc. the mind-body dualism; freedom and determinism. Specific issues, such as evolution vs. creationism, will serve as case studies. The implications of the relationship between science and religion for environmental ethics will also be examined. (Same course as REL 2085). This course is recommended for students with sophomore standing or above.

**PHIL 2089  Religion and Ecology  3 credits**

*Offered periodically within a three-year academic cycle*

This course explores the relationship between humanity and the non-human natural world in Native American religions Judaism, Christianity, and Islam in the West; and Hinduism, Buddhism, Daoism, and Confucianism in the East. Students will examine the claim that Western religions are the source of the values that have contributed to environmental degradation as well as responses to this claim. The course also examines efforts to re-interpret religious traditions in ways that are no anthropocentric (non-human centered) as religious traditions have engaged in dialogue with one another. This course meets the international/multicultural requirement. (Same course as REL 2089). This course is recommended for students with sophomore standing or above.

**PHIL 2110  Beginnings of Philosophy  3 credits**

*Fall Semester*

Leads the student to understand perennially important philosophical problems—such as the natures of matter, mind, goodness, beauty, and knowledge — through meeting them in their simplest, most direct, yet profound, terms as they were discovered and dealt with by such philosophers as the Pre-Socratics, Socrates, Plato, and Aristotle. Western thought is emphasized, but some attention is given to Eastern outlooks. This course is excellent for students at all levels.

**PHIL 2120  Modern Philosophy  3 credits**

*Spring Semester*

Begins with the transition from medieval to modern times, and traces the development of Western philosophy to the start of the twentieth century. This course is recommended for students with sophomore standing or above.

**PHIL 2170  Fundamentals of Logic  3 credits**

*Offered periodically within a three-year academic cycle*

Assists in forming habits of logical thinking through study of the fundamental rules of logic and practice in detecting logical inconsistencies. One goal is to make the student a more critical “consumer” of news, advertising, and political statement. This course is recommended for students with sophomore standing or above.
PHIL 2200  The Meaning of Life  3 credits
Fall Semester
Is there an ultimate meaning to human existence, or is life absurd? In the past century, existentialist philosophers like Kierkegaard, Sartre, and others have denied that human life has any essential meaning, offering a sharp challenge to traditional systems of meaning like religion and ethics. Yet they have explored ways of making life worthwhile. This course shall examine existentialist texts (stories and novels, as well as philosophical writings) and films that will challenge each individual to discover and/or create a meaningful life. This course is excellent for students at all levels.

PHIL 2550  Philosophies of Creativity and Process  3 credits
Offered periodically within a three-year academic cycle
This course explores philosophies of creativity and process from the nineteenth century through the contemporary period. Philosophers who are the focus of attention include (but are not restricted to) Henri Bergson; Alfred North Whitehead; Henry Nelson Wieman; Charles Hartshorne; Mordecai Kaplan; and Sir Muhammad Iqbal. The themes explored include: theories of knowledge; the universe as processive and evolutionary; the nature of creativity; the relationship between creativity, freedom, and God; and creativity and process as sources for a practical wisdom for living.

PHIL 2610  The Myth of the Hero  3 credits
Offered periodically within a three-year academic cycle
This course examines the myth of the hero as an archetypal transcultural phenomenon. We shall explore how hero is a symbol of the self and its search for identity and meaning. We shall also look at critiques of these ideas. The course will begin with Siddhartha Gautama’s (the Buddha) search for Enlightenment and Herman Hesse’s modern account of a parallel story in Siddhartha. Then we shall study the ancient warrior heroes in Homer’s The Iliad. The course then considers how Jesus may fit the understanding of the hero in the ancient world. Then we move to consider the myth of the hero in medieval chivalry moving on to the modern world, the romantic hero, and the anti-hero. Throughout the course, we shall make extensive use of films (such as Rebel Without a Cause) and analyze the myth of the hero as it appears in the contemporary context. (Same course as REL 2610). This course is excellent for students at all levels.

PHIL 3000  Social and Political Philosophy  3 credits
Alternate Spring Semesters
This is a course designed to acquaint the student with the main historical currents of social and political philosophy. It will focus on such thematic issues as the parallels between the “good society” and the “good individual”; views about “human nature” and the forms of government that result from these views; “the state of nature” and the social contract; various views of the state (conservatism, liberalism, socialism, anarchism, Marxism, fascism, “actually existing” communism); rights and freedom; distributive justice, liberation and participation (economic justice, racial justice, justice and gender), individualism and communitarianism, and “green” political thought.
Prerequisite: Any PHIL course or junior standing.

PHIL 3500  Problems in Philosophy  3 credits
Provides opportunities for detailed study of selected topics, thinkers, or periods.
Prerequisite: Junior standing, or successful completion of a 1000- or 2000-level PHIL or REL course, or permission of instructor.

POLITICS & HISTORY

P&H 1001  Current Economic Problems  3 credits
Fall Semester
Designed to introduce students to the study of economics from a historical perspective. Through readings and discussions the course presents an overview of economic history and an introduction to some basic concepts of political economy. Utilizing these skills and knowledge the course then focuses on a particular current economic problem (e.g. urbanization, sustainability, financial crisis, development, etc.), analyzing it within a global perspective. (Same course as MGT 1001). This course meets the CLAC I requirement.

P&H 1010  U.S. History I: Ancient America through Reconstruction  3 credits
Fall and Spring Semesters
Covers American history from prehistoric American civilizations through 1877. Topics include the Americas before European conquest, European colonization and the transformation of North America, colonial America in the Atlantic community, the American Revolution and Constitutional founding, the emergence of a democratic republic, the Age of Jackson and the market revolution, Manifest Destiny, the Civil War, and Reconstruction (1877). Students will analyze changes in the economy, society, polity, and culture through
Politics & History

the period, using lectures, classroom discussion, and readings from primary and secondary sources.

This course meets the CLAC I requirement.

P&H 1020  U.S. History II: 3 credits
Reconstruction to the Present
Fall and Spring Semesters
Covers American history from 1877 through the present, and is a continuation of U.S. History I. Topics include Reconstruction, Gilded Age America, the Progressive Era, World Wars I and II, the Great Depression and the New Deal, the Cold War, the U.S. in Vietnam, the conservative revolution, and the War on Terror. Students will analyze changes in the economy, society, polity, and culture through the period, using lectures, classroom discussion, and readings from primary and secondary sources. This course meets the CLAC I requirement.

P&H 1060  Introduction to Politics 3 credits
Fall and Spring Semesters
Politics is the way societies govern, choose leaders and how those individuals exercise power. Politics is about competition, negotiation, compromise, conflict and the use and abuse of power. The course focuses on the politics of government and explores the idea that political power is not shared equally among all groups and people. Politics is global; because there is more interdependence among countries than ever before, the course evaluates our democracy and institutions of government (Presidency, Congress) against other political systems. Political strategies (violence and nonviolence), ideologies, race and gender, are some of the topics explored. The goal is to understand that individuals are not powerless. Politics also pervades all aspects of society from schools, church and volunteer organizations, to businesses. A key element of the course is to think critically about the impact of politics on society to help you become an informed citizen, a critical thinker able to apply knowledge of politics to all areas of your life.

This course meets the CLAC I requirement.

P&H 2200  Political Tactics 3 credits
Alternate Spring Semesters
“You can’t fight City Hall!” “Or can you?” This course concentrates on non-violent tactics and systemic tactics (working within the political system) analyzing means of affecting all levels of government. Individual projects are required. This course meets the CLAC I requirement.

Prerequisite: Sophomore standing or 1000-level P&H course.

P&H 2250  International Relations 3 credits
Offered periodically within a three-year academic cycle
Provides a basic introduction to international politics. Students will learn the major political theories of international relations (Realism, Idealism/Liberalism, and Marxism). We will study the role of American foreign policy in the international system. Additionally, students will study crucial issues in international politics like war and peace, human rights, the environment, political economy, and international organizations. Political decisions reshape the international arena on a daily basis and you will come away from this class with a deeper understanding of global politics.

P&H 2270  Environment and Social Movements 3 credits
Offered periodically within a three-year academic cycle
Mother Nature does not recognize national boundaries. Therefore, think locally and globally will be our class mantra. In this class, we will study the major environmental issues confronting our world: climate change, overpopulation, depletion of resources, and pollution. As a species, can we be sustainable and what is environmentally and socially just? We will look at the history and philosophical underpinnings of environmentalism, gleefully appropriating ideas and cases from the United States and abroad. In this debate, social movements have emerged as critical political actors, influencing international organizations and local governments. We will analyze the framing, network mobilization, and political opportunities of these movements in order to understand when and why these groups succeed. Finally, we will look at epistemic communities. Can competent professionals successfully regulate the environment through law or treaty?

P&H 2292  Social History of Women 3 credits
Offered periodically within a three-year academic cycle
Examines the changing position of women in the United States from colonial times to the present. Emphasis will be placed on the role of class, race, and ethnic differences in shaping women’s experiences and on the relationship between economic change and shifting notions of womanhood. Topics will include the “Cult of True Womanhood,” female activism, paid and unpaid work, the “modern” women of the 1920’s, the women’s movement, as well as other contemporary issues. (Same course as WGS 2292).
Politics & History

P&H 2300  The Making of Modern U.S.: 1890-1945  3 credits
Offered periodically within a three-year academic cycle
Between 1890 and 1945, the foundations of modern American social, political, and economic life began to take shape, and the country emerged from relative isolation to become a superpower on the world stage. To understand these transitions, the course will study political movements including Populism, Progressivism, the labor movement, and women's rights; America at war in World Wars I and II; modernism, consumerism, and sexual liberation in the 1920s; the causes and consequences of the Great Depression; the emergence of welfare capitalism; and battles for civil rights in Jim Crow America.
Prerequisites: Sophomore standing.

P&H 2310  U.S. Constitutional Law  3 credits
Alternate Fall Semesters
Examines the American Constitution as it has been developed by Supreme Court decisions. Among the cases considered are those involving various aspects of privacy such as the extent to which the government has the right to search homes and persons. Also considered are the rights of citizens after they have been arrested, the legality of capital punishment and issues such as the extent of presidential power. Students argue imaginary court cases. The course is strongly recommended to students interested in law.
Prerequisite: P&H 1060, or permission of instructor.

P&H 2320  Contemporary U.S. History  3 credits
Fall Semester
Examines the social, economic, and cultural domestic developments that shaped and defined “modern” America. Students will be encouraged to think critically; to analyze their personal “history” as both products of and participants in social change. Topics include: the rise of U.S. pluralism, the new left, the new right, the family, Civil Rights Movement, feminism, the decline of the middle class, deindustrialization, and the labor movement. This is a required course for P&H majors.

P&H 2330  African-American History  3 credits
Fall Semester
Comprehensively examines the history of Africans in the United States from their beginnings in Africa through the Middle Passage to the present day. The approach will be topical within a chronological framework. The course will consider the interaction between social, economic, and educational mechanisms created by whites to govern race relations in the US and on efforts by African Americans to accommodate with, modify, and/or abolish these mechanisms. It will also consider the place of African Americans within the Black Diaspora and thus will explore the place of Africans in today’s world. (Same course as AFAM 2330). This course meets the international/multicultural requirement.

P&H 2350  The U.S. Presidency  3 credits
Offered periodically within a three-year academic cycle
Explores the powers of the American Presidency. Attention is given to the political environment in which the President operates. Special attention is given to the operation of the Presidency under George W. Bush and Barack Obama. Issues of foreign policy are examined including the use of presidential power in Iraq and Afghanistan. Domestic issues are also considered including health care, taxes and employment.

P&H 2360  The U.S. Congress  3 credits
Offered periodically within a three-year academic cycle
A behavioral study of the American Congress considering such factors as the process of election, relations with the executive, the influence of pressure groups, and the operation of the committee system. Attention is also given to the unique qualities of the House and Senate.

P&H 2370  U.S. Political Parties  3 credits
Offered periodically within a three-year academic cycle
Considers the impact of presidential elections, the role of money in political campaigns, the extent of differences between Republicans and Democrats, the role of third parties in American elections, the impact of television on political campaigns, and the influence of negative campaigning. Congressional elections are also considered.

P&H 2380  U.S. Immigration History  3 credits
Offered periodically within a three-year academic cycle
Looks at the history of immigration in the U.S., surveying the impact of immigration on both the immigrant and the receiving society. In this way the course will provide some background to and understanding of current immigration issues in the U.S., including ethnicity, race, citizenship, deportation and exclusion laws, and xenophobia. Materials for the course will include primary sources and analytical essays.

P&H 2390  U.S. Constitutional Issues  3 credits
Offered periodically within a three-year academic cycle
Examines recent issues in American constitutional law. Includes debates on such major issues as government censorship of books, movies and the internet, the extent of the right
Politics & History

to bear arms, trials of alleged terrorists, rights of students in schools and colleges, issues involving the separation of church and state, gay marriage and issues of police excess. Also considered are such questions as whether sexually explicit text messages are protected by the First Amendment. 

Prerequisite: P&H 1060 or permission of instructor.

P&H 2400 The Politics of Deception 3 credits
Alternate Spring Semesters
Examines the use of deception by recent national administrations as well as the use of deception in political campaigns. The impact of the Watergate scandal is considered and whether the lessons of Watergate are adequate to prevent future scandals. The role of the FBI and the CIA are examined including the operation of the FBI under J. Edgar Hoover. The course also considers such questions as whether the President is ever justified in deceiving the American people.

P&H 2420 Gay Politics in the United States 3 credits
Offered periodically within a three-year academic cycle
Looks at current issues in gay politics. Among the issues considered are the constitutionality of the Defense of Marriage Act and the impact of gay marriage, whether those who are openly gay can serve in the military, the extent to which gay issues can be raised in schools and colleges, gay adoption, and the targeting of gays by hate groups. The course also considers the election of gays to political office both on the state and national level and examines the prospect of a gay person becoming President or Vice President. (Same course as WGS 2420).

P&H 2440 Gender Inequality: Women and Politics 3 credits
Offered periodically within a three-year academic cycle
Examines the role that women play in politics in the United States and around the world. Not only has the United States never had a female president, women make up only 20% Congress. In comparison, Rwanda's parliament is made up of almost 64% women. The course will examine the implications of women's exclusions from public life in a global context; the obstacles to women's greater participation; how women have gained greater voice in political leadership in some countries; and the different kinds of issues women bring to the political arena. We look at women's participation from the fight for the right to vote through the modern feminist movement; and study public policies as they affect women, such as violence against women and personal health. We will also reflect on the future, and evaluate what barriers, if any, still exist to women's full political participation and representation. (Same course as WGS 2440).

P&H 2450 Introduction to African-American Studies 3 credits
Spring Semester
Designed to provide students with a multidisciplinary introduction and survey of African-American Studies in preparation for courses within the minor. Students will consider the African American experience from economic, social, historical, racial, cultural, national, and global perspectives. (Same course as AFAM 2450). This course meets the international/multicultural requirement.

P&H 2500 State & Local Politics 3 credits
Spring Semester
The course examines the structure and function of state and local politics and appreciates the similarities and differences among the states. It follows the struggle for power at the state and local level as we study economic and social issues. Most important, it helps students to develop the understanding and appreciation necessary to be an active participant or an informed eyewitness.

P&H 2600 History of U.S. Foreign Relations 3 credits
Offered periodically within a three-year academic cycle
A diplomatic history of the United States, which emphasizes such twentieth century topics as isolationism, American imperialist expansion, and the World Wars. Prerequisite: One P&H course.

P&H 2700 Latin American Politics: Brazil and Mexico 3 credits
Offered periodically within a three-year academic cycle
This course provides a comprehensive introduction to the politics, history, and culture of Brazil and Mexico. Students will study pre-Colombian, colonial, and post-colonial periods, emphasizing the current democratic period. We will understand the political institutions, economic policies, and social movements that are characteristic of each country. We will note the similarities and differences between the two largest countries in Latin America and explore their culture through film, music, and literature.
### Politics & History/Psychology

**P&H 2800**  
Special Topics in Politics and History  
3 credits  
Offered periodically within a three-year academic cycle.  
Offered on a topic of special timeliness or of special research interest to the professor teaching the course. The specific topic of the course will change from one time the course is offered to the next, with a given topic likely offered only once. Specific offerings of the course will be listed in the course selection guide.

**P&H 3380**  
Public Policy in the United States  
3 credits  
Offered periodically within a three-year academic cycle.  
Examines major issues in the U.S. domestic and foreign policy. Among the issues considered are the extent of the U.S. involvement abroad, the widening income gap, immigration, climate change, gay marriage and government secrecy.  
Prerequisite: Junior standing or permission of instructor.  
This course is a P&H capstone course.

**P&H 3590**  
Capitalism, Socialism and Democracy  
3 credits  
Offered periodically within a three-year academic cycle.  
Analyzes connections between political and economic systems. One should not assume, because of the failure of the Soviet Union, that this study is merely of historical interest. Socialism remains a model for many people; communism remains the reality for hundreds of millions of people for the indeterminate future. One communist system has experimented massively with market structures. Is China developing a communist form of capitalism? Capitalism historically and as it is currently practiced in the United States will be examined.  
(Same course as ILS 3590).  
Prerequisite: Junior standing or permission of instructor.  
This course is a P&H capstone course.

### PSYCHOLOGY

**PSY 1030**  
Introduction to Psychology  
3 credits  
Fall and Spring Semesters  
An introductory course concerned with the methods and principles of psychology. Major emphasis is placed upon the theoretical aspects of psychology. Topics include research methods, perception, basic learning processes, memory and cognition, the biological basis of behavior, motivation, personality and individual differences, abnormal behavior and its treatment, and social influence processes. This course meets the CLAC I requirement.

**PSY 1400**  
Child Development  
3 credits  
Fall and Spring Semesters  
Focuses on the ways in which children develop emotionally, physically, socially, and intellectually, starting from the moment of conception until puberty. This course meets the CLAC I requirement.

**PSY 2050**  
Experimental Psychology  
4 credits  
Fall and Spring Semesters  
An introduction to the scientific method as applied to the study of human behavior. Critical evaluation of current research methodology and theoretical material in the areas of learning, perception, motivation, abnormal psychology, personality, and social psychology is included.  
Prerequisite: MATH 1150.

**PSY 2050**  
Laboratory for Experimental Psychology (See previous)  
0 credit

**PSY 2060**  
Aging and the Life Cycle  
3 credits  
Offered periodically within a three-year academic cycle.  
Focuses on various developmental stages of the life cycle from birth to death including cross-cultural materials, attitudes and values about the aging process, rites of passage, and the accompanying changes of status for the individual. Major milestones of each developmental stage in the life cycle are discussed focusing on often differing societal expectations regarding gender and age. (Same course as SOC 2060, WGS 2060).  
Prerequisite: Any 1000-level PSY or SOC course.

**PSY 2070**  
Motivation  
3 credits  
Spring Semester  
The study of how internal psychological processes interact with the social context to influence human behavior. Particular attention is given to sexual and aggressive motives, biological factors, cognition, and the role of expectation in guiding human behavior.  
Prerequisite: PSY 1030 or 1400.

**PSY 2090**  
Personality  
3 credits  
Fall Semester  
This course examines several theoretical perspectives on the development of personality and abnormal behavior. This course reviews both historical and current trends in personality psychology (from phrenology to constructivism) and encourages students to understand the social climate that may
shape the dominant beliefs of the personality psychologists.  
Prerequisite: PSY 1030 or 1400.

**PSY 2100  Adolescent Psychology  3 credits**  
**Spring Semester**

The study of the changes (social, intellectual, emotional, and physical) associated with adolescents.  
Prerequisite: PSY 1030 or 1400.

**PSY 2115  Men, Self & Society  3 credits**  
**Offered periodically within a three-year academic cycle**

This course will explore the origin and creation of masculinity. The focus will be on political and socio-cultural contributions to gender identity in men and the consequences of masculinity for men and for society. The diverse psychological experiences of masculinity from various perspectives will also be highlighted, particularly those experiences from men of color, gay men, and men with non-traditional gender identity. (Same course as SOC 2115, WGS 2115). This course meets the international/multicultural requirement.  
Prerequisite: Any 1000-level PSY or SOC course.

**PSY 2125  Substance Abuse Counseling: Theory and Practice  3 credits**  
**Fall Semester**

This course examines assessment, diagnosis and treatment modalities for counseling of individuals with substance use disorders. There will be an emphasis on the importance of comprehensive integrated treatment of individuals with co-occurring psychiatric and substance use disorders. Students will be introduced to prevention strategies, relapse prevention strategies, treatment planning, the importance of family therapy and self-help groups and how they relate to treatment outcome.  
Prerequisite: PSY 1030 or 1400.

**PSY 2200  Behavior Disorders in Children  3 credits**  
**Spring Semester**

Reviews the major recognized emotional disorders of children. Attention is directed to detecting and assessing the nature and degree of the child’s problems.  
Prerequisite: PSY 1030 or 1400.

**PSY 2205  Dysfunctional Families  3 credits**  
**Spring Semester**

An examination of the psychology of troubled families with emphasis on the recognition and remediation of various issues such as poverty, substance abuse, family violence, homelessness, incest, semi-literacy, multi-generational relationships and the impact of major illnesses.  
Prerequisite: PSY 1030 or 1400.
### Psychology

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Notes</th>
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| PSY 2320    | Psychology and the Law           | 3       | Alternate Spring Semesters  
This course examines the application of psychological concepts and theories to the legal system. The interface of psychology and the law will be explored in a number of areas, with an emphasis on empirical research findings from cognitive, social, experimental, and clinical psychology. Topics covered will include the variety of roles that psychologists play in the criminal justice system, the identification and evaluation of criminal suspects, the accuracy of eyewitness memory, the process of jury decision making, competency to stand trial and the insanity defense, criminal sentencing, and offender rehabilitation.  
Prerequisite: PSY 1030 or 1400.  |
| PSY 2330    | Drugs and Behavior               | 3       | Fall and Spring Semesters  
A survey of psychoactive drugs emphasizing the social, psychological, and legal context of drug use. Four major aspects of use will include drug definitions, drug effects, drug related behavior and the drug experience throughout history. Discussion of prevention and treatment of drug abuse as well as social control of drug use will be included.  
Prerequisite: PSY 1030 or 1400.  |
| PSY 2400    | Human Development                | 3       | Fall and Spring Semesters  
The course will focus on cognitive, physical, emotional and social changes over the life span. Emphasis will be placed on the psychological issues relevant to each stage in the life cycle.  
Prerequisite: PSY 1030 or 1400.  |
| PSY 2450    | Human Sexuality                  | 3       | Alternate Years  
Discusses human sexuality in an integrated way, exploring biological, psychological, social, and political aspects. (Same course as BIOL 2450, WGS 2450).  
Prerequisites: One course in science or biology and one course in psychology, or permission of instructor.  |
| PSY 2500    | Behavior Change: Theory and Practice | 3   | Alternate Fall Semesters  
Covers the theoretical, ethical and practical considerations of different behavior change techniques including behavior modification, as used by psychologists, educators, nurses, business managers and other professionals.  
Prerequisite: PSY 1030 or 1400.  |
| PSY 2800    | Social Psychology                | 3       | Fall Semester  
This course examines the various ways our thoughts, feelings and behavior are influenced by other people. The objective is to familiarize students with issues, methods, theories and research pertinent to the study of social psychology, as well as to help students understand how social psychological principles are applicable to their lives. Classic and contemporary topics include social perception, attribution, conformity, obedience to authority, attitudes and persuasion, brainwashing, stereotypes and prejudice, interpersonal attraction and relationships, group behavior, aggression, and pro-social behavior.  
Prerequisite: PSY 1030 or 1400.  |
| PSY 3020    | Psychological Tests              | 3       | Fall Semester  
This course provides a historical overview of psychological testing, emphasizing intelligence and personality tests. Students will learn about all aspects of the testing enterprise, such as construction, reliability and validity research, administration issues, and the ethical use of tests. Special attention is given to the abuse of psychological tests in order to justify social and political climates.  
Prerequisite: Any 2000-level PSY course.  |
| PSY 3100    | Psychology of Learning           | 3       | Fall Semester  
The study of the ways in which individuals adapt to changes in their environment. Also studied will be methods designed to improve learning skills.  
Prerequisite: Any 2000-level PSY course.  |
| PSY 3120    | Counseling Theory                | 3       | Spring Semester  
An examination of major theoretical models used in counseling, and applications of theories to the counseling process. A background in both abnormal psychology and personality theory will be presupposed.  
Prerequisite: Any 2000-level PSY course.  |
| PSY 3130    | Brain and Behavior               | 3       | Fall Semester  
Studies the emerging field of Neuroscience, with a focus on theories of how brain function creates our higher psychological processes, e.g., attention, memory, perception, and language. Problems to be explored include the role of brain mechanisms in human development, learning, motivation, emotion, sexuality, aggression, addiction, and mental illness. Specific attention will be devoted to the neuropsychology of learning disabilities.  
Prerequisite: Any 2000-level PSY course.  |
PSY 3200  Stress, Coping and Adaptation  3 credits
Offered periodically within a three-year academic cycle
This course examines both the physiological and psychological nature and consequences of stress and trauma. The primary objective is to familiarize students with methods, theories, and research in the study of stress. Topics will include basic models of stress, arousal, and emotion; learned helplessness; life change and stress; behavioral style, personality, and their links to illness; stress and immune function; social support; crowding; institutional and organizational stress; post-traumatic stress disorder (PTSD), and stress management. Readings will be derived from primary journal articles, as well as from chapters from books written by experts in the area.
Prerequisite: Any 2000-level PSY course.

PSY 3210  Stereotypes and Prejudice  3 credits
Offered periodically within a three-year academic cycle
This course examines the topic of prejudice as viewed by Social Psychology. The goal of the course is to familiarize students with current and classical social-psychological theory and research regarding prejudice, especially prejudice related to race and culture. Topics will include historical approaches to understanding prejudice, personality approaches, social categorization and stereotyping, “modern” racism, the social consequences of prejudice, and ways to combat prejudice. Because some of the topics may be controversial, students will be expected to view such topics in a dispassionate, scientific manner.
Prerequisite: Any 2000-level PSY course.

PSY 3220  Attitude Change and Social Influence
Alternate Spring Semesters
The study of the processes underlying attitude change and social influence has long been central to the field of social psychology because these processes often play a vital role in advertising, health behavior, interpersonal attraction, prejudice, voting, social movements, environmental conservation and consumer behavior. The objective of the course is to provide students with a background in the theories of attitudes, attitude change and social influence and to review classic and contemporary research in these areas. In addition, students will learn the various techniques that have been most effective with regard to attitude change and social influence. Topics studied will include attitudes and their formation, models of attitude change and persuasion, brainwashing and intense indoctrination, subliminal influence and social influence in groups.
Prerequisite: Any 2000-level PSY course.

PSY 3260  Psychology of Violence & Terror
Spring Semester
This course will study the social, psychological and cultural forces that promote violence among people and the consequences of violence and terror. It will examine the use of violence and its impact on victims. Particular attention will be given to the effects of traumatic stress on law enforcement and public safety practitioners, and the role of community cohesion in moderating the effects of disaster and terror.
Prerequisite: Any 2000-level PSY course.

PSY 3300  Moral Development
Alternate Fall Semesters
This course will explore the various theories and studies detailing the development of moral thoughts, feelings and behaviors. Problems in character development will be addressed, along with strategies for fostering morality. Consideration will be given to the effects of temperament, gender, family and culture.
Prerequisite: Any 2000-level PSY course.

PSY 3350  Health Psychology
Spring Semester
Critically examines the relationship between behavior and health vs. illness. Topics explored will include the effects of diet, stress, smoking, obesity, exercise, and drug usage on our long term health. We will also examine the relationship between lifestyle and behavior and heart disease. Special attention will be devoted to the relationship between sexual behavior and sexually transmitted diseases such as AIDS. This course satisfies the wellness requirement.
Prerequisite: Any 2000-level PSY course.

PSY 3450 SM  Psychology Internship
Seminar Fall and Spring Semesters
Integrates students’ practical experience in the internship site with principles and theories of psychology. Seminar format provides group discussion of issues common to experiential learning.
Corequisite: PSY 3450.

PSY 3500  Senior Seminar
Fall and Spring Semesters
Required for advanced psychology majors. Integration and synthesis of knowledge and experience in psychology is an important goal of this course. Potential graduate students should take this course in the fall.
Prerequisites: Any 2000-level PSY course and senior status.
PSY 3600  Issues in Aging  3 credits
Alternate Spring Semesters
This course will explore the process of aging and how it affects our personal and professional lives. We will discuss concerns of family members and caretakers of the elderly. Legal, ethical and spiritual dimensions will be addressed. Students will develop counseling/case-management skills essential to working on interdisciplinary teams. We will also examine public policy, advocacy and cross-cultural issues. Students will explore the social and political ramifications of the graying of the world population. Future career options in gerontology will be explored.
Prerequisite: PSY/SOC/WGS 2060.

RELIGION

REL 2010  Contemporary Religion in America  3 credits
Offered periodically within a three-year academic cycle
This course examines the dynamic religious ferment found in the nineteenth and twentieth centuries that produced various Christian sects and other traditions. Topics will be determined in part by instructor and participant interest and may include: Transcendentalism/Unitarianism; Jehovah's Witnesses; Seventh Day Adventists; Church of Latter-Day Saints; Christian Science; Pentecostalism; the impact of Catholic immigrants in Protestant America; New Age religion, Self-help groups. This course is excellent for students at all levels.

REL 2012  Race and Religion in America  3 credits
Next: Fall 2014
The class explores some of the characteristics of African religions; slave religion, slave narratives, and their role in slave rebellions; the central role of religion in the African American community throughout American history; the role of religion in the context of the Atlanta Compromise, Booker T, Washington vs. W.E.B. DuBois; the roles of key people such as Absalom Jones, Richard Allen, Denmark Vesey, Nat Turner, Frederick Douglass, Sojourner Truth, Marcus Garvey, Elijah Muhammad, Howard Thurman, Martin Luther King, Jr., Malcolm X, Louis Farrakhan, Jesse Jackson, James H. Cone, “womanist” thinkers writers/ theologians like Delores Williams and Emilie Townes, etc. A special focus of the course will be on the role of the black church in the struggle for civil rights, highlighting the complex relationship between Malcolm X and Martin Luther King, Jr. The role of religion in the contemporary African American community(ies) will also be examined. The relationship between African American religion(s), not existing in isolation, and the dominant white society will also be explored throughout the course. This course meets the international/multicultural requirement. (Same course as AFAM 2012.)

REL 2013  The Ethics of War and Peace  3 credits
Spring Semester
“All’s fair in love and war” - or is it? Do ethical duties still apply, even when you are fighting for your life? Is it different when you are fighting terrorists? This course examines major ethical issues concerning war, using contemporary philosophical approaches to ethics. We shall also consider several religious approaches to war and peace, including the pacifism of such figures as Mohandas Gandhi and Martin Luther King, Jr. (Same course as PHIL 2013). This course is recommended for students with sophomore standing or above.

REL 2030  Eastern Religion and Philosophy  3 credits
Fall Semester
A study of aspects of the history and practice of religions and philosophies of the East, such as Buddhism, Confucianism, Hinduism, Shintoism, and Taoism. Emphasizes primarily the attitudes toward the nature and meaning of human existence in the basic literature of each. This course meets the international/multicultural requirement. (Same course as PHIL 2030). This course is recommended for students with sophomore standing or above.

REL 2033  Introduction to Buddhism  3 credits
Offered periodically within a three-year academic cycle
This course consists of an introduction to the diverse tradition of thought and action inspired by the life and teachings of the Buddha. Students will learn the history of this rich tradition’s development as it starts in India, moves through China, and continues on to Japan and Southeast Asia. The course pays attention to both classical and contemporary forms of Buddhist belief and practice, with the primary purpose of enabling students to interact with Buddhists in their own local and global communities in an informed way. This is an excellent course for students with no significant background in Buddhism, but also provides opportunities for more advanced students to broaden and deepen their understanding. (Same course as PHIL 2033.)

REL 2040  Western Religion  3 credits
Spring Semester
Seeks to provide a basic understanding of the religious perspectives of the three major western religions — Judaism,
Religion

Christianity, and Islam — through the study of their history and literature. This course meets the international/multicultural requirement. This course is recommended for students with sophomore standing or above.

**REL 2055**  **The Spiritual Journey**  **3 credits**  
*Offered periodically within a three-year academic cycle*

Many spiritual orientations and practices talk about life as a “journey,” as a process of spiritual growth and discovery of life’s meaning in relationship to a transcendent reality, named variously as God/Goddess, Enlightenment, The One, Truth, Higher Power, etc. In all of these traditions, the “spiritual journey” is not just about concepts of spiritual life, but about how real people live their lives aimed toward ultimate significance. This course will explore what life as a spiritual journey is about, using autobiographies of such pilgrims as Gandhi, Menchu, Madonna, Malcolm X, Merton, U2, and Mary Baker Eddy. Are we all on a ‘spiritual journey’ even if we think we are not, even if we are not religious? Students will reflect on their own spiritual development in light of insights offered by artists, and mystics, as well as theological and psychological writers. (Same course as PHIL 2055). This course is excellent for students at all levels.

**REL 2080**  **Religion and Politics**  **3 credits**  
*Spring Semester*

This course will analyze philosophical principles, with current world events used as examples. Students will develop skills in analysis and evaluation of complex cultural phenomena ranging from Catholic, Protestant, and Islamic theocracies to a deep distrust of any religious influence in political affairs; from the religious endorsement of social Darwinism to the social gospel, liberation theology, and religious socialism movements; from the apolitical otherworldliness of early fundamentalism to the politicized fundamentalism of recent decades; and from pacifism to support for just war or holy war theories. (Same course as PHIL 2080). This course is excellent for students at all levels.

**REL 2085**  **Religion and Science**  **3 credits**  
*Fall Semester*

This course examines the historic ways in which religion and science have related to each other, from mutual rejection and hostility to convergence and synthesis. It analyzes the similarities and differences between scientific and religious ways of knowing. The course also looks at some of the philosophical issues involved in the relationship: The nature of knowledge; metaphysical issues, i.e. a coherent worldview, the appropriateness, or lack thereof, of drawing philosophical conclusions from scientific evidence, etc. the mind-body dualism; freedom and determinism. Specific issues, such as evolution vs. creationism, will serve as case studies. The implications of the relationship between science and religion for environmental ethics will also be examined. This course meets the international/multicultural requirement. (Same course as PHIL 2085). This course is recommended for students with sophomore standing or above.

**REL 2089**  **Religion and Ecology**  **3 credits**  
*Offered periodically within a three-year academic cycle*

This course explores the relationship between humanity and the non-human natural world in Native American religions; Judaism, Christianity, and Islam in the West; and Hinduism, Buddhism, Daoism, and Confucianism in the East. Students will examine the claim that Western religions are the source of the values that have contributed to environmental degradation as well as responses to this claim. The course also examines efforts to re-interpret religious traditions in ways that are no anthropocentric (non-human centered) as religious traditions have engaged in dialogue with one another. This course meets the international/multicultural requirement. (Same course as PHIL 2089). This course is recommended for students with sophomore standing or above.

**REL 2090**  **Seeing is Believing: Film and Religious Experience**  **3 credits**  
*Alternate Fall Semesters*

Films are an important way in which we represent and encourage cultural values. They are also a rich source of reflection, even (or especially) if they are not explicitly religious. This course explores a variety of religious experiences, primarily but not exclusively focusing on Christianity, by viewing a number of contemporary films. This course is excellent for students at all levels.

**REL 2100**  **Traditions of Sacred Sound**  **3 credits**  
*Alternate Fall Semesters*

This course explores the traditions of Sacred Sound among spiritual traditions of the world. Sound is a universal dimension of human spirituality. How does Sacred Sound express human connection to the Transcendent? How does it shape and transform human experience of life and community? The course will focus on sonic cultures from many of the major spiritual traditions on the earth: India, the Middle East, the Far East, Latin America, the aboriginal peoples of Australia, Africa and North America as well as western Europe and the U.S. Attention will be given to contemporary expressions and explorations of Sacred Sound as a primary
modality of healing, spiritual wholeness, and intercultural understanding. This course meets the international/multicultural requirement. (Same course as MUS 2100).

REL 2110 Introduction to the Hebrew Bible 3 credits
(formerly Old Testament)

Fall Semester

A study of the various writings included in the Old Testament in light of their historical and cultural settings. Gives attention to their literary, theological, and socio-political aspects in an attempt to relate early Hebrew religious perspectives to human experience in both the ancient and the modern world. This course meets the CLAC I Literature requirement.

REL 2120 Introduction to the New Testament 3 credits

Spring Semester

A study of the various writings included in the New Testament in light of their historical and cultural settings. Gives attention to their literary, theological, and socio-political aspects in an attempt to relate early Christian religious perspectives to human experience in both the ancient and the modern world. This course meets the CLAC I Literature requirement. This course is recommended for students with sophomore standing or above.

REL 2160 Contemporary Theological Issues 3 credits

Offered periodically within a three-year academic cycle

Deals with contemporary challenges to traditional religious faith. The course includes an examination of whether “theology” itself is a narrowly Christian term, or one used also by other faith traditions. Other issues may include: the “New Atheism” (e.g. Dawkins) and the classical atheism of the 19th and early 20th century, together with Christian rebuttals and Buddhist perspectives; Christian anti-Judaism in light of the Holocaust; a comparison of Jesus and Buddha as savior figures; and eco-feminist theologies and their broad impact on contemporary religious thought. Participants will read and discuss selections from recent theological writers working from a variety of religious perspectives. This course is recommended for students with sophomore standing or above.

REL 2210 Faith and Fanaticism 3 credits

Offered periodically within a three-year academic cycle

This course will examine how the inclination to exclusivity on the part of many world religions has led to “fanaticism,” especially as a response to colonialism and modernism. The course will consider many world religions, examine their teachings about war and peace, and look at how religious notions are transformed into secular/ national movements, some of which advocate and condone the tactical use of terrorism. This course is recommended for students with sophomore standing or above.

REL 2610 The Myth of the Hero 3 credits

Offered periodically within a three-year academic cycle

This course examines the myth of the hero as an archetypal transcultural phenomenon. We shall explore how the hero is a symbol of the self and its search for identity and meaning. We shall also look at critiques of these ideas. The course will begin with Siddhartha Gautama’s (the Buddha) search for Enlightenment and Herman Hesse’s modern account of a parallel story in Siddhartha. Then we shall study the ancient warrior heroes in Homer’s The Iliad. The course then considers how Jesus may fit the understanding of the hero in the ancient world. Then we move to consider the myth of the hero in medieval chivalry moving on to the modern world, the romantic hero, and the anti-hero. Throughout the course, we shall make extensive use of films (such as Rebel Without a Cause) and analyze the myth of the hero as it appears in the contemporary context. (Same course as PHIL 2610). This course is excellent for students at all levels.

REL 3500-3980 Problems of Religion 3 credits

A detailed study of selected topics, thinkers, or periods. Subjects vary each semester.

Prerequisites: Junior standing, or successful completion of a 1000- or 2000-level PHIL or REL course, or permission of instructor.

SCIENCE

SCI 1010 The Sciences: Approaches to the Natural World 4 credits

Fall and Spring Semesters

An examination of how scientists address questions about life, matter, and the nature of the universe. Emphasis is placed on “How do we know?” and “Why does it matter?”: the methods by which scientists achieve understanding, and the perspectives on the contemporary world that this understanding provides. Lecture and recitation. This course meets the CLAC I science requirement.

Corequisite: SCI 1010R.
SCI 1010R Recitation for SCI 1010 0 credits
Fall and Spring Semesters
An additional classroom-hour-per-week required of SCI 1010 sections to allow aspects of the course, including hands-on or lab activities, to be treated by smaller groups of students.

SCI 1020 The Human Body 4 credits
Fall and Spring Semesters
Designed to give students a basic knowledge and understanding of the human body. Using biological and chemical principles, it will concentrate on the functions of the main body parts, the interaction of the various body systems, the maintenance of stable internal body conditions, and the disruption of “wellness” by common diseases. It will use media articles and other sources to discuss new scientific and medical technologies related to humans. There will be several laboratory experiments during the semester, where students will learn more about themselves and the scientific process, through simple exercises. This course meets the CLAC I science requirement.
Corequisite: SCI 1020R.
Note: Students cannot take this course for credit if they have previously received credit for BIOL 1075/1175 and/or BIOL 1085/1185.

SCI 1020R Recitation for SCI 1020 0 credits
Fall and Spring Semesters
An additional classroom-hour-per-week required of SCI 1020 sections to allow aspects of the course to be treated by smaller groups of students.

SCI 1030 Astronomy 4 credits
Fall and Spring Semesters
A study of astronomy revealing the role of science in cosmic evolution, the nature of the solar system, and its place in the Milky Way Galaxy. The course will show the interrelatedness of many areas of science: biology, chemistry, physics, and geology, and the student will become aware of the relevance of being a part of the universe. This course meets the CLAC I science requirement.
Corequisite: SCI 1030R.

SCI 1030R Recitation for Science 1030 0 credits
Fall and Spring Semesters
An additional classroom-hour-per-week required of SCI 1030 sections to allow aspects of the course to be treated by smaller groups of students.

SCI 2220 Occupational Health, Safety, and Environmental Affairs 3 credits
Spring Semester
This is a study of occupational health, safety, and environmental affairs—the principles, practice, and compliance. It covers the nature of workplace hazards, liability, federal regulations, HSE programs, toxicology, industrial hygiene, and risk analysis.

SOCIOLOGY

SOC 1000 Introduction to Sociology: The Sociological Imagination 3 credits
Fall and Spring Semesters
This course serves as an introduction to the discipline of Sociology. Sociology is the study of human interaction and society. This includes both the power of individual actors and larger structures within society. Often times we may understand our decisions and actions to be entirely and exclusively our own, when in fact they are the complicated product of the interaction between ourselves and the institutions and structures of our society. In this course, we will begin to understand the interaction between society and the individual, and how sociologists study and explain social phenomena. Key concepts introduced include: culture, groups, socialization, social interaction, institutions, and inequality. This course meets the CLAC I requirement.
Corequisite: SCI 1000.
Not open to students who have taken SOC 1000: Perspectives on Society and Culture or SOC 1000: Social Life.

SOC 2050 Social Problems 3 credits
Offered periodically within a three-year academic cycle
This course systematically analyzes a small selection of major contemporary social problems such as unemployment, environmental degradation and pollution, drugs, and crime, using current research and data. The focus of the course is on the sources, patterns, consequences, and current efforts at intervention and improvement of these problems, and understanding the complexity and interconnectedness of social problems. Understanding how a social problem is constructed and framed in popular media is an important part of understanding not only what is viewed as a social problem, but what we as a society conclude are viable solutions.
Prerequisite: Any 1000-level Sociology course.

SOC 2060 Aging and the Life Cycle 3 credits
Offered periodically within a three-year academic cycle
Focuses on various developmental stages of the life cycle
from birth to death including cross-cultural materials, attitudes and values about the aging process, rites of passage, and the accompanying changes of status for the individual. Major milestones of each developmental stage in the life cycle are discussed focusing on often differing societal expectations regarding gender and age. (Same course as PSY 2060, WGS 2060).

Prerequisite: Any 1000-level Sociology or Psychology course.

**SOC 2085 World Cultures: Selected Area Topic**

Offered periodically within a three-year academic cycle

Students will survey geography, social history, and demography, issues of political economy, ethnicity, transhumance, and variation in culture and social organization in a survey review of a selective world culture area, such as Africa, the Indian sub-continent, Latin American, or Melanesia. This course meets the international/multicultural requirement.

Prerequisite: Any 1000-level Sociology course.

**SOC 2115 Men, Self & Society**

Offered periodically within a three-year academic cycle

This course will explore the origin and creation of masculinity. The focus will be on political and socio-cultural contributions to gender identity in men and the consequences of masculinity for men and for society. The diverse psychological experiences of masculinity from various perspectives will also be highlighted, particularly those experiences from men of color, gay men, and men with non-traditional gender identity. (Same course as PSY 2115, WGS 2115). This course meets the international/multicultural requirement.

Prerequisite: Any 1000-level Sociology or Psychology course.

**SOC 2120 Social Justice and Incarceration**

Every Year

In this course students will explore how social justice is framed in prison settings in the United States and around the world. Students will explore the limitations of the Western legal system and look at alternatives like restorative justice practices. Students will focus on various meanings of social justice and the systemic contradictions within the criminal justice system that are mandated to punish and rehabilitate. The course will also focus on the moral dilemmas and contradictions that arise when exploring issues of racism, immigration policy, Native American history and incarceration. (Same course as CJ 2120).

**SOC 2130 Sociological Theory**

Offered periodically within a three-year academic cycle

Can we understand social life just through our experience? Or do we improve our understanding by stepping back and observing it in a wider social context? Social theory helps us answer these questions and becomes a tool for making sense of the world we live in, from the daily interactions of individuals and groups to large-scale social relationships and broad social institutions. Discussing theoretical insights into social life, we come to clearer understandings of individual development, formation of the self, and social roles; power, inequality, and conflict; and social change. We will cover the complex relationships between theory and systematic research and ask whether they account adequately for what we observe in the world we live in.

Prerequisite: Any 1000-level Sociology course.

**SOC 2160 Urban Life: Culture and Change**

Fall and Spring Semesters

An analysis of urban social systems with a focus on life-styles and change in contemporary American society. The course will center on ethnicity and ethnic groups, using cross-cultural case studies, data on immigrants, and life-styles and family framework. Emphasis will be placed on strategies groups employ to manage and effect political and economic change in an urban ethnic setting. (Same course as CJ 2160). This course meets the international/multicultural requirement.

**SOC 2180 Urban Crime, Policing, and Social Policy through HBO's The Wire**

Offered periodically within a three-year academic cycle

Using HBO’s The Wire Season 4 as a dramatic “text,” this course will review the major features of “streetwise” subcultures and social control found in many urban neighborhoods from an interdisciplinary perspective, focusing on youth violence and gang behavior, and the public schools. Supplementing texts and class discussion will examine social control by public schools, police, and social service agencies, framing, describing, and analyzing in the context of structural variables that have a major impact on life in urban neighborhoods. Variables such as political economy and globalization, attitudes and beliefs about race and ethnicity, the impact of drugs and the drug trade, police culture, mass incarceration, and schools on urban young people will be explored. Internal views and cultural forms such as hip hop, bling, tats, and fashion styles will be analyzed as social markers of pride and...
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alienation. The role of new educational initiatives, community organizing, and development will be considered. (Same course as CJ 2180).

SOC 2200 Race and Ethnicity 3 credits
Alternate Years
Ideas and beliefs about “race” and ethnicity are pervasive in U.S. culture and consciousness. Are they real or socially constructed? When and why did “race,” and theories of racial difference and inequality, emerge as a dominant, and now discredited, worldview? How do institutions such as science, economics, education, and politics influence beliefs and practices about race and ethnicity? How are the lives and opportunities of individuals and groups affected by race and ethnic “membership” in terms of privilege and/or oppression? What choices do we have and what actions can we take in our daily lives to affect how race is lived in America and elsewhere? We will discuss prejudice, discrimination, and power in historical and contemporary contexts focusing on several racial and ethnic groups. This course meets the international/multicultural requirement.
Prerequisite: Any 1000-level Sociology course.

SOC 2220 Death, Dying, and Bereavement 3 credits
Offered periodically within a three-year academic cycle
This course will examine customs, attitudes and beliefs, and rituals associated with death, dying, and bereavement. Emphasis will be placed death and dying in the developmental cycle of the individual and in a social-cultural context. (Same course as PSY 2220).
Prerequisite: Any 1000-level Sociology or Psychology course.

SOC 2230 Introduction to Social Work Practice 3 credits
Fall Semester
Social work practice is guided by ethics, values, knowledge, and skills. This course is a study of social work practice with emphasis on the historical, philosophical values of social welfare in the United States. The course exposes students to social welfare concepts, policies, and organizations through the study of historical developments in the American service delivery system. Behavioral, cognitive, and psychosocial approaches to social work are also discussed. Current programs, issues and opportunities in the field will be explored.
Prerequisite: Any 1000-level Sociology course.

SOC 2350 Human Diversity in Criminal Justice 3 credits
Full and Spring Semesters
Examines how cultural and individual human differences intersect with the criminal justice system. The course will explore the interaction of the criminal justice system with issues of race, gender, age, socio-economic status, sexual orientation, physical and mental disabilities, culture, religion, and other human differences. The focus will be on how human differences impact all people within the criminal justice system, including victims, offenders, and service providers and how the criminal justice system responds to and/or should respond to human differences, with an emphasis on providing positive solutions and social justice. (Same course as CJ 2350). This course meets the international/multicultural requirement.
Prerequisite: CJ 1000 or SOC 1000.

SOC 2402 Domestic Violence 3 credits
Every Year
Examines the problem of domestic violence from the perspectives of survivors, law enforcement, the courts, and health/mental health professionals. Special attention will be paid to understanding how sex, gender, power, and various forms of privilege, play a role in the investigation and understanding of domestic violence. The implications of a variety of theoretical approaches will be included to understand intertwining personal and political experiences of those affected by domestic violence. Intervention Strategies and programs used to address issues of domestic violence will also be included. (Same course as CJ 2402, WGS 2402).
Prerequisite: Any 1000-level Sociology or Psychology course.

SOC 2410 Working with Individuals 3 credits
Spring Semester
Introduces students to the systems model, which enables them to view individuals in relation to family, social network, privilege, race, gender, and community. Knowledge of both historical and current social trends is examined as it relates to providing mental health services to men, women, children, and culturally diverse populations. The student will develop basic interviewing, assessment, relationship building, and goal-setting skills. The theoretical value-based and skill-oriented learning is integrated using case studies. Students will learn to plan and implement intervention strategies. (Same course as WGS 2410).
Prerequisite: Any 1000-level Sociology course.
Locally based organizing and social planning techniques are introduced to community, organizational analysis, and intervention. The course also provides an introduction to community, organizational analysis, and intervention. Locally based organizing and social planning techniques are studied. 

Prerequisite: Any 1000-level Sociology course.

SOC 2450  Social Policy and Social Justice  3 credits 

Offered periodically within a three-year academic cycle
Social Policy is both a philosophical concept and a social process. As a philosophical concept, it considers value dimensions and issues of social justice: equality versus inequality, liberty versus domination, exploitation, and oppression; cooperation versus competition; and considers social policy as a process by which organizations and institutions affect the status, well-being, stability, and security of the members of society. In addition the political, economic and social context of policy evolution will be critically examined. 

Prerequisite: Any 1000-level Sociology course.

SOC 2470  Sex, Gender, and Sexuality  3 credits 

Alternate Years
Sex, gender, and sexuality are social constructions that have enormous impact in society. This course will examine the differences among sex, gender, and sexuality. What are the norms and social expectations associated with each of these terms and what are the consequences for not complying? Cross-cultural patterns will be considered in an effort to recognize and appreciate human diversity and gain insight into the ways we understand and experience ourselves. Discrimination, sexism, and homophobia, and responses to these forms of oppression, will be examined. This course meets the international/multicultural requirement. (Same course as WGS 2480).

Prerequisite: Any 1000-level Sociology course.

SOC 2480  Sport and Society  3 credits 

Offered periodically within a three-year academic cycle
This course will bring a critical sociological perspective to the realm of sports. Students will examine sports and the impact it has in social, cultural, and economic areas of social life, both in the United States and internationally. Using sociological theories such as functionalism, conflict theory and symbolic interaction, students will analyze the role of athletics in society in general and look at particular athletic performances in selected sports. Other variables will be considered, including professional and amateur status, gender, social class, ethnicity, and disability status of athletes and how these variables affect social and personal identity and status, establish strong socializing role models for society, and become important issues in public discourse. The role of sports in rehabilitation, recreation, and in shaping standards of competitiveness and social values will be examined. (Same course as WGS 2480). 

Prerequisite: Any 1000-level Sociology course.

SOC 2510  Social Movements and Social Action  3 credits 

Offered periodically within a three-year academic cycle
People often band together and challenge existing social arrangements; such efforts are important because they attempt to achieve or resist a social change. This course examines social action, as part of people's collective efforts to create or oppose changes in society. What constitutes a social movement, when and why they occur, who joins social movements and why, how they are organized, what strategies they use, how they are affected by institutions like the state and the media, and what impacts they have on individuals and on society are all questions that will be addressed in this course. Large scale campaigns, grass-roots efforts, and everyday acts of collective action and community organizing will be explored. Students will be required to participate in collective social action projects.

Prerequisite: Any 1000-level Sociology course.

SOC 2520  Methods in Social Research  3 credits 

Fall and Spring Semesters
This course will critically examine qualitative and quantitative research methods used by social scientists to study the social world. The ways in which social scientists study societies and social issues are carefully examined. This course will challenge students to think more critically about the science of research methods and to become critical thinkers and examiners of data about social life. (Same course as CJ 2600). 

Prerequisites: MATH 1150, and SOC 2130 or CJ 2000.

SOC 2620  Diversity in Families  3 credits 

Offered periodically within a three-year academic cycle
A popular image of the “family” is that of a male father and female mother and their children: a self-contained entity. This course explores why that image does not match reality and demonstrates that there are many different kinds of family, kinship, and household arrangements. These variations are the products of custom, and are influenced by social, economic, and political variables/realities. The course examines the various forms families can take, the various roles family members perform, and the function of families in social
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Recent challenges to traditional families, the result of the struggles of people to survive and adapt to a wide range of societal situations, challenges, and changes will be considered. (Same course as WGS 2620). This course meets the international/multicultural requirement.

Prerequisite: Any 1000-level Sociology course.

Sociology of Health and Health Care

Offered periodically within a three-year academic cycle

Avoidable health inequalities arise from the environments in which people live, as well as political, social, and economic forces. This course examines factors such as: culture, gender, race/ethnicity, class, and age and their impact on health and treatment in the healthcare system. The experience of illness, the social and cultural factors of health and disease, the institution of medicine, and the healthcare system will be discussed. The course will also consider the relationships between healthcare providers and consumers. (Same course as WGS 2650).

Prerequisite: Any 1000-level Sociology course.

Sociology of Work

Offered periodically within a three-year academic cycle

Examines how work is organized, how people experience it, and what it means to them. Explores different workplace structures and how people’s places within them relate to their earnings and general well-being, including their identity and pride, autonomy, health, and safety. Studies occupational socialization, subcultures, and relationships. Considers how work - or the lack or loss of it - affects people off the job. Reviews how opportunities to get work and move up at the workplace are distributed and their relation to social inequality. Efforts to democratize and humanize workplaces through labor unions and other forms of collective action will be discussed. For all these areas, the role of race-ethnicity, gender, citizenship status, and class will be assessed. (Same course as WGS 2680).

Prerequisite: Any 1000-level Sociology course.

Wealth, Poverty and Social Class

Alternate Years

Differential distribution of income, wealth, and power is found across the United States and the globe. The nature and extent of wealth and poverty, and the gradations in between, as well as social policies aimed at addressing inequality are the focal points for this course. How do we measure poverty? What causes poverty and why does it persist? Power relations and value systems underlying the distribution of resources will be considered. While emphasizing the U.S., larger global issues about wealth and poverty will be introduced. The intersection of global location, gender, race/ethnicity, and family background on wealth and poverty will be addressed. Key concepts introduced include: stratification, life chances, status and prestige, lifestyle, power and powerlessness, social mobility, and class conflict. (Same course as WGS 2760). This course meets the international/multicultural requirement.

Prerequisite: Any 1000-level Sociology course.

Crisis Intervention

Spring Semester

Designed to familiarize participants with a definition of crisis from the standpoint of the individual, the family, and a larger social context. Students will develop a specialized understanding of life crises such as adolescence, family violence, and disaster from the perspective of systems theory, learning theory, and developmental theory, using ethnographic materials. Operational models of intervention will be examined.

Prerequisite: Any 2000-level Sociology course.

Sociology of Violence

Every Year

Study and evaluation of the major sociological theories and research regarding violence, including interpersonal, family, criminal, and institutionalized violence. Contexts regarding how persons are affected as perpetrators of violence and victims of violence are analyzed. Specific topics include cross-cultural and contemporary forms of violence, and social responses to violence. Analysis to social responses includes prevention, treatment intervention strategies, criminalization, and public policies. (Same course as CJ 3404, WGS 3404).

Prerequisite: Any 2000-level Sociology or Criminal Justice course.

Experiential Learning (Internships)

Requires students to work weekly in field placement and to participate in a seminar or conferences with faculty supervisor. Field experience sites are selected jointly by the student and instructor.

Corequisite: SOC 3450SM.

Prerequisites: 1. Completion of EXP 2340, Introduction to Experiential Learning, with a grade of C or better;
2. A 2.75 cumulative average overall;
3. A 3.0 average in the major;
4. No outstanding “Incomplete” in an earlier field placement.

**SOC 3450SM  Sociology Internship Seminar  0 credits**  
This seminar is required for all students doing an internship in Sociology settings and must be taken during the semester of the Internship. Students must arrange an Internship with the guidance of the Sociology and Criminal Justice Internship Coordinator. In addition to spending time each week in the field supervised by placement personnel and the faculty member/course instructor students will integrate that learning with weekly on campus course meetings and assignments, discussing practice based learning, reviewing their field experiences, and documenting their learning.  
Corequisite: SOC 3450.

**SOC 3610  Communities  3 credits**  
Offered periodically within a three-year academic cycle  
Explores ways in which people form communities based on a shared place, spirit, interest, and/or identity. Examines how people experience communities and define themselves and their relationships with one another through patterns of residence and identity. Studies a range of communities - such as traditional, alternative, experimental, or virtual - which may be situated within small areas or extend across nations. Assesses the social, political, and economic ramifications of globalization and migration on communities.  
Prerequisite: Any 2000-level Sociology or Criminal Justice course.

**SOC 3640  Deviance and Social Control  3 credits**  
Offered periodically within a three-year academic cycle  
Examines people's behaviors and attributes that others come to believe are deviant. Reviews sociological theories that account for deviance. Explores different forms of social control that define and aim to prevent and inhibit deviance. Analyzes deviance as both a violation of social norms and a possible prelude to social change. The importance of deviance and social control theory to crime and criminal justice will be reviewed. Race, gender, and social class will be considered as factors that influence people's perceptions of people as deviant and how those people are treated. (Same course as CJ 3640,WGS 3640).  
Prerequisite: Any 2000-level Sociology or Criminal Justice course.

**SOC 3800  Seminar: Selected Topics  3 credits**  
in Sociology  
Offered periodically within a three-year academic cycle  
Selected sociological themes will be explored in a seminar format.  
Prerequisite: Any 2000-level Sociology course.

**SOC 3900  Senior Seminar:  3 credits**  
**Doing Sociology**  
Spring Semester  
Synthesizing theory and research requires critical reflection and evaluation. Students draw on their acquired knowledge to demonstrate a strong understanding of the discipline through actively doing sociology. Graduating seniors are asked to integrate sociological knowledge, theory, methods, research design, and action in order to create and complete a research project on an approved topic.  
Prerequisites: SOC/CJ 2600, SOC 2130 and senior standing.

**WOMEN’S & GENDER STUDIES**

**WGS 2000  Gendered Lives  3 credits**  
Fall and Spring Semesters  
An introductory, interdisciplinary survey of the impact of gender in all of our lives, this course will examine the diversity and commonalities of gendered experiences and perspectives across time and cultures. The changes and choices in people's lives resulting from women's and other social movements, as well as the major problems which still remain will be explored. Students will learn how sexism operates in a dynamic with other systems of oppression both historically and in contemporary contexts. This course meets the international/multicultural requirement.

**WGS 2060  Aging and the Life Cycle  3 credits**  
Offered periodically within a three-year academic cycle  
Focuses on various developmental stages of the life cycle from birth to death including cross-cultural materials, attitudes and values about the aging process, rites of passage, and the accompanying changes of status for the individual. Major milestones of each developmental stage in the life cycle are discussed focusing on often differing societal expectations regarding gender and age. (Same course as SOC 2060, PSY 2060).  
Prerequisite: Any 1000-level Sociology or Psychology course.

**WGS 2110  American Literature I  3 credits**  
Fall Semester  
Focuses on the work of diverse authors, writing from the colonial period through the late 19th century. Texts include the work not only of conventionally canonized writers, but also orature and writing by the often underrepresented, including Native- Americans, African-Americans, and women. This
course meets the CLAC I Literature requirement. (Same course as ENG 2110).

Prerequisite: Six (6) credits of English at the 1000-level.

WGS 2115  Men, Self & Society  3 credits

Offered periodically within a three-year academic cycle

This course will explore the origin and creation of masculinity. The focus will be on political and socio-cultural contributions to gender identity in men and the consequences of masculinity for men and for society. The diverse psychological experiences of masculinity from various perspectives will also be highlighted, particularly those experiences from men of color, gay men, and men with nontraditional gender identity. (Same course as PSY 2115, SOC 2115). This course meets the international/multicultural requirement.

Prerequisite: Any 1000-level Sociology or Psychology course.

WGS 2162  Sociology of Education  3 credits

Offered periodically within a three-year academic cycle

Studies the relationship between school and society in historical and contemporary contexts. Explores the significance of social class, race-ethnicity, gender, and national origin in shaping educational opportunities, experiences, and outcomes. Examines schools as workplaces and as environments for socialization, social control and social change. (Same course as, ED 2162). This course meets the international/multicultural requirement.

Prerequisites: PSY 1400, or permission of instructor.

WGS 2292  Social History of Women  3 credits

Offered periodically within a three-year academic cycle

Examines the changing position of women in the United States from colonial times to the present. Emphasis will be placed on the role of class, race, and ethnic differences in shaping women's experiences and on the relationship between economic change and shifting notions of womanhood. Topics will include the “Cult of True Womanhood,” female activism, paid and unpaid work, the “modern” women of the 1920s, the women’s movement, as well as other contemporary issues. (Same course as P&H 2292).

WGS 2402  Domestic Violence  3 credits

Every year

Examines the problem of domestic violence from the perspectives of survivors, law enforcement, the courts, and health/mental health professionals. Special attention will be paid to understanding how sex, gender, power, and various forms of privilege, play a role in the investigation and understanding of domestic violence. The implications of a variety of theoretical approaches will be included to understand intertwining personal and political experiences of those affected by domestic violence. Intervention Strategies and programs used to address issues of domestic violence will also be included (Same course as SOC 2402, CJ 2402).

Prerequisite: Any 1000-level Sociology or Psychology course.

WGS 2410  Working with Individuals  3 credits

Spring Semester

Introduces students to the systems model, which enables them to view individuals in relation to family, social network, privilege, race, gender, and community. Knowledge of both historical and current social trends is examined as it relates to providing mental health services to men, women, children, and culturally diverse populations. The student will develop basic interviewing, assessment, relationship building, and goal-setting skills. The theoretical value-based and skill-oriented learning is integrated using case studies. Students will learn to plan and implement intervention strategies (Same course as SOC 2410).

Prerequisite: Any 1000-level Sociology course.

WGS 2420  Gay Politics in the United States  3 credits

Offered periodically within a three-year academic cycle

Looks at current issues in gay politics. Among the issues considered are the constitutionality of the Defense of Marriage Act and the impact of gay marriage, whether those who are openly gay can serve in the military, the extent to which gay issues can be raised in schools and colleges, gay adoption, and the targeting of gays by hate groups. The course also considers the election of gays to political office both on the state and national level and examines the prospect of a gay person becoming President or Vice President. (Same course as P&H 2420).

WGS 2440  Gender Inequality: Women and Politics  3 credits

Offered periodically within a three-year academic cycle

Examines the role that women play in politics in the United States and around the world. Not only has the United States never had a female president, women make up only 20% Congress. In comparison, Rwanda’s parliament is made up of almost 64% women. The course will examine the implications of women’s exclusions from public life in a global context; the obstacles to women’s greater participation; how women have gained greater voice in political leadership in some countries; and the different kinds of issues women bring to the political arena. We look at women’s participa-
tion from the fight for the right to voter through the modern feminist movement; and study public policies as they affect women, such as violence against women and personal health. We will also reflect on the future, and evaluate what barriers, if any, still exist to women’s full political participation and representation. (Same course as P&H 2440).

WGS 2450  Human Sexuality  3 credits

Alternate Years

Discusses human sexuality in an integrated way, exploring biological, psychological, social, and political aspects. (Same course as BIOL 2450, PSY 2450).

Prerequisites: One course in biology and one course in psychology, or permission of instructor.

WGS 2470  Sex, Gender, and Sexuality  3 credits

Alternate Years

Sex, gender, and sexuality are social constructions that have enormous impact in society. This course will examine the differences among sex, gender, and sexuality. What are the norms and social expectations associated with each of these terms and what are the consequences for not complying? Cross-cultural patterns will be considered in an effort to recognize and appreciate human diversity and gain insight into the ways we understand and experience ourselves. Discrimination, sexism, and homophobia, and responses to these forms of oppression, will be examined. (Same course as SOC 2470). This course meets the international/multicultural requirement.

Prerequisite: Any 1000-level Sociology course.

WGS 2480  Sport and Society  3 credits

Offered periodically within a three-year academic cycle

This course will bring a critical sociological perspective to the realm of sports. Students will examine sports and the impact it has in social, cultural, and economic areas of social life, both in the United States and internationally. Using sociological theories such as functionalism, conflict theory and symbolic interaction, students will analyze the role of athletics in society in general and look at particular athletic performances in selected sports. Other variables will be considered, including professional and amateur status, gender, social class, ethnicity, and disability status of athletes and how these variables affect social and personal identity and status, establish strong socializing role models for society, and become important issues in public discourse. The role of sports in rehabilitation, recreation, and in shaping standards of competitiveness and social values will be examined (Same course as SOC 2480).

Prerequisite: Any 1000-level Sociology course.

WGS 2620  Diversity in Families  3 credits

Offered periodically within a three-year academic cycle

A popular image of the “family” is that of a male father and female mother and their children: a self-contained entity. This course explores why that image does not match reality and demonstrates that there are many different kinds of family, kinship, and household arrangements. These variations are the products of custom, and are influenced by social, economic, and political variables/realities. The course examines the various forms families can take, the various roles family members perform, and the function of families in social life. Recent challenges to traditional families, the result of the struggles of people to survive and adapt to a wide range of societal situations, challenges, and changes will be considered. (Same course as SOC 2620). This course meets the international/multicultural requirement.

Prerequisite: Any 1000-level Sociology course.

WGS 2650  Sociology of Health and Health Care  3 credits

Offered periodically within a three-year academic cycle

Avoidable health inequalities arise from the environments in which people live, as well as political, social, and economic forces. This course examines factors such as: culture, gender, race/ethnicity, class, and age and their impact on health and treatment in the healthcare system. The experience of illness, the social and cultural factors of health and disease, the institution of medicine, and the healthcare system will be discussed. The course will also consider the relationships between healthcare providers and consumers. (Same course as SOC 2650).

Prerequisite: Any 1000-level Sociology course.

WGS 2680  Sociology of Work  3 credits

Offered periodically within a three-year academic cycle

Examines how work is organized, how people experience it, and what it means to them. Explores different workplace structures and how people’s places within them relate to their earnings and general wellbeing, including their identity and pride, autonomy, health, and safety. Studies occupational socialization, subcultures, and relationships. Considers how work - or the lack or loss of it - affects people off the job. Reviews how opportunities to get work and move up at the workplace are distributed and their relation to social inequality. Efforts to democratize and humanize workplaces through labor unions and other forms of collective action will be discussed. For all these areas, the role of race-ethnicity, gender, citizenship status, and class will be assessed (Same course as SOC 2680).

Prerequisite: Any 1000-level Sociology course.
WGS 2760  Wealth, Poverty and Social Class  3 credits  Alternate years
Differential distribution of income, wealth, and power is found across the United States and the globe. The nature and extent of wealth and poverty, and the gradations in between, as well as social policies aimed at addressing inequality are the focal points for this course.

How do we measure poverty? What causes poverty and why does it persist? Power relations and value systems underlying the distribution of resources will be considered. While emphasizing the U.S. larger global issues about wealth and poverty will be introduced. The intersection of global location, gender, race/ethnicity, and family background on wealth and poverty will be addressed. Key concepts introduced include: stratification, life chances, status and prestige, lifestyle, power and powerless, social mobility, and conflict. (Same course as SOC 2760). This course meets the international/multicultural requirement.

Prerequisite: 1000-level Sociology course.

WGS 3050  Race, Class, Gender and Health  3 credits  Fall Semester
This course is designed for those students who are interested in exploring the impact that racism, sexism, classism, and heterosexism have on a population’s overall health and well-being. This course will deconstruct these social concepts and their meanings in today’s society and contrast them to the health status of vulnerable communities. Major areas that are explored in this course include the impact of race/cultural on infectious and chronic diseases, the influence of discrimination on illness and death, social status and its relation to health care access, impact of acculturation and assimilation on health and well-being, and methods/strategies of working with diverse populations. Ideal for those who are interested in going into a health-related profession, students are provided with knowledge and skills that are necessary to work with diverse communities. (Same course as AFAM 3050, HE 3050).

Pre or Corequisites: HE 1000 and junior standing.

WGS 3404  Sociology of Violence  3 credits  Every Year
Study and evaluation of the major sociological theories and research regarding violence, including interpersonal, family, criminal, and institutionalized violence. Contexts regarding how persons are affected as perpetrators of violence and victims of violence are analyzed. Specific topics include cross-cultural and contemporary forms of violence, and social responses to violence. Analysis to social responses includes prevention, treatment intervention strategies, criminalization, and public policies. (Same course as SOC 3404, CJ 3404).

Prerequisite: Any 2000-level Sociology or Criminal Justice course.

WGS 3640  Deviance and Social Control  3 credits  Every Year
Examines people’s behaviors and attributes that others come to believe are deviant. Reviews sociological theories that account for deviance. Explores different forms of social control that define and aim to prevent and inhibit deviance. Analyzes deviance as both a violation of social norms and a possible prelude to social change. The importance of deviance and social control theory to crime and criminal justice will be reviewed. Race, gender, and social class will be considered as factors that
Graduate Programs

- Master of Arts in Criminal Justice (MACJ)
- Master of Business Administration (MBA)
- Master of Education (M.Ed.)
- Master of Science in Nursing (MSN)
Mission Statement
The Division of Continuing and Graduate Studies at Curry College recognizes the dedication of adults committed to advancement through graduate education. Curry offers graduate degree programs and graduate certificates designed to provide the knowledge, skills, and competencies needed to advance. Our graduate programs are designed to develop critical reasoning, intellectual rigor, and reflective practice. Each program delivers the curricular challenges that inform and cultivate personal and professional development.

Knowing that academic success is achieved through high levels of faculty and peer engagement, Curry ensures that graduate students work closely with expert faculty in small, individualized learning environments that nurture the development of creative, highly competent leaders. Through small classes and cohort-based delivery models, students come to know their faculty and fellow students well and benefit from these professional networks. Curry recognizes the unique challenges adults face in undertaking graduate work and responds with a full range of academic and advising services, exceptional customer service, and accelerated learning options.

ACADEMIC POLICIES

Financial Aid Satisfactory Academic Progress for Graduate Students

Graduate Degree Students
Whether enrolled on a full or part-time basis, all graduate students must maintain Satisfactory Academic Progress (SAP) to receive financial aid.

Curry College has adopted the following SAP standards in accordance with the U.S. Department of Education requirements. These SAP standards are for financial aid purposes only and do not replace or override the academic policies of the College. Eligibility to continue enrollment at the College is defined below and on the College website. All students are responsible for ensuring their adherence to SAP and all other academic standards.

Satisfactory academic progress for Graduate students includes three standards of measurement:
1. Cumulative Grade Point Average (qualitative) and Minimum Grade Per Course
2. Credits Earned (quantitative)
3. Maximum Time Frame (length of study)

Cumulative Grade Point Average (Qualitative)
In order to retain financial aid eligibility, all graduate students enrolled in a degree program must maintain a minimum cumulative grade point average of 3.0 on a scale of 4.0. If a student’s GPA falls below 3.0, their financial aid eligibility will be reviewed.

Minimum Grade in Each Course
The minimum passing grade in each graduate course is a B-.
If a student receives a grade of C+ or below in any course, a review of their financial aid eligibility will result.

Credits Attempted Versus Credits Earned (Quantitative)
All students must complete at least 67% of the credits they attempt. The 67% is based on a ratio of the cumulative number of credits a student has attempted versus the cumulative number of credits a student has earned.

Attempted credits are those credits for which a student is registered at the end of the College’s official add/drop period. Therefore, attempted credits include all graded courses and transfer courses, courses from which a student has withdrawn after the drop/add period (W), and courses for which a student receives an incomplete (IN).

For example, a student who has attempted 18 credits must successfully complete at least 12 of those credits.

For a part-time student, satisfactory academic progress will be evaluated at the end of each semester and the student will also be required to complete the same 67% of their credits to be considered to be making satisfactory progress and to be eligible for financial aid.

Maximum Time Frame (Length of Study)
Students must complete all of their degree requirements within the maximum allowable time frame which cannot exceed 150% of the published length of, or the required number of credits in, the program.
For example:
If the published length of a full-time master’s program is two years and the number of credits earned for the degree is 36, the maximum time frame for completion is three years and the maximum credits attempted would be 54.

Regardless of whether a student is receiving financial aid during the time frame, all semesters and credit hours are used toward the maximum time frame. Once a student has exceeded the maximum time frame, the student will no longer be eligible for financial aid. If at any point within the course of their graduate program it becomes apparent that a student will be unable to meet SAP standards within the maximum time frame, the student will become ineligible for financial aid.

Satisfactory Academic Progress Reviews
All degree-seeking graduate students are evaluated for Satisfactory Academic Progress (SAP) at the end of the spring semester as part of the College’s regular annual review process for all three of the standards of measurement outlined in the SAP policy. Regular annual reviews will occur when all grades and credit hours have been officially recorded by the Registrar.

Students who do not meet one or more of the SAP standards will become ineligible to receive financial aid and will be notified of their ineligibility by the Student Financial Services Office. A student may appeal the loss of financial aid by following the procedures outlined in the Regaining Financial Aid Eligibility section (see below).

Students who enroll in a semester following the annual SAP review and choose to appeal will be reviewed for adherence to the SAP standards at the end of that semester, regardless of when the appeal is received.

For example: Students who end the spring semester on probation and choose not to appeal prior to the completion of the next period of enrollment are still required to appeal for SAP if seeking aid for future semesters. Furthermore, that next period of enrollment following the annual SAP review automatically becomes the semester in which a student will be re-reviewed for SAP compliance.

Note: The summer semester is included as a period of enrollment.

Regaining Financial Aid Eligibility
Enrolling without Financial Aid
A student who is academically eligible to continue in their graduate program may do so without financial assistance if they are able to settle their tuition account by using other financing options. A student may regain financial aid eligibility for future semesters by coming into compliance with the SAP requirements.

The Right to Appeal
A student may attempt to regain financial aid eligibility by filing an Appeal if an extraordinary circumstance exists. If the Appeal is approved by the College, the student is eligible to enroll and receive financial aid either on a Financial Aid Probation Status or on an Academic Education Plan for their next semester of enrollment. A graduate student may file an Appeal only once during their enrollment in a degree program at the College.

Appeal Process
A student may file an Appeal to the Appeals Committee in order to attempt to receive financial aid. The Appeals Committee consists of the Director of Student Financial Services, Director of Financial Aid, Registrar, Associate Registrar and the Associate Dean of Graduate & Continuing Education.

Please note these appeals are separate from academic appeals.

Grounds for filing a financial aid appeal must be due to an extraordinary circumstance such as a documented serious medical condition or death of an immediate family member that interfered with a student’s performance.

The student must file the Appeal and explain in detail why they were unable to maintain Satisfactory Academic Progress, and to detail their plan for returning to Satisfactory Academic Progress status. All appropriate supporting documentation should be included with the Appeal. Completed Appeals may be scanned and e-mailed, faxed or sent by U.S. mail to the committee. Please note: Incomplete Appeal forms cannot be reviewed by the Appeals Committee.

Appeal Forms are available in the Student Financial Services Office and on the College’s website.

Please note: Incomplete Appeal forms cannot be reviewed by the Appeals Committee.
Completed forms should be returned to:
Appeals Committee
Curry College c/o Student Financial Services Office
1071 Blue Hill Avenue
Graduate Studies Policies

**Appeal Outcomes**
The Student Financial Services Office will notify students in writing of the outcome of their Appeal within two weeks after the Appeals Committee has reviewed their Appeal. All decisions of the Appeals Committee are final.

**Financial Aid Probation**
If the student's Appeal for financial aid eligibility is approved, the student may be placed on Financial Aid Probation status. Probation status may be granted if the student's failure to maintain SAP compliance was due to an extraordinary circumstance beyond the student's control. A student who is placed on Financial Aid Probation status will temporarily regain financial aid eligibility for one successive payment period only. A student will then be reevaluated for SAP compliance at the end of that semester of enrollment. If a student is unable to return to Satisfactory Academic Progress by the end of that semester, the student will become ineligible for future financial aid at the College until such a time as they return to SAP.

*For example:*
If a student is placed on Probation at the end of the spring semester and chooses to attend the upcoming summer semester, their SAP status will be evaluated upon completion of the summer semester. If the student meets the SAP standards at the end of the summer grading period, they will remain eligible for financial aid for the fall. If the student does not make Satisfactory Academic Progress at the end of the summer semester, they are ineligible for financial aid until such time as they return to Satisfactory Academic Progress.

Students who are on Financial Aid Probation, but who elect not to attend during the summer semester, will be eligible to receive financial aid for the fall semester and will be evaluated at the end of the fall semester. If a student meets the SAP standards at the end of the fall grading period, they will continue to remain eligible for financial aid for the spring semester. If a student does not meet the SAP standards at the end of the fall semester, they will become ineligible for financial aid until such time as they return to Satisfactory Academic Progress.

**Academic Education Plans**
Resulting from an SAP Appeal review process, an Academic Education Plan can be developed with a student. An Academic Education Plan may be offered as an option to students who are not meeting the SAP standards but who have a strong likelihood of regaining SAP and successful program completion while continuing to receive financial assistance.

The initial review of a student's SAP under the Academic Education Plan will take place at the end of the first semester in which a student is enrolled under the Plan and thereafter annually at the end of the Spring semester as long as a student continues to meet the terms of the Plan. Failure to meet the standards of the Academic Education Plan will result in financial aid ineligibility in subsequent semesters.

**Unapproved Appeals**
The College will deny Appeals from students who would be unable to meet the SAP standards within the maximum time frame allotted for them to earn their degree.

**Transfer Credits**
Students who have completed graduate coursework at an accredited institution of higher education may request an evaluation of up to six credits for transfer into a graduate degree program at Curry College. Only three credits may be eligible for transfer towards a Graduate Certificate. For a graduate course to be considered for transfer credit, it must have been completed prior to matriculation into a Curry graduate program and completed within the previous five years. Evaluation of courses for transfer credit will be based on their content, applicability, and comparability relative to the graduate program requirements. Transfer credit will be considered for only those courses where a grade of B or better was earned. The Graduate Program Director has final determination regarding the eligibility and award of all transfer credit requests, and students are advised to speak with the respective Graduate Program Director regarding a transfer credit request. To apply for transfer credit, a student should obtain a Transfer Request form from the Division of Continuing and Graduate Studies and return the completed form along with the official college transcript, course description and syllabus from the appropriate college catalog. To obtain a preliminary evaluation, students may apply for transfer credit with an unofficial transcript. However, prior to the official award of transfer credit, official transcripts must be mailed directly from the sending institution and reviewed.

**Degree Completion Time Limits**
Students are expected to maintain good academic progress throughout their graduate program. All graduate program requirements for the award of a graduate degree must have been met in a time period not to exceed six (6) years following admission into the graduate program. Only in the exceptional case of hardship will an additional extension be considered by the Graduate Program Director.

**Repeating a Course**
Students who earn a grade of C+ or lower on their first attempt at a course may be required to repeat that course and may do so only once. The subsequent grade earned for the course will be recorded on the permanent student record along with the initial grade. Only the higher of the two grades, however, will be included in the overall grade point average calculation, and only the credits associated with the higher grade will be included in the credits earned toward graduation. A graduate student must maintain a minimum grade point average (GPA) of 3.0 to remain in good academic standing.

Course Refund Policy
Students who withdraw from a graduate level course may be eligible for a refund depending upon the date of withdrawal. Full refunds will be made only if a course is cancelled or if the student drops the course prior to the first class. It is the student’s responsibility to be aware of the course refund schedule. This information is provided in the term Schedule Guide and on the College web portal under Tuition and Registration Information.

Course Withdrawal
Every eight (8) week, fifteen (15) week and intensive course has a clearly defined course withdrawal schedule. Students have until the end of the 5th week to withdraw from an 8-week course and through the end of the 10th week to withdraw from a 15-week course. When a student withdraws from a course, the “W” will become part of the student’s academic history and will remain on the transcript permanently. If a student repeats a course, the new grade will be recorded on the transcript, and the “W” will remain but will not be calculated into the GPA. A withdrawal (“W”), however, will be used to determine a student’s academic progress, and a student may be placed on Academic Review if the earned hours divided by the attempted hours falls below 67%. A student’s attempted credits are calculated from the initial start date and not just from the current term.

Program Withdrawal
A graduate degree student who seeks to withdraw from the College should obtain the official Withdrawal Form from the Division of Continuing and Graduate Studies. A student must complete the official Withdrawal Form and return it to the appropriate Graduate Program Director. Nonattendance does not constitute an official withdrawal and students are responsible for all academic work until officially withdrawn.

Readmission Policy for Graduate Students
To apply for readmission into a graduate program, a student should contact the Division of Continuing and Graduate Studies Office to initiate the process. Readmission to a graduate program is contingent upon approval of the respective Graduate Director. Readmission decisions are based upon a number of factors including the student’s prior graduate history, outstanding coursework needed to complete the degree, program curricular changes, and good financial standing with the College. Readmission to a graduate cohort program is also contingent upon space availability.

Administration of Leave of Absence
On an exceptional basis, a student may need to request a Program Leave of Absence with the intention of resuming their studies typically after one semester or less. A student may only apply and be granted a Program Leave of Absence for one semester at a time. Additional semester program leave requests must be requested in writing and will be subject to an additional Continuation Fee. For each semester that a student is granted a Leave of absence, students will be charged a $95 Continuation Fee. The administrative process for graduate students who request a Program Leave of Absence is overseen by the Division of Continuing and Graduate Studies.

Students should access the Leave of Absence Request Form online from their Curry Portal account. The form details the policies and procedures related to a Program Leave of Absence Request and requires students to provide a brief explanation for their request. Online request forms should be returned to the Division of Continuing and Graduate Studies office via the respective graduate program email address. Each Leave of Absence request will be reviewed promptly by Graduate Studies staff and the Graduate Program Director. Students will be notified about the status of their request within one week.

Academic Dismissal
A student may be dismissed from the College if his or her academic record does not meet the standards for good academic standing during the semester of probation. A student may also be subject to dismissal from the College for academic dishonesty which includes plagiarism. Plagiarism is defined as taking the work of another as if it were one’s own, including the use of texts and internet sources without proper citations. Academic integrity is of highest importance in an institution of learning and is expected from all Curry College students.
Graduate Studies Policies

Administrative Dismissal
A student may be dismissed from the College for not abiding by administrative policies such as, but not limited to, the Curry College sexual harassment policy, meeting financial obligations to the College, failure to demonstrate responsible and safe behavior, or contributing to a hostile learning environment. Graduate students are expected to follow the Curry College Code of Conduct. A copy of a student's dismissal notice will be placed in the permanent academic file.

Appeal Process
A student may appeal an academic standing decision or other academic policy decision by submitting an Academic Petition form available from the Director of Graduate Enrollment. Appeal petitions are reviewed by the Graduate Program Director and the Associate Dean of Graduate Studies. A student may receive assistance with any aspect of the appeal process, including advice on stating the basis for the petition, by contacting the Director of Graduate Enrollment.

Final Grade Appeals
A student has the right to dispute a final grade for a graduate course. The student is responsible for initiating the grade appeal process at the beginning of the subsequent semester following the award of the disputed grade. First, the student must meet with the professor to discuss the resolution of the grade. If the student is not satisfied with the outcome of this discussion, the student can present the dispute in writing to the appropriate Graduate Program Director. Both the student and the professor may be present for the discussion with the Graduate Program Director. If, at this step in the process, the student or professor is not satisfied with the outcome of the appeal process, either party may initiate a meeting with the Associate Dean of Graduate Studies through a written request. Both the student and professor may be present for the discussion with the Associate Dean of Graduate Studies. A final grade appeal can be reviewed by the Graduate Policy and Curriculum Committee to ensure that the process has been fair and fully followed. The decision of the Associate Dean of Graduate Studies is final. A final grade appeal should be resolved by the end of the subsequent semester following the initial grade award.
Mission
The mission of the Curry College Master of Arts in Criminal Justice (MACJ) program is to provide students with the intellectual and pragmatic skills needed to become effective leaders, reflective practitioners, and ethical administrators of criminal justice agencies. The MACJ program and curriculum outcomes are designed to develop the critical thinking and problem-solving skills that criminal justice practitioners need to effectively address contemporary societal problems with innovative, ethical, and evidenced based solutions.

The program is geared towards practitioners in law enforcement, the courts, corrections, and other criminal justice organizations seeking advancement to leadership positions, as well as college graduates eager to pursue or advance a career in the criminal justice field. The MACJ program provides students with the necessary skills to be effective and innovative criminal justice leaders and with the abilities to collaborate with communities, criminal justice agencies, and other organizations to address complex criminal justice problems.

Program Rationale
As the 21st century unfolds, the criminal justice community has increasingly recognized the importance of pursuing formal higher education to complement the training provided by the professional academies. By drawing upon advanced education to support the development of a more sophisticated set of analytical and problem solving skills the educated criminal justice practitioner is better prepared to address the inherent challenges of leading criminal justice agencies that work with increasingly diverse communities. The development of problem-solving skills requires an educational experience that emphasizes reflective, creative, and critical thinking.

In the criminal justice field, effective leaders must balance not only efficiency and effectiveness but they also deal with a complex social world recognizing important social values such as equality and justice. Curry’s MACJ program recognizes these real world challenges and prepares leaders with the skills and knowledge they need to develop, implement, and evaluate effective solutions that are also just, sustainable, and progressive. Our program emphasizes evidenced-based applications intended to build and strengthen cultures of integrity within criminal justice organizations and the larger communities where they are nested—values in action.

Four Cornerstones
Graduates of the Curry College Master of Arts in Criminal Justice program develop applied skills and gain an in-depth understanding in the four program cornerstones: Public Administration, Ethical Leadership, Problem-solving, and Innovation.

- **Public Administration:** Students will define and integrate theoretical and practical issues related to organizational development and behavior and build management skills in the areas of communication, collaboration supervision, planning, and evaluation.
- **Ethical Leadership:** Students will develop the skills needed to be an ethical leader in a criminal justice organization, including personal assessment, reflective practice and critical thinking, conflict resolution, and understanding the community dynamics that are affected by the solutions implemented by the criminal justice system. Ethical leadership is aimed towards what works for the common good—framing justice with a social lens.
- **Problem-solving:** Students will develop the ability to address problems facing criminal justice organizations though the integration of criminological and social theory with research and evidence-based analysis to assess how data and other types of information can be translated into effective and ethical policies and programs.
- **Innovation:** Students will develop the ability to think critically and creatively using evidence-based analysis to address problems through novel and ethical solutions that can be evaluated through different frames of reference. In today’s dynamic world of criminal justice, technology plays an increasingly important role in developing, implementing, and evaluating innovative solutions.
Master of Arts in Criminal Justice

Grades and Academic Standing
The minimum passing grade in each course is a B-. A grade of C+ or lower in any course is cause for academic review. Students must maintain a minimum grade point average of 3.0 to remain in good academic standing. Academic review will take place if the GPA falls below a 3.0. Students must also maintain a satisfactory rate of progress measured by cumulative attempted credits. A student is making satisfactory progress when at least 67% of attempted credits have been completed with a passing grade. The complete Graduate Academic Standing policy can be found on the Curry website at: www.curry.edu/Graduate-Programs/Criminal Justice/Advising--Support/.

Enrollment and Application for Admission
The cohort program has rolling admissions. Prospective students should submit their application by August 1 to enroll in September. The specific admissions requirements for the Master of Arts in Criminal Justice are outlined on the Graduate Programs website. Application forms for the program are available at all campus locations or may be downloaded from the Graduate Programs website at: http://www.curry.edu/macj

Cohort Enrollment Policy
Curry College’s MACJ is a cohort program with classes held one evening during the week. The academic year is comprised of three semesters made up of two, 8-week terms each semester. Students enroll in two consecutive 8-week courses each semester—Fall Semester (Term I and Term II); Spring Semester (Term III and Term IV); and Summer Semester (Term I and Term II). Students entering the Curry MACJ commit to continuous enrollment in a “cohort” format. Program pedagogy is designed for optimal learning through the cohort experience. Therefore, once enrolled changing cohorts is not an option, except for extraordinary reasons. Extraordinary reasons, for example, are documented health or family emergencies. Students will not be allowed to delay their program or shift cohorts for issues such as management of their reimbursement funds or short-term work related pressures. Students who request to delay continuous enrollment in their cohort must make a formal request in writing to the Director of the MACJ Program. The request must include documentation of the ‘extraordinary’ reason for changing the cohort sequence. The Director and/or the Dean may request further information. Decisions are made by the Director of the MACJ Program, with final approval or rejection by the Dean of Continuing and Graduate Studies. All decisions are final.

Graduate Student Code of Conduct:
The MACJ program is committed to promoting ethical standards within the field of criminal justice, and as such, it holds the students to the highest standards of honesty and integrity. The MACJ program is grounded in four cornerstones: Ethical Leadership, Innovation, Problem Solving, and Public Administration. The Academic Honesty statement is detailed in this handbook, and due process for potential violations is detailed in that section. In addition, for alleged violations of the Student Code of Conduct, including any disruptive, intimidating, or hostile behavior in the learning environment toward students or faculty, a team shall be convened to investigate such allegations. This team shall include the Co-Director(s), at least one MACJ-involved faculty and the Dean of Continuing Education and Graduate Studies (or his/her designee). This team reserves the right to place students on academic probation, or to administratively dismiss any student who is found in violation of the Code of Conduct.

The Curriculum
The accelerated, 31-credit Master of Arts in Criminal Justice program consists of ten courses and may be completed in less than two years. The curriculum sequence begins by developing a foundation of knowledge in the four program cornerstones: public administration, ethical leadership, problem-solving, and innovation.

Students complete the entire program over ten, eight-week terms beginning with the course, The 21st Century Leader, followed by Social Policy and the Administration of Justice, Criminology: Theory and Application, Methods of Inquiry in Criminal Justice, and Criminal Justice Data Analysis. These five MACJ courses provide the intellectual and practical foundation necessary to complete the subsequent coursework. The MACJ program coursework culminates in a Capstone course, Innovation in the Administration of Justice, which requires students to complete a substantive group project addressing a contemporary criminal justice problem through the application of an innovative, applied research and problem-solving approach.
Thesis Option

Students interested in pursuing an advanced graduate degree (Ph.D. or C.A.G.S.) beyond graduation will have the option of completing two independent courses over two traditional semesters. The student develops an in-depth concept paper for review and approval by the MACJ Director and a professor with expertise in the selected topic. The thesis option is contingent on high academic performance in the program, the viability of the thesis proposal, and the ability to complete the thesis over two sequential semesters. Students work closely with a professor who serves as a mentor throughout the duration of the thesis. Thesis students complete all courses except MCJ 6045 Contemporary Issues in Criminal Justice: Analysis and Application (or MCJ 6040, depending upon scheduling and timing of the student thesis and group project) and MCJ 7000 Innovation in the Administration of Justice, which are replaced by MCJ 7500 Master’s Thesis I: Thesis Foundation and Prospectus (3 credits) and MCJ 7600 Master’s Thesis II: Thesis and Defense (4 credits). Specific scheduling will be worked out with the mentor professor and the MACJ Director (see course descriptions in the following section).

Internship Option

For students seeking career entry into a criminal justice agency, MCJ 6090: MCJ Graduate Internship (3 credits) is available as an elective course in place of MCJ 6040: Contemporary Issues in Criminal Justice or MCJ 6045: Contemporary Issues in Criminal Justice: Analysis and Application, or MCJXXXX, Elective, Special Topics, Research Writing Intensive, with the approval of the MACJ Director.

Program Curriculum (31 credits)

**FIRST SEMESTER**
- MCJ 6005 Leadership in the 21st Century
- MCJ 6010 Social Policy and the Administration of Justice

**SECOND SEMESTER**
- MCJ 6015 Methods of Inquiry in Criminal Justice
- MCJ 6020 Criminology: Theory and Applications

**THIRD SEMESTER**
- MCJ 6025 Criminal Justice Data Analysis
- MCJ 6036 Criminal Justice Organizational Management: Change and Resource Allocation

**FOURTH SEMESTER**
- MC 6080 Elective: Special Topics, Research Writing Intensive
- MCJ 6040 Contemporary Issues I

**FIFTH SEMESTER**
- MCJ 6045 Contemporary Issues II
- MCJ 7000 Innovation in the Administration of Criminal Justice
MCJ 6005  Leadership in the 21st Century  3 credits
This course examines modern methods of leadership and administration in criminal justice organizations with a focus on problem-solving and innovation. The goals of criminal justice organizations are examined from historical, theoretical, and practical perspectives with an emphasis on effective models of leadership and reflective practice. Using evaluation instruments such as the Myers-Briggs Type Inventory, students complete self-assessment evaluations to discover their individual approaches to interpersonal communication, leadership and decision-making. Topics covered include: leadership development, problem-oriented policy and practice, the functions of a public service organization, methods for decision-making, and innovation in strategy, and vision and planning. Accountability issues of managers to both the administration and line level workers are emphasized.

MCJ 6010  Social Policy and the Administration of Justice  3 credits
Recognizing that leaders and administrators of criminal justice agencies must be cognizant of social policy issues, including unintended consequences and ethical considerations of current and emerging social policies and laws, this course examines contemporary social policy and law issues within the macro-political environment in which justice administrators must lead their organizations. The course will examine the dynamic role of criminal and civil law, both ‘on the books’ and its translation in ‘street level bureaucracy’.

MCJ 6015  Methods of Inquiry in Criminal Justice  3 credits
This course examines how to conduct criminal justice research and how leaders can be better consumers of criminal justice research and other types of information relative to the needs of their agencies. The relationship between theory, research, and practice is examined, leading students to develop an understanding of the differences between quantitative and qualitative research while exploring various methodological designs. Problems and errors associated with sampling, analysis of data, interpretation of results, and research limitations are presented. Important issues in criminal justice research are discussed including ethics, confidentiality, and vulnerable populations.

MCJ 6020  Criminology: Theory and Application  3 credits
Theories of criminology are examined from historical, empirical, and policy perspectives. Using the major criminological theories which explore crime and its etiology, students will explore and deconstruct the strengths and weaknesses of both historical and modern theories, with special attention to the role of theory in policy-making. Individual, structural, and social process theories are examined, with special attention to risk and protective factors in inhibiting or promoting crime. The behavior of criminal law will be explored.

MCJ 6025  Criminal Justice Data Analysis  3 credits
This course provides students with an understanding of how criminal justice research is conducted and how one systematically evaluates quantitative research reported in the criminal justice literature. Traditional data analysis, including the topical areas of measures of central tendency and dispersion, probability, sampling distributions, and univariate and multivariate techniques for hypothesis testing are examined. Students learn how to select appropriate statistical tests and how to properly interpret results. Utilizing analysis software such as SPSS or MS Excel, students perform analysis on a variety of criminal justice data.

MCJ 6036  Criminal Justice Organizational Management: Change and Resource Allocation  3 credits
As public administrators and leaders constantly face the challenging environment of scarce resources, this course focuses on the allocation of human and fiscal resources, including human resource planning (hiring, promotion, training, and assignment), the legal rights and responsibilities of public employers and employees, ethical issues in human resource management, collective bargaining and impasse resolution, and related issues of budgeting and securing alternative fiscal resources such as grants.

MCJ 6080  Elective: Special Topics, Research Writing Intensive  3 credits
This course will present a “deep dive” on a relevant contemporary criminal justice topic with a special focus on strengthening research writing. Working through the specific topic, students will learn to write a comprehensive literature review, using scholarly sources. There will be a special focus on developing information literacy and organizing extant research materials in writing. Connections to the cohort’s collaborative project may be prioritized in the selection of topics.
Master of Arts in Criminal Justice

MCJ 6040 Contemporary Issues in Criminal Justice 3 credits
This course examines topical issues emerging in criminal justice and is designed to respond to the contemporary justice environment with a focus on innovative, ethical, problem-oriented approaches to various criminal justice issues, problems, and crime types. Specific topical issues will focus and align with the capstone project completed in MCJ 7000: MCJ Innovation in Criminal Justice. *Specific topics will vary, but could include domestic or community violence, policing, criminal procedure, juvenile justice, diversity in the justice system, inequality, corrections, or crime mapping/technology innovations.

MCJ 6045 Contemporary Issues in Criminal Justice: Analysis and Application 3 credits
This course deepens knowledge of the topical issues examined in MCJ 6040 through an analysis and/or application component that provide a hands-on perspective. Class projects and requirements are selected based on the topical content in MCJ 6040 and the capstone project completed in MCJ 7000. Students selecting the thesis or internship option may not be required to take this course (pending MACJ Director approval). Specific topics will vary, but could include domestic or community violence, policing, criminal procedure, diversity in the justice system, juvenile justice, inequality, corrections, or crime mapping/technology innovations.

MCJ 6090 MCJ Graduate Internship 3 credits
Graduate students with no previous work experience in a criminal justice setting may request a placement in a criminal justice or community service setting and supervision by a graduate faculty member. Approval of MACJ Director is required.

MCJ 7000 Innovation in the Administration of Justice 4 credits
Serving as a final capstone assessment instrument, students assume the role of a criminal justice leader to examine employee motivation, organizational and community culture, group dynamics, interpersonal and public communication, and how the ethics of management and labor impact the effectiveness of problem-solving and innovation. Basic intervention strategies for negotiating and resolving disputes and conflicts in criminal justice settings are reviewed with an eye toward innovative and ethical approaches. This course integrates the curriculum with the capstone project. Working with a faculty mentor, students are required to work as a team to address a real-world issue facing a criminal justice or community agency. Students work together to develop a comprehensive, innovative, ethical, and evidence-based approach to address this issue. Students approved for the thesis option are not required to complete MCJ 7000.

MCJ 7100 Independent Study 1 to 3 credits
Allows students to pursue particular research interest that is not normally a part of the MCJ curriculum or a part of the Capstone Seminar I or II. Working individually with a graduate faculty mentor, MCJ 7100 could involve either directed reading or independent research. Approval of MACJ Director required.

MCJ 7500 Master’s Thesis I: Thesis Foundation and Prospectus 3 credits
In this first of two sequential courses, the thesis student will integrate knowledge and understanding developed in the core curriculum to prepare a thorough and analytic research prospectus on an appropriate thesis project topic. The prospectus will include a literature review, a compilation of resources and databases to be used in the research, a detailed research methodology, and an appropriate bibliography. The research project will be completed in Master’s Thesis II. Approval of MACJ Director is required.

MCJ 7600 Master’s Thesis II: Thesis and Defense 4 credits
The student will complete the thesis project begun in Master’s Thesis I by initiating the individual research project, gathering data, sorting and identifying key variables, and integrating their findings within the context of the criminal justice theory and literature. The student critically analyzes the data and draws summary conclusions, prepares a written thesis and publicly defends their findings in an open forum. After successfully defending the thesis, the written thesis is bound and catalogued in the Levin Library for public use. Successful completion of MCJ 7500 and the approval of MACJ Director are required.
Master of Business Administration

Four business-critical themes are central to Curry College’s Master in Business Administration (MBA). The unique framework for the model of business excellence integrates:

I. Leadership and Ethics  
II. Strategic Planning  
III. Decision-Making Tools  
IV. Problem Solving

Prerequisites:
The Common Body of Background Knowledge

Prerequisite courses are an important foundation of the MBA curriculum. Because this unique degree accepts students with diverse disciplinary backgrounds, the prerequisite courses ensure a common ‘language’ of business. Through their professional achievements, students may have achieved a minimum level of background knowledge in some areas of business. However, all students must have completed coursework in the seminal disciplines of economics, accounting, and statistics.

Therefore, students must complete the following courses in preparation for their graduate program:

- Principles of Economics – Micro or  
- Principles of Economics – Macro  
- Financial Accounting or Accounting 1 & 2  
- Statistics

Technical Computer Specifications

Curry College’s courses run on Blackboard’s learning platform. Individual courses frequently require use of the internet. It is highly recommended that MBA students have an up-to-date PC, laptop, or tablet. Check the MyCurry portal for updated recommended technical requirements.

Apple computers are not recommended due to compatibility issues with Microsoft products. If a student elects to use any version of a Mac Book or Mac Desktop, it is his/her responsibility to assure complete compatibility with Curry course requirements including the proper software and connectivity. Mobile devices such as iPads and smartphones are not qualified for work in the MBA.

MBA Course Transfer Policy

At the discretion of the MBA Director, up to two courses may be considered for transfer into the program. Transfer credit will only be awarded for courses taken in a Master of Business Administration program. Students must have received a grade of “B” or better. Courses from graduate programs other than an MBA program are not transferable. Once a student is matriculated at Curry College, no transfer credit will be allowed. To have coursework reviewed for transfer credit, students must submit all original syllabi and transcripts. All decisions are final. Because Curry’s MBA is cohort based, it is important that courses are taken in sequence with the entire group to help develop teamwork and group process skills.

Cohort Enrollment Policy

Curry College’s MBA is a two-year cohort program with classes held one evening during the week. The academic year is comprised of three semesters made up of two, 8-week terms each semester. Students enroll in two consecutive 8-week courses each semester—Fall Semester (Term I and Term II); Spring Semester (Term III and Term IV); and Summer Semester (Term I and Term II). Students entering the Curry MBA commit to continuous enrollment in a cohort format. As a cohort, students complete the 12 courses in the Program by taking six courses each year for two years. Program pedagogy is designed for optimal learning through the cohort experience. Therefore, once enrolled, changing cohorts is not an option, except for extraordinary reasons. Extraordinary reasons, for example, are documented health or family emergencies. Students will not be allowed to delay their program or shift cohorts for issues such as management of their reimbursement funds or short-term
work related pressures. Students who request to delay continuous enrollment in their cohort must make a formal request in writing to the Director of the MBA Program. The request must include documentation of the ‘extraordinary’ reason for changing the cohort sequence. The Director and/or the Dean may request further information. Decisions are made by the Director of the MBA Program, with final approval or rejection by the Dean of Continuing and Graduate Studies or designee. All decisions are final.

**Grades and Academic Standing**
The minimum passing grade in each course is a B-. A grade of C+ or lower in any course is cause for academic review and necessitates repeating the course. Students must maintain a minimum grade point average of 3.0 to remain in good academic standing. Academic review will take place if the GPA falls below a 3.0 or for an individual course grade of less than a B-. Students must also maintain a satisfactory rate of progress measured by cumulative attempted credits. A student is making satisfactory progress when at least 67% of attempted credits have been completed with a passing grade. The complete Graduate Academic Standing policy can be found on the Curry website at: www.curry.edu. Go to Graduate Studies> Advising and Services.

**Capstone Scheduling Policy**
Students must take the “capstone module” - MBA 7600 and MBA 7610 - at the end of their MBA program. Students must complete all other required coursework prior to entering this module.

Capstone Travel: Many of the Capstone projects include an opportunity to travel in study of the topic and client business-related activities. The costs related to travel area not included in the tuition and are optional. Details of previous Capstone travel, costs and benefits will be discussed during orientation and throughout the first 10 courses of the program.

Students who, for extraordinary reasons, must cycle out of the program for a term or semester may have to join another cohort to complete their capstone module, if they have not been able to complete all required prerequisite coursework.

Curry College has a rich history as being a “School of Elocution” including leadership from the first Chancellor, Alexander Graham Bell. As such, in the normal course of the program, a video is taken to establish a baseline of presentation capabilities. Throughout the program, students are required and encouraged to develop excellent presentation skills using video recording assessment and working with the instructors in the Curry College Speaking Center. All video and other artifacts of presentations and course work are the property of the school and may be used for the advancement of the College.

**REQUIRED CURRICULUM AND COURSE SEQUENCE**
The unique format of Curry College’s MBA Program pairs a theory-based with an application-based course each semester. Six eight-week courses are offered over three semesters per year (Fall I and II, Spring I and II, Summer I and II). Students take two courses consecutively each semester. In the summer, courses meet for 7 weeks.

<table>
<thead>
<tr>
<th><strong>First Semester</strong></th>
<th><strong>Credits</strong></th>
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<tbody>
<tr>
<td>(Theory) MBA 6100</td>
<td>3</td>
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<tr>
<td>(Application) MBA 6110</td>
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<td>(Application) MBA 6210</td>
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## Master of Business Administration

### Fourth Semester

| (Theory) | MBA 6400 Management of Information and Technology | 3 |
| (Application) | MBA 6410 Strategic Marketing | 3 |

### Fifth Semester

| (Theory) | MBA 6500 The Strategic Process and Planning | 3 |
| (Application) | MBA 6510 Supply Chain Management and Operations Analysis | 3 |

### Sixth Semester

| (Theory) | MBA 7600 Strategic Consulting Project: Capstone Foundation | 3 |
| (Application) | MBA 7610 Strategic Consulting Project: Capstone Recommendations | 3 |

### Total Required Credits

36

Throughout the MBA Program, students are exposed to a variety of teaching and learning strategies including: lecture, discussion, case analysis, problem-solving, group- and team-building exercises, guest lecturers, computer simulations, and e-learning.
Master of Business Administration

**MBA 6100  Regulatory Environment of Organizations**
3 credits
Managers must be aware of their rights and obligations under federal laws and federal agency regulations that impact the operation of the enterprise, frequently affecting success or failure. Accordingly, the course examines the regulatory environments in which organizations compete focusing on (1) legal concepts underlying governments’ right to regulate commerce; (2) substantive legal rights and obligations involving product liability; intellectual property and cyberspace (patents, trademarks, trade dress, copyrights); the various forms and regulations of business entities; and (3) specific regulatory concerns in consumer protection, antitrust and investor protection, and enforcement action by the FDA, SEC, FTC and other federal regulatory agencies.

**MBA 6110  Ethical Leadership and the Behavior of Organizations**
3 credits
Leaders – senior managers - must be aware of their rights and obligations under federal laws and federal agency regulations, but they must also clearly understand the impact of their values and their “business ethics” upon the behavior of an organization. Thus, this course builds upon an understanding of the regulatory environments in which organizations compete and operate, but is focused on (1) ethical concepts, ethical challenges, and ethical dilemmas related to managing and leading an organization; (2) leadership, power, and the manager’s role; and (3) organizations as systems, macro-organizational behavior, and organizational development and change.

**MBA 6200  Managerial Accounting**
3 credits
Managerial Accounting will take the student beyond the preparation of financial statements and cost accumulation to the analysis of accounting information and the decision making policies and procedures that are enhanced by the systematic collection and reporting of financial data. Topics include cost analysis for decision-making and performance evaluation; strategic cost analysis; management control systems; income measurement; assets and liabilities; income taxes; statements of change in financial position; and capital budgeting. The emphasis of this course will be on the application of acquired accounting information and analytical techniques, to problem resolution and decision-making.

**MBA 6210  Strategic Financial Management**
3 credits
This course provides an opportunity to learn about investment and financing. The investment decision allocates scarce resources for projects in the organization and involves asset valuation, capital budgeting, and time value of money, risk management, and working capital management. The financing decision determines sources of cash to finance the investment decisions and involves capital structure, financial instruments, the risk-return Trade-off, financial planning, and the cost of capital. Ethical considerations and management in the global context are integrated into these topics. The emphasis of this course will be on the application of acquired financial information and analytical techniques, to problem solving and decision-making.

**MBA 6300  Strategic Managerial Economics**
3 credits
This course uses economic theory and tools to examine how a firm can make optimal managerial decisions in the face of the constraints it faces. It looks at three levels. First, it uses the theory of the firm as a unifying theme to examine the managerial decision-making process. Second, it then introduces a number of special topics such as firm architecture, industry analysis and competitive strategy, risk management, and international economies of scale. Third, it introduces an international view into managerial economics to reflect the globalization of production, distribution, and competition in today’s world.

**MBA 6310  Quantitative Analysis for Managers**
3 credits
This course provides an overview of many of the statistical and analytical tools available to assist managers in analysis and decision making process. Concepts will be drawn from such disciplines as mathematics, statistics, production, marketing, finance, economics, and decision theory. This course takes a mixed methodology research approach incorporating quantitative and qualitative analysis. The concepts will be covered and implemented using various computer applications and critical analysis.

**MBA 6400  Management of Information and Technology**
3 credits
Information Technology is an integral discipline in establishing the competitive positioning of businesses and how they are managed. The infrastructure of business organizations relies on the IT structure and is a part of determining the strategy of the organization. The strategies of goal setting,
positioning, and communications influences the success of an organization. Through use of case studies and hands-on technical sessions, this course will explore the process a manager follows in order to make informed decisions regarding the planning, implementation, and use of information and technology within an organization.

MBA 6410 Strategic Marketing 3 credits
This course stresses the strategic application of broadly accepted marketing concepts to the ever-changing global markets of today. The students will explore the strategic role of marketing within business firms and nonprofit organizations. Topics will include: industry and competitive analysis, customer analysis and consumer behavior, market segmentation, market research, distribution channel policy, product policy and strategy, pricing policy, advertising, sales force management, brand management, industry marketing, and services marketing. Based on weekly cases, readings, lectures, and research students will prepare weekly presentations to enhance discussion of the topics.

MBA 6500 The Strategic Process and Planning 3 credits
This course examines business and corporate strategy. The focus is on strategic management, the process of choosing and defining purposes and objectives, formulating and implementing a viable strategy and monitoring strategic performance. The course develops a structure for strategic decision-making, which may be applied to all analytical challenges in the MBA program. Student cohort teams will develop their expertise using strategic analysis tools.

MBA 6510 Supply Chain Management and Operations Analysis 3 credits
This course helps students develop an understanding of the concepts and skills needed for the design and control of operations for service and manufacturing organizations. Operations management is a central skill for all managers, in every function, in both manufacturing and service businesses; as well as non-profit and military organizations. We take a strategic approach to the design of an “Operating System” with a focus on the strategic role of operations and technology decisions; and an emphasis on the integration of R&D, operations, and marketing. The course will emphasize the analyses and techniques that are useful in making decisions on production facilities and capacity, choices of technology and equipment, process design, human resources, and control of operations.

MBA 7600 Strategic Consulting Project: Capstone Foundation 3 credits
As the Capstone Project Foundation, this seminar is designed to explore changing issues that strategic managers face in the global business and organizational environment. Working with faculty mentors and a sponsoring organization, students use past course materials and knowledge learned as well as personal business experiences to begin addressing the agreed upon client project scope. The client Statement of Work contains the project scope and is the guiding document for the project with identified goals and deliverables. Project development includes forming the consulting organization, “hiring” the Project Manager, and electing the Team Leads. The newly formed consulting organization formed from the cohort discovers industry best practices with thorough research in appropriate areas for the consulting project foundation. Where applicable, students may choose a “global component” to their capstone experience, which may include overseas travel. Countries and companies change with each course. Students who cannot take advantage of the global experience will continue with the “domestic component” to the project.

MBA 7610 Strategic Consulting Project: Capstone Recommendations 3 credits
This seminar continues the foundation work of MBA 7600 and bridges the gap analysis towards the final project presentation. Creative recommendations are discussed based on research, client interactions, and other business activities. Collaboration with a faculty mentor along with the consultant cohort demonstrates mastery of the MBA program themes through integrated knowledge and analytical skills applied to the situational evaluation. The consulting group will prepare the manuscript for client delivery at the formal presentation to the sponsoring organization, fellow students, faculty and friends at the end of the course.

The Strategic Leadership Capstone Project requires students to demonstrate competency in the four core themes and in business disciplines through the application of their broad knowledge in a project for a sponsoring firm. Working with faculty mentors and a sponsoring organization, students will act as consultants to the organization, working on a well-defined “set of deliverables” that will address a multifunctional, “real-life”, business issue. Where applicable, students may choose a “Global Component” to their capstone experience, which may include overseas travel. Countries and companies change with each course. Students who cannot take advantage of the global experience will continue with the “Domestic Component” to the project. The Capstone Project will be formally presented to the sponsoring organization, fellow students, faculty and friends at the end of the course.
Our Approach
At Curry College, we believe that great teaching encompasses more than just the ability to manage a classroom and construct a lesson plan. Our M.Ed. program is designed to engage you in learning how the latest educational research and theory inform and shape good teaching practice, while also helping you build the essential skills that good teachers need to succeed. Our faculty members are dedicated to your success and bring their rich experience as teachers and educational administrators into the classroom. Our goal is to empower each M.Ed. graduate to become an outstanding educator and reflective practitioner dedicated to changing the world, one student at a time.

Master’s Concentrations and Post-Master’s Graduate Certificate
Curry College currently offers two concentrations in the M.Ed. program. These are licensure concentrations approved by the Massachusetts Department of Elementary and Secondary Education (DESE). Each of these concentrations leads to an Initial License in its area, assuming that students meet all program requirements. The licensure concentrations are:

• Elementary (Initial License: Teacher, Grades 1-6)
• Special Education (Initial License: Teacher of Students with Moderate Disabilities: Pre-K-8)

Post-Master’s Graduate Certificates:
Curry periodically offers a Post-Master’s certificate leading to an Initial License as a Reading Specialist (All Levels). The certificate is run as a cohort and consists of 21 credits taken over the course of a year (three semesters). Students in this program must have at least an initial license in another area of teaching and have taught under that license as a teacher of record in a public school for at least a year. They must also have passed the MTEL Communication and Literacy Skills Test. Call for more information.

In 2014, the Graduate Education program also introduced a Principal and Supervisor Licensure Certificate program for experienced educators seeking to take on leadership positions in the public schools. As described below, this program prepares candidates for one of three different licenses:

• Principal/Vice Principal (Pre-K–6; 5 - 8; 9 - 12) Initial Licensure
• Supervisor/Director (level depends on prerequisite license) Initial Licensure
• Special Education Administrator (Pre-K - 8; 9 - 12) Initial Licensure

Academic Expectations & Program Components
Academic expectations for the Master of Education and Post-Master's Graduate Certificate programs include:

1. Communication Skills
Spoken Communication and Presentations: Teachers and administrators must be able to communicate effectively with students, administrators, parents, and colleagues using both formal and informal means. During the course of the program, participants will be expected to present the results of their research in class, to lead discussions, and to participate in-group presentations.

Written Communication: In addition to speaking, teachers and administrators need to communicate on many levels using different styles of writing. They write reports on students that must be clear, concise and accurate; they prepare incident reports and submit plans to superintendents and other administrators for new activities they would like to try; they send letters home to parents, and they communicate with the public in many different ways, both formal and informal.

During the course of the master’s program, students will be asked to demonstrate different kinds of writing, from informal reflections to formal research papers. Skill in organizing an essay or report and the ability to write clearly, effectively, and with proper grammar and syntax, are essential components of the program.
2. Academic Research
Although licensure programs are primarily directed at preparing teachers and administrators to succeed in their classroom and school roles, some familiarity with research practices is essential for anyone who aspires to earn a Master of Education degree or Post-Master’s Graduate Certificate. Much research on education is generated each year – some of it well done and appropriate, and some not. Students should have enough experience to find appropriate research, be sophisticated enough to ask intelligent questions regarding its quality, and be able to produce research on their own. Some courses in the program are primarily directed at classroom skills, while others will require basic knowledge of how to research a topic, evaluate potential sources, and prepare a research paper. Professors will explain their research expectations, and are available to help students who many need it. In addition, many forms of research help are available through the Levin Library.

3. Technological Ability
Educators are often at the cutting edge of technology, as children come to school with more advanced technological skills than many adults. To succeed in the Master’s program, students need computer skills in both general and educational software, and with equipment capable of supporting online research and classwork. This includes familiarity with word-processing, good keyboarding skills, the adaptability to learn new programs and the ability to conduct online research. Further students in the program need access to a high-speed Internet connection. Graduate programs in education are now offered in a hybrid or blended format, using online activities in place of some face-to-face classes. It is essential to student success that they have the ability to learn and use course management systems such as Blackboard and to develop required course materials – such as the program portfolio -- online.

4. General and Academic Expectations for Teachers
Teachers have a range of academic expectations with regard to teaching and learning, and teacher candidates are expected to perform essential professional and academic responsibilities at a high level.

• **Mastery of Content:** Teachers must be able to develop curricula, plan lessons, adapt lessons to individual learners, assess results, and plan alternate strategies.

• **Pedagogy:** Teachers must be able to understand the different needs of children, including different learning styles and cultures, and the needs of children who may have learning disabilities or other special needs. They must be able to develop well-crafted curriculum units and lessons, adapt and differentiate their instructional strategies based on the children’s needs, and must also understand when to seek help from other professionals in areas of specialization.

• **Classroom Structure and Management:** Successful teachers understand that creating responsive, respectful and appropriately controlled learning environments promote everyone’s success. New teachers should demonstrate an awareness of classroom activity, including safety, respect among students, and whether children are participating and learning, and should be able to make adjustments to improve results.

• **Professional Disposition:** It is frequently noted that content and instructional knowledge are necessary attributes of effective teachers, but they are not sufficient. A successful teacher must have an appropriate disposition, able to interact effectively with colleagues, supervisors, parents and especially students. Put another way, teachers need both academic and interpersonal skills.

• **Fieldwork Expectations:** Teacher candidates are expected to demonstrate competence and growth in field settings, as well as a professional attitude and ethical behavior towards and respect for children, parents and colleagues.

• **Classroom Expectations:** A professional attitude extends to the college classroom as well. Teacher candidates are expected to make academic progress, interact and work effectively with classmates and professors, and demonstrate regular attendance, good listening and collaboration skills. They should be able to contribute to the academic discourse, and demonstrate the ability to reflect on both the profession and their own professional growth and development.
Program Components
In addition to ongoing classes, the Master of Education program contains the following components: testing requirements of the Mass. Department of Elementary and Secondary Education (DESE), and field experiences relative to the degree and license sought. Depending on the program, the field experiences may also include the development of a professional portfolio.

Field Experiences
In accordance with both college and state expectations, the M.Ed. Programs and Post Master’s Certificate in Reading all require two fieldwork experiences. The first of these is called Reflective Practice. In this course, students observe and participate in classroom field experiences in settings appropriate to their licensure goals for a minimum of 150 hours over the course of a semester. By reflecting on those observations and activities, on the nature of teaching and learning, and on effective classroom practice, teacher candidates build analytical skills to help them refine and improve their own teaching. The second fieldwork experience is the Practicum, formerly known as Student Teaching. Teacher candidates work in an appropriate classroom setting, building the skills to take over all activities within the class and demonstrate mastery of the professional expectations for teachers. Work in the practicum involves completing the DESE’s comprehensive Teacher Performance Assessment, TPA form, in which students – with assistance from supervisors and supervising practitioners – document the specific ways in which they meet each standard. In addition to the TPA students complete License Specific Questions – individual questions specific to the license sought, which teacher candidates must answer individually. The practicum requires a minimum of 300 hours in the field, and is accompanied by a seminar. The College places students in different settings – urban and suburban -- and at different levels, to provide students with a broad range of experience.

In accordance with both college and DESE programmatic expectations, the Post-Master’s Certificate Programs in Educational Leadership require that candidates complete both pre-practicum and practicum experiences as part of their programs of study. For candidates seeking principal or assistant principal licensure, a 50 hour pre-practicum experience is completed in the first semester of study. After completing the pre-practicum, candidates seeking principal or assistant principal licensure complete a 500 hour practicum. During the practicum, candidates shadow, observe, participate and take over school activities, meaningful tasks, and projects, and examine issues central to the school and district where the practicum is taking place. To earn a license, principal and vice-principal candidates must also complete the Massachusetts Performance Assessment for Leaders (MA-PAL), a complex series of tasks related to the different duties of principals. Curry’s principal preparation program supports candidates in developing and carrying out the required tasks, assuring that practicum assignments complement the MA-PAL tasks using a positive and developmental approach.

To earn a license, principal and vice-principal candidates must also complete the Massachusetts Performance Assessment for Leaders (MA-PAL), a complex series of tasks related to the different duties of principals. Curry’s principal preparation program supports candidates in developing and carrying out the required tasks, assuring that practicum assignments complement the MA-PAL tasks using a positive and developmental approach.

The College’s field placement coordinators assist with and oversee these field placements for students at all campuses. Teacher and administrator candidates who are already working in a school setting may be able to complete their fieldwork at their current school, although some flexibility on the part of the school and candidate will be required. Those who are not working in a school will be placed by their field placement coordinator. All placements are subject to review and a final determination by the field coordinator, who must contact the school principal and district, arrange for an appropriate program supervisor, and complete the necessary paperwork. Each student will have a supervising practitioner at the field placement in charge of day to day supervision, and a program supervisor who will visit the candidate periodically to provide support and discuss progress and results.

Program Portfolio
Each teacher and administrator candidate in the M.Ed. program develops a portfolio or evidence binder during the fieldwork portion of their program of study. This evidence serves as a means of reflection and development throughout the fieldwork component of a candidate’s program, and also as a demonstration of a candidate’s ability to meet standards for licensure set forth by the MED program and Mass. Department of Elementary and Secondary Education.
Licensure and the Massachusetts Tests for Educator Licensure (MTEL)
The Commonwealth of Massachusetts has established a range of requirements for teaching, including a series of examinations known collectively as the Massachusetts Tests for Educator Licensure (MTEL). New teachers and those interested in seeking new licenses must all pass the Communications and Literacy Skills test. Therefore, a passing score on both portions of this test is required for matriculation into a license-oriented M.Ed. program at Curry College.

In addition, prospective teachers are required to pass subject matter tests in their areas of licensure. These are:

- **Elementary and Special Education Concentrations:**
  Communication and Literacy Skills Reading and Writing Sub-tests; Foundations of Reading test, General Curriculum Math subtest; and General Curriculum Multi-Subject subtest.

- **Reading Programs:**
  Communication and Literature Skills Reading and Writing Subtests, Reading Specialist test.

- **Educational Leadership Candidates (Principal/Assistant Principal; Supervisor/Director; Director of Special Education):**
  Communication and Literacy Skills Reading and Writing Subtests must be taken and passed prior to admission to the program. Students should consult with advisors in the program as to when to take the tests and what support is available. Other tests may apply, depending on the license sought.

Cohort Enrollment Policy
Curry College's M.Ed. is a cohort program with classes held one evening during the week and one Saturday per month. Classes meet for five consecutive semesters, and students entering the Curry M.Ed. program commit to continuous enrollment. Program pedagogy is designed for optimal learning through the cohort experience. Therefore, once enrolled, changing cohorts is not an option, except for extraordinary reasons: for example, a documented health emergency. Students may have the option of extending the last semester by one additional semester, with permission of the Graduate Program Director, to allow enough time to complete a full-time practicum in a school and associated coursework. Students will not be allowed to delay their program or shift cohorts for issues such as management of their reimbursement funds.

Students who request to delay continuous enrollment in their cohort must make a formal request in writing to the Graduate Program Director. The request must include documentation of the pressing reason for changing the cohort sequence. The Director and/or Dean may request further information. Decisions are made by the Graduate Program Director and all decisions are final.

Grades and Academic Standing
The minimum passing grade in each course is a B-. A grade of C+ or lower in any course is cause for academic review. Students must maintain a minimum grade point average of 3.0 to remain in good academic standing. Academic review will take place if the GPA falls below a 3.0. Students must also maintain a satisfactory rate of progress as measured by cumulative attempted credits. A student is making satisfactory progress when at least 67% of attempted credits have been completed with a passing grade. The complete Graduate Academic Standing policy can be found on the Curry website at: www.curry.edu/med_and select Advising and Services.
Master of Education

Elementary Education (Initial License Teachers, Grades 1-6)

Who Should Pursue This Program
This concentration prepares students to be elementary teachers, and leads to an Initial License for grades 1–6. It is appropriate for people who already serve in schools as para-professionals or aides, as well as for career changers. It also provides the coursework necessary for currently licensed teachers to obtain a professional license.

Curriculum and Course Sequence
The Master’s in Elementary Education consists of 34 credits and is offered in a cohort format. Students join the cohort when it starts, and proceed and through the program together. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last well past the end of the program. Courses are taken in the order offered. Below is a sample schedule for this five-semester program. 20-month cohort.

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Master of Education

Special Education  
(Initial License Teacher of Students with Moderate Disabilities, Pre-K-8)

Who Should Pursue This Program
This concentration prepares candidates to teach students with moderate disabilities, and leads to an Initial License for grades Pre-K-8. The program is appropriate for people who already serve in schools as para-professionals, aides, or teachers in other disciplines, as well as for career changers. It also provides the coursework necessary for currently licensed teachers who seek a master's to obtain a professional license.

Curriculum and Course Sequence
The Master's in Special Education consists of 34 credits and is offered in a cohort format. Students join the cohort when it starts, and proceed through the program together. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last well past the end of the program. Courses are taken in the order offered. Below is a sample schedule for the 20-month cohort.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>SEMESTER ONE</strong></td>
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<tr>
<td></td>
<td>Orientation and Preparation</td>
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<tr>
<td>MED 6110</td>
<td>Children, Society and Education</td>
<td>3</td>
</tr>
<tr>
<td>MED 6710</td>
<td>Fundamentals of Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>SEMESTER TWO</strong></td>
<td></td>
</tr>
<tr>
<td>MED 6040</td>
<td>Literacy &amp; Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>MED 6720</td>
<td>Inquiry-Based Instruction</td>
<td>3</td>
</tr>
<tr>
<td>MED 6440</td>
<td>Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>SEMESTER THREE</strong></td>
<td></td>
</tr>
<tr>
<td>MED 6555</td>
<td>Math Applications</td>
<td>3</td>
</tr>
<tr>
<td>MED 6420</td>
<td>Models of Programs for Special Needs Children</td>
<td>3</td>
</tr>
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<td></td>
<td><strong>SEMESTER FOUR</strong></td>
<td></td>
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<tr>
<td>MED 6450</td>
<td>Strategies for Classroom Management &amp; Pre-Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MED 6430</td>
<td>Psycho-Educational Assessment</td>
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<td><strong>SEMESTER FIVE</strong></td>
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<tr>
<td>MED 6015</td>
<td>Sheltered English Immersion</td>
<td>3</td>
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<tr>
<td>MED 6210</td>
<td>Practicum &amp; Seminar</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Credits</strong></td>
<td>34</td>
</tr>
</tbody>
</table>
MED 6010  Education and Society  3 credits
Teaching does not take place in a vacuum. Education in America has evolved based on a long sequence of events—changes in philosophy and technology to the historical influences of immigration, racial dynamics, economics, and changing societal structures. From the one-room schoolhouse to the advent of public schools to Sputnik to No Child Left Behind, our educational systems are structured around differing philosophies, purposes, and goals. Further, whether they are aware or not, how teachers and schools conduct their business betrays an attitude towards learning, towards children, and towards the purposes of education that will influence results in the classroom. In this course, students will become aware of underlying educational philosophies, will review the major events in American history that have shaped our educational system, and will consider the various, often competing, goals and purposes ascribed to the educational process and the public schools. In so doing, students will consider their own goals, and will shape an initial purpose statement and philosophy of education that will serve as the basis for reflection, consideration and change throughout the Masters program. (Not offered, 2015-16.)

MED 6015  Sheltered English Immersion  3 credits
The SEI endorsement is a key part of the Massachusetts initiative called RETELL, the intent of which is to close the achievement gap for ELL students. Every Massachusetts educator, with few exceptions will be required to obtain an SEI endorsement. The purpose of this course is to provide teachers with the knowledge and understanding to shelter their content instruction effectively so that ELLs can access curriculum and achieve success in school. This course is a hybrid course, using both in-class instruction and online instruction. Students will have the opportunity to develop and analyze lesson plans in all content areas using ELL standards. The course emphasizes the instructional competence needed to develop, evaluate and adapt teaching strategies and materials to enhance opportunities for ELL student growth.

MED 6030  Children, Families, and Community
This course explores the contexts of the lives of learners and trains educators to become effective communicators. Participants will understand family, school, and society as social systems, and be able to apply this understanding in their relationships with children, colleagues, parents and the community. (Not offered, 2015-16.)

MED 6040  Literacy and Language Arts: Strategies and Practice  3 credits
This course explores the fundamental principles, theory, research, and practice of reading and language arts. It introduces the basic components of reading, from phonology and orthography through fluency, and considers emergent literacy, how the culture impacts reading, assessment of reading skills, writing, and the needs of English Language Learners. Students will be able to demonstrate knowledge of these fundamental principles of reading, and of the relationship between reading, writing, listening and speaking.

MED 6060  Integrated Curriculum - Math and Science  3 credits
This course explores the theories, methods, and materials necessary for effective instruction in mathematics, technology, science, and health. Participants will become familiar with the curriculum standards and instructional practices of mathematics, science, and related disciplines. (Not offered, 2015-16.)

MED 6065  Integrated Curriculum - Social Studies and the Arts  3 credits
This course is the first in a series of curriculum courses. It introduces the concepts of curriculum development, and explores theories, methods, and materials necessary for effective instruction in social studies, literature, and the arts. Participants will become familiar with the curriculum standards and instructional practices of the arts, social science, literature, and related disciplines. (Not offered, 2015-16.)

MED 6070  Adapting and Differentiating Instruction  3 credits
This course builds on theories of learning, curriculum, and instruction, and prepares teachers to adapt and differentiate their teaching to learner needs. Participants develop insight into how they and others learn and build skills in creating and delivering instruction that meets high standards and student needs. (Not offered, 2015-16.)

MED 6110  Children, Society and Education  3 credits
From the one-room schoolhouse to No Child Left Behind, America’s schools have been shaped and re-shaped both around changing communities and changing philosophies, purposes and goals. This course explores the context in
which public education takes place today, from the broad historical trends, to the lives of learners and their families. Participants consider the forces shaping the lives of children in their differing family and community cultures, how these circumstances affect individual students, and how teachers’ own philosophies shape their interactions with students. Related topics of child development are also considered.

**MED 6320  Improving Reading Instruction 3 credits**
This course provides greater depth and breadth in the fundamental principles of reading, along with appropriate background in literacy, language acquisition, second language acquisition (English Language Learners), and related topics. Building on assessment and intervention skills students have gained, it focuses on the application of instructional strategies and interventions. Topics will be addressed on a K-12 spectrum, and will consider the leadership role of a reading specialist in reading instruction.

*Prerequisite: MED 6040*

**MED 6330  Literature for Reading, Writing and Thinking 3 credits**
This course examines the selection and use of literature in elementary and secondary classrooms and literature programs, and the range of literature-based activities that can be used to promote student success and engagement in reading. Students will explore the essential aspects of a quality literature program, including genres, literature programs, methods to support reading comprehension and enjoyment, pre-and post-reading activities, and teaching and learning strategies such as literature circles. Students will consider current theories of literacy development, and will develop a working knowledge of the Mass. ELA frameworks.

*Prerequisite: MED 6040*

**MED 6340  The Teaching of Writing 3 credits**
This course reviews research on children’s writing development, writing processes, and writing as it pertains to the process of language development and reading. Participants will explore instructional methods for teaching and assessing writing, and will develop a peer-reviewed portfolio of their own writing.

*Prerequisite: MED 6040*

**MED 6350  Assessment and Intervention in Reading 3 credits**
This course focuses on specific difficulties that children encounter when learning to read, including print awareness, motivation, vocabulary, fluency, phonemic awareness, and behavioral and organizational patterns. Students will become familiar with current tools and techniques in reading assessment, and will learn to determine the causes of reading problems and how to structure interventions to address them. Students will learn basic principles of assessment (validity, reliability, bias). They will learn to administer and interpret informal reading assessments, and to identify appropriate assessment instruments. They will also become familiar with, and develop initial interpretation skills for, standardized diagnostic instruments.

*Prerequisite: MED 6040*

**MED 6360  Balanced Literacy 3 credits**
In this course students build on their understanding of the components of reading from MED 6040, and learn how to structure a series of reading activities that not only address the components of reading but also respond to students’ individual learning styles. Using a balanced literacy approach, participants learn how to design classroom reading through a combination of reading aloud, guided reading, shared reading, independent reading, and word study. In pursuing a balanced approach, the course will also consider additional strategies for encouraging students both to enjoy reading and to understand what they have read.

**MED 6420  Models of Programs for Special Needs Students 3 credits**
This course explores the range of special education programs and services from historical, legal, ethical, social, and educational perspectives. Participants develop knowledge of federal and state laws and regulations governing special education, learn the roles and responsibilities of special educators, understand the services provided by related agencies, appreciate the various forms of programs, curriculum and instruction, and understand the educational technology related to special education students.

*Prerequisite: MED 6440*

**MED 6430  Psycho-Educational Assessment and Planning for Special Needs Students 3 credits**
This course examines standardized and informal methods of psycho-educational assessment of students. Participants learn procedures for documenting performance, identifying academic and cognitive strengths and weaknesses, and preparing psycho-educational reports. They learn to prepare and evaluate Individualized Education Programs (IEPs), and conduct collaborative conferences with teachers, parents, administrators and the community.

*Prerequisite: MED 6440*
MED 6440  Children with Special Needs  3 credits
This course is designed to give students a broad introduction to exceptional learners and their education. Included will be discussions of the characteristics of learners with varying disability types, the legal guidelines governing special education, and the processes of referral, identification and placement of special needs students. Also covered will be the psychological, social, educational, medical and cultural issues pertaining to special education, as well as current trends and controversial issues in special education today.
Prerequisite: MED 6050

MED 6450  Strategies for Classroom Management  3 credits
This course focuses on developing ways to create positive learning environments. Participants will learn effective instructional and behavioral management strategies and be able to cultivate social competence and academic achievement. Participants will become skilled at preparing special needs students for inclusion in a variety of educational situations.
Prerequisite: MED 6440

MED 6550  Conceptual Math  3 credits
This content-oriented course will improve, broaden and deepen teacher candidates’ proficiency and understanding of mathematics as an inquiry-based discipline. Successful teachers understand the connections among different branches of math, and think of math as a means for solving problems and understanding the world. Since doing mathematics often involves complex problems, young mathematicians must develop persistence and flexibility, build on one another’s ideas, and communicate and justify their findings. In order for an educator to help children develop these life-long skills, he or she must be a successful, confident problem-solver with a solid understanding of fundamental mathematics.

MED 6555  Math Applications  3 credits
Educators need to develop skills in problem-solving, real-world applications of mathematical concepts, and the ability to convey these concepts to children in the elementary and middle grades. Math is a subject well suited to inquiry-based teaching. This course includes applications, interpretations, and analyses of patterns, functions, algebra and statistics. Educators will use Explore Learning’s gizmos or similar tools for real world explorations and inquiry. Common Core State Standards for Mathematical Practice will be applied.

MED 6710  Fundamentals of Teaching  3 credits
This course introduces the fundamentals of teaching including Universal Design for Learning, backward mapping to build lessons with the end in mind (understanding by design), the principles of curriculum and instruction, lesson planning, Bloom's taxonomy, individual learning styles, issues of child development and teaching strategies for student engagement. A field experience will be included.

MED 6720  Inquiry-Based Instruction  3 credits
This research-based course is designed to provide prospective teachers with the knowledge and experience necessary to use inquiry – asking questions – as an instructional strategy. Focusing on science and social studies, and using the backwards design model, prospective teachers will learn to develop and deliver lessons that encourage students to ask questions, think critically, and take ownership of their learning; that is, to learn how to learn.

MED 6730  Classroom-Based Assessment  3 credits
Assessment is a vital part of the learning process, whether in higher education or elementary school. This course explores types of external assessments and data produced within a well-organized, well-structured, positive, nurturing and supportive learning environment. It will also explore project-based learning, performance assessment, standards-based assessments, progress monitoring, and the range of assessments in use in school systems. Finally, the course will cover basic concepts of assessment such as validity and reliability, and consider state and national comparisons, including valid and inappropriate inferences from these data.

MED 7100  Independent Study  1-3 credits
Allows students to pursue particular research interest that is not normally a part of the MED curriculum. Working individually with a graduate faculty mentor, this could involve either directed reading or independent research. Approval of the MED Director required.
Master of Education

Field Work Courses
The Master of Education requires two field experiences prior to the completion of the degree. This fieldwork is also required by the state for licensure candidates, and the college’s requirements are designed to meet State standards.

MED 5490  Reflective Practice  2 credits
MED 6200
MED 6300
MED 6400
This two-credit course focuses on the development of initial teaching skills and the process of reflection as a means to enhance pedagogical practice. Students will observe and participate in classroom field experiences in settings appropriate to their licensure goals for a minimum of 150 hours over the course of a semester. By reflecting on those observations and activities, on the nature of teaching and learning, and on effective classroom practice, students will build analytical and pedagogical skills to help them refine and improve their own teaching.

MED 5671  Practicum and Seminar  4 credits
MED 6210
MED 6310
MED 6410
Prerequisite: Successful completion of Reflective Practice — MED 5490, 6200, 6300, 6400 or 6600. Licensure students must have passed all applicable MTEL tests for their license/concentration prior to enrolling in the practicum.

This course provides a one or two semester practicum in a field setting related to the student’s area of study. It consists of a minimum of 300 hours of classroom and related experience, with specifics depending on the program and license sought. The practicum provides students with the opportunity to integrate their professional skills in educational settings, and to reflect on the results of their efforts with other students engaged in similar activities. In the accompanying seminar, participants share, analyze and discuss their experiences on a regular basis. Students take on increasing responsibility for the class during the semester, building to a 100 hour “takeover period,” during which they run all aspects of the class. Licensure students prepare an evidence binder that demonstrates the competencies they have mastered, addressing the state’s Professional Standards for Teachers through the Teacher Performance Assessment (TPA) and responding to License-Specific Questions with evidence as to how they have met the requirements.
Principal and Supervisor Licensure Program

Strong and effective leaders are in demand to meet the challenges of state and federal accountability, high-stakes testing, classroom diversity, and constrained resources. This Curry College post-master’s program combines theory and practice through its practicum-linked assignments in:

- change theory
- instructional leadership
- data-driven assessment
- teacher evaluation, recruitment, supervision and support

Program Overview: Curry College's Principal and Supervisor Licensure program is especially designed to provide aspiring school administrators with relevant education, hands-on preparation, and real-world practical experiences needed to qualify for a school leadership position. Developed in partnership with a select group of area districts, the program is built upon a collaborative working relationship between area school districts and Curry College. Using a unique practicum-linked assignment and assessment model to assure that theory is closely linked to practice, the program bridges the divide between research and reality to assure effective administrator preparation. The Curry College program is unique in its collaboration, its emphasis on practice in support of theory, and its strong support of leadership candidates.

Licensure: This Post-Master’s certificate prepares experienced educators to prepare for the following leadership roles:

- Principal/Vice Principal (Pre-K—6; 5-8; 9-12)
- Supervisor/Director (level depends on pre-requisite license)
- Special Education Administrator

Unique Program Features

- Intensive 14-month program
- “Grow your Own” model, where districts identify and support their own selected candidates
- Full year, 550-hours of administrative work in the field as a pre-practicum and practicum to gain real-world leadership experience
- Coursework informed by the latest research on best practices
- Practicum Assignments differentiated by licensure area
- District/College partnerships to assure high support and meaningful learning
- Blend of technologically-enhanced online and on-the-ground instruction and discussion
- Program exceeds revised minimum Massachusetts DESE standards for licensure

District/College Partnerships

Curry College developed this program in collaboration with a core group of participating districts. This working partnership and commitment will maximize the success of principal, assistant principal, and supervisor/director candidates in their practicum settings. Partnership expectations for both district partners and the College are described below.

State Approved Program

In 2012 the Massachusetts Department of Elementary and Secondary Education (DESE) promulgated new standards for school leadership, and required that all colleges and organizations that train candidates for public school leadership positions redesign their programs to meet DESE’s new standards. Curry College’s program meets DESE’s new program standards and has received DESE approval.

DESE has also developed a Performance Assessment for Leaders, known as MA-PAL. Principal licensure candidates must complete a set of tasks that principals are likely to complete, and collect artifacts and other material demonstrating what they have done. Candidates for Supervisor, Director or Special Education Administrator are not required to complete any state tasks at this time.
Program Requirements
The program is designed for experienced educators who have demonstrated leadership capacity and interest. As such, the PSL program requires:

- An earned Master’s degree in an education-related discipline from an accredited institution
- Passing scores on the Massachusetts Tests for Educator Licensure (MTEL) Communication and Literacy Skills Test
- Evidence of leadership experience or potential
- District support for your full participation in the program
- Competent use of common business application software (i.e., Word, Powerpoint) and familiarity with learning technologies

As the program will most often be offered in a hybrid or blended format, with some in-person classes replaced by online activities, students must be experienced and adept at the use of computers and able to learn new programs quickly.

Curriculum and Course Content
The Principal and Supervisor Licensure program is a 23-credit post-master’s certificate offered in a cohort format. Students join a cohort starting at a particular time, and proceed through the program together. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last well past the end of the program. Courses are taken in the order offered. Below is a sample schedule for a 14-month program.

**SEMESTER ONE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDL 7010</td>
<td>Theory and Practice of Leadership</td>
<td>3</td>
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<tr>
<td>EDL 7150</td>
<td>Getting Started: Pre-Practicum in Educational Leadership</td>
<td>1</td>
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<tr>
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<td>(50 hours minimum)</td>
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**SEMESTER TWO**

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<th>Course Title</th>
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<tbody>
<tr>
<td>EDL 7020</td>
<td>Leadership in Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7030</td>
<td>Human Resources, Operational Systems, and School-Based Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7160</td>
<td>Practicum in Educational Leadership</td>
<td>3</td>
</tr>
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**SEMESTER THREE**

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>EDL 7040</td>
<td>Community and Family Engagement</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7050</td>
<td>Education Law, Ethics and Policies</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7160</td>
<td>Practicum in Educational Leadership</td>
<td>3</td>
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<tr>
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<td>(250 hours minimum)</td>
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**SEMESTER FOUR**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 7060</td>
<td>Sheltered English Immersion for Administrators</td>
<td>1</td>
</tr>
</tbody>
</table>
EDL 7010  Theory and Practice of Leadership  3 credits
Leadership is an abstract term that defies clear definition in the practical world. School leaders understand current research, are able to analyze data, write clearly and are great organizers; they also possess strong interpersonal skills, sincerity, empathy and humor. A great school leader is also an ideal scholar-practitioner. This course serves as the introduction to this Educational Leadership program and, by combining a study of current theory and best practice, supports the development of prospective and emerging school leaders. It is organized into four major components: theory and practice in organizational leadership, organizational culture and community leadership, school improvement and educational change, and organizational planning – linking beliefs, goals, objectives, outcomes and assessments.

EDL 7020  Leadership in Teaching and Learning  3 credits
This course provides students with the opportunity to acquire the knowledge to meet professional standards and expectations addressing the most important aspects of school-based leadership. Educational leaders are responsible for nurturing a school-wide focus on learning, and an academic culture that informs all instructional activity and that is based on informed by beliefs that are shared by the school community. In addition, they need to develop and implement high quality curriculum that is derived from and aligned with the Common Core and the Massachusetts State Frameworks. The curriculum must meet the needs of all students and instruction must provide opportunities for each student to access the curriculum content according to their abilities. Powerful leadership that is focused on student achievement derives its authority from a deep understanding of the many complex factors that contribute to the growth and development of successful schools. One of the important methods that leaders use to understand these factors is the effective use of data.

EDL 7030  Human Resources, Operational Systems, and School-Based Budgeting  3 credits
This course prepares the future principal or program leader to work with administrative colleagues, staff, and school-based teams to design and implement routines that encompass all aspects of school operations: recruitment, hiring, development and retention of quality staff; scheduling of buses, lunches, recess, before school and after-school programming; and time on learning and time for teaching teams to participate in professional learning communities. In addition, the course helps leaders understand the importance of organizing the entire school day to ensure student health and safety as well as address students’ social and emotional needs. A complementary aspect of this course addresses topics pertaining to fiscal management, strategic planning, and an analysis of resources as a solid approach to school management.

EDL 7040  Community and Family Engagement  3 credits
This course defines and analyzes the multiple stakeholders that comprise the community and the many agendas that must be balanced and managed. Educational institutions at all levels are integral parts of the communities they reside in and serve. Education leaders must not only manage the relationship between their institutions and their communities, but they also need to be participants in the life of those communities and the families they support. This course provides a full exposure to the various types of strategies necessary for engaging and collaborating with both internal and external communities and examines specific examples of effective community engagement, along with national and international trends.

EDL 7050  Education Law, Ethics and Policies  3 credits
Using both historical and modern readings, philosophical principles and case studies, this course provides the opportunity to reflect on moral leadership and legal issues facing today’s school leaders. Students will discuss the decision-making challenges that administrators face when confronted with dilemmas that involve the rights of teachers, students, and the community at large. Issues involving religion and community values, privacy and the First Amendment, due process, search and seizure, collective bargaining rights of staff, and the use of computers and the Internet will be addressed. This course encourages and guides aspiring leaders to develop the ability to navigate conflicting values and ongoing societal change. By grappling with the ethical and legal dilemmas faced by educators, past and present, this course provides opportunities for students to develop the intellectual and moral foundation that ethical leaders demonstrate in their work and their lives.

EDL 7060  Sheltered English Immersion for Administrators  1 credit
New and evolving State standards require that all in-service and pre-service teachers complete a 3-credit graduate course on working with students whose native language is not English, based on the Sheltered English Immersion model that Massachusetts has endorsed. This one-credit course addresses the expectations for administrators in assuring that ELL
Graduate Certificates in Education

students receive the support and instruction that they need and deserve. The College's one-credit course for administrative endorsement in Sheltered English Immersion has been approved by the Massachusetts DESE.

EDL 7150  Pre-Practicum  1 credit
A requirement of the Massachusetts DESE, the Pre-Practicum is an opportunity for aspiring administrators to acquire an overview of the position to which they aspire. Paired with an experienced, accomplished administrator who is serving as the supervising practitioner, candidates will observe and perform tasks associated with their prospective future roles via the following tasks: (50 hours)

EDL 7160  Practicum  3 credits
In this year-long, 6-credit, 500-hour practicum students will actively participate in the administrative life cycle of a full school year through ongoing involvement in leadership activities and tasks that involve student and family issues, scheduling, faculty leadership, instruction and assessment. Students will assume principal, vice-principal, supervisor or director tasks, depending on the licenses they are pursuing. Students will demonstrate through their practicum experiences the ability to meet all State standards. The practicum is offered in parallel with academic courses, and practicum requirements directly align with the coursework. Sections of EDL 7160 can be taken as a one-credit (minimum 84 hours), two credit (minimum 168 hours) or three credit course (minimum 250 hours) depending on the semester. Written approval of the program coordinator is required to alter practicum tasks.
Graduate Certificates in Education

Reading Specialist License

The post-master’s certificate is designed for experienced teachers who want to earn a reading specialist's license. Eligible teachers will already possess an earned Master’s degree in a discipline relevant to education, must possess a license to teach, and must have taught as a teacher of record under that license for at least one year. More experience is desirable. Students join a cohort starting at a particular time, and proceed through the program together. New cohorts are offered periodically, depending on demand. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last well past the end of the program. Courses are taken in the order offered. This program is offered on a periodic basis. Call for further Information. Below is a sample schedule for the 12-month cohort.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MED 6360</td>
<td>Balanced Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MED 6330</td>
<td>Literature for Reading, Writing &amp; Thinking</td>
<td>3</td>
</tr>
<tr>
<td>MED 6350</td>
<td>Assessment &amp; Intervention in Reading</td>
<td>3</td>
</tr>
<tr>
<td>MED 6320</td>
<td>Improving Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>MED 6340</td>
<td>Teaching of Writing</td>
<td>3</td>
</tr>
<tr>
<td>MED 6300</td>
<td>Reflective Practice</td>
<td>2</td>
</tr>
<tr>
<td>MED 6310</td>
<td>Practicum – Reading</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Required Credits**  
21

Students in the program take two courses each semester in a prescribed order, with an overlay of field observation during the first or second semester. Each course will meet on a single weekday evening, 5:30 – 9:00 for eight consecutive weeks, so that two courses are completed each 16-week semester, plus occasional Saturdays. The program consists of 21 credits, and usually lasts for three semesters (1 year). MED 6040 or it’s equivalent is required as a pre-requisite to this course.
Curry College's Master of Science in Nursing is designed for nurses who want to enhance their practice with cutting-edge knowledge and skills. Among the program features are:

- Convenient campus locations
- A superb nursing faculty committed to excellence in nursing education
- A cohort based model where students will stay together as a group throughout the program
- A 2 year commitment; one full day of classes per week
- Extensive clinical immersion at a range of clinical sites

**Application for Admission**
Curry accepts applications on a rolling basis and space in the cohort is limited. Admissions decisions are normally made within two weeks of the receipt of all application materials. We encourage applicants to complete their applications by July 1 for the upcoming Fall cohort. After that time, applications will be considered on a space available basis.

**Cohort Enrollment Policy**
Curry College's MSN is a cohort program with classes held one day each week for five semesters. Students entering Curry's MSN degree program commit to continuous enrollment with the same group of students. Therefore, once enrolled, changing cohorts is not an option, except for extraordinary reasons. Extraordinary reasons, for example, are documented health or family emergencies.

Any student who requests to delay continuous enrollment in their cohort must make a formal request in writing to the Director of the MSN Program. The request must include documentation of the ‘extraordinary’ reason for changing the cohort sequence. The Director and/or the Dean may request further information. Decisions are made by the Director of the MSN Program, with final approval or rejection by the Dean of Continuing and Graduate Studies. All decisions are final.

**Length of Time to Complete Program**
All course work and program requirements must be completed within six years.

**Grades and Academic Standing**
The minimum passing grade in each course is a B- (80) and is necessary for progression in the program. A grade of C+ or lower in any course is cause for academic review. A course can only be repeated once. Students must maintain a minimum grade point average of 3.0 to remain in good academic standing. Academic review will take place if the GPA falls below a 3.0. Students must also maintain a satisfactory rate of progress measured by cumulative attempted credits. A student is making satisfactory progress when at least 67% of attempted credits have been completed with a passing grade. The complete Graduate Academic Standing policy can be found on the Curry website at: www.curry.edu. Go to Graduate Programs>Nursing>Advising & Support. Additional policies and information for the MSN program are in a nursing policy and information booklet.
Master of Science in Nursing

Curriculum Requirements
The first two semesters include core graduate nursing courses. The MSN program is comprised 35 or 37 credits depending on the track (Nurse Educator and Clinical Nurse Leader, respectively). The first year of the curriculum is identical for both concentrations; the concentrations diverge in Fall semester of Year 2. The table below outlines the curriculum for the concentrations.

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<tr>
<th>NURSE EDUCATOR CONCENTRATION REQUIREMENTS</th>
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<tr>
<td>MSN 6460  Curriculum Theory, Development, Design and Evaluation</td>
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<tr>
<td>MSN 6160  Leadership and Role of the Nurse Educator</td>
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</tbody>
</table>

Total Required Credits: 35
**Master of Science in Nursing**

**MSN 6000**  
**Advanced Assessment and Clinical Reasoning**  
*3 credits*  
*Fall Semester*

Advanced assessment builds on basic physical assessment concepts and addresses comprehensive health assessment. The course applies clinical decision making models while integrating assessment skills and techniques. Emphasis is placed on techniques of complete history taking and systematic physical assessment utilized by the Clinical Nurse Leader in the identification of health needs in differing care environments.

**MSN 6040**  
**Research and Statistical Analysis**  
*3 credits*  
*Spring Semester*

This course examines research design, analysis, and strategies for incorporation into nursing practice. It focuses on methods of using research findings to solve identified clinical problems, and in developing questions appropriate for population-based research. The course prepares students to conduct analytic critiques of the research literature for scientific merit, and to synthesize these critiques for application to practice. Students will examine evidenced based guidelines and will articulate their research base to evaluate outcomes. The course emphasizes research-based nursing practice in clinical population management.

**MSN 6100**  
**Leadership**  
*3 credits*  
*Spring Semester*

This course focuses on the history, development and integration of the role of the master’s prepared nurse as a reflective practitioner. Course content includes leadership, chaos, and complexity theories, and the relationship of these theories to error and innovation in health care. Concepts of conflict, change and communication, coaching and mentoring, and advocacy, vision and creativity are discussed. Emphasis is placed on the development of individual leadership abilities by creating an opportunity for students to assess and reflect upon their own approaches to leadership.

**MSN 6200**  
**Advanced Pathophysiology**  
*3 credits*  
*Fall Semester*

This course emphasizes utilizing knowledge of physiological alterations as a framework for clinical decision-making. Includes novel and break through scientific gains in pathophysiology using the most current literature and evidence.

**MSN 6300**  
**Nursing Theory, Science and Evidence Based Practice**  
*3 credits*  
*Spring Semester*

This course focuses on nursing science, nursing theorists, adjunctive discipline theorists, and the use of evidence based information to advance nursing knowledge. Learners discuss and analyze conceptual and theoretical perspectives specific to advanced nursing practice. The processes of creating theory based practice guidelines will be explored. Emphasis is on creating strategies for making theory based practice a reality in the practice environment.

**MSN 6400**  
**Quality Management of the Environment**  
*3 credits*  
*Fall Semester*

Based on organizational theory, students are introduced to the health care system as a laterally integrated care environment. The current National Patient Safety Goals, the Institute of Medicine (IOM) indicators of quality patient care, and evidence based practice as essential components of an environmental culture which promotes quality and provides the framework for the course. The course highlights the communication, collaboration, consultation, and leadership skills needed to enhance the student’s ability to question and analyze clinical issues and enhance clinical judgments. The course assesses areas within the micro/meso system using evidence-based data to effect change through quality / performance improvement and educational programs. The relationship of safe quality care to effective delegation and clinical resource utilization will be analyzed. The course emphasizes the role of the Clinical Nurse Leader as a leader, educator, and advocate for safe, cost effective quality care.

**MSN 6401**  
**Practicum 1: Quality Management of the Environment**  
*1 credit*  
*Fall Semester*

This course provides for initiation into the CNL role in a care setting where management of clinical systems and national patient safety goals can be assessed and evaluated. Students learn to serve as both leader and partner on an interdisciplinary health care team in a selected clinical site. Emphasis is placed on the integration of theory and research discussed in earlier courses and the organization and leadership theory presented in NSG 6400. The student will select and describe a focused clinical problem that would have implications for improvement in clinical patient outcomes. Students begin to learn to effectively delegate and manage nursing resources.
Master of Science in Nursing

MSN 6450  Health Policy, Systems and Financing  3 credits  Fall Semester
This course provides the student with an overview of development, implementation, and evaluation of health policy on local, national, and global levels. The student considers the impact of health care policies on a variety of stakeholders including patients and families, care providers, insurers, and governmental regulators. A discussion of the impact of health policy financing and reimbursement within both public and private health care delivery organizations allows the learner to develop insight into considerations for individual nursing practice.

MSN 6460  Curriculum Theory, Development, Frameworks/Design and Evaluation Methods  3 credits  Fall Semester
This course is designed to provide the student with practical applications in curriculum design, including the development of a teaching/learning philosophy, mission statement, programmatic goals, learning objectives, individual courses, and teaching plans needed to design effective nursing and health-related curricula for diverse learning and populations. The course will explore various curriculum frameworks and models. A selected curriculum model will be analyzed identifying successes and opportunities for improvement. The course will also incorporate practical applications in assessment of learning outcomes, systematic test construction using multiple-choice format and alternative formats, and basic test statistics.

MSN 6500  Advanced Pharmacology  3 credits  Spring Semester
Advanced pharmacology builds upon a basic understanding of the concepts and principles of pharmacology. Advancing knowledge of drug actions, clinical usage of drugs and rationales for drug therapy are included. Physiological factors of disease processes are related to drug mechanisms.

MSN 6600  Information and Health Information Systems  3 credits  Fall Semester
This hybrid course will use classroom and online approaches for class content. TIGER (Technology Informatics Guiding Educational Reform) competencies will guide course content. Students will assess systems that underlie all information technologies, and change theories. Students will utilize informatics to assess the care environment and to improve patient care outcomes and will demonstrate a beginning competency in informatics to monitor, educate and improve organizational and clinical performance. The role of the master’s prepared nurse as a participant in the design and implementation of information technology systems in departmental and hospital-wide initiatives will be understood in the context of current workplace environments.

MSN 6760  Teaching Strategies and Evaluation Methods  3 credits  Fall Semester
This course will explore learning theories including principles of adult learning; assessment of learning styles and assessment/measurement & evaluation methods as well as critical thinking integration and clinical simulation. Cultural needs of learners as a basis for developing appropriate learning and teaching environments and effective instructional strategies will be introduced. Various teaching modalities will be examined including traditional lecture; Instructional Technology (online and Simulation) in order to expand on technology skills that support the nurse educator in the virtual learning environment. This course prepares the student educator with the skills to utilize available technology for the development of on-line course work for the academic setting and program development for staff and patient education and the preparation community outreach programs.

MSN 6700  Outcome Decision Analysis  3 credits  Fall Semester
Using a theoretical and research basis for effecting change to improve patient outcomes is a major focus. Students will use principles of epidemiology to identify risk factors for specific populations and examine variables that influence health outcomes. The importance of patient’s perceptions, coping skills, and understanding of health and illness, to achieve optimal outcomes is integrated. Emphasis is placed on providing interventions for nursing care, health education, disease prevention and risk reduction to a specific population. Concepts related to health maintenance will be analyzed from theoretical and evidence based perspectives. Effects of cultural beliefs on response to acute and chronic illness will be discussed. Enhancement of the reflective practitioner role is continued.

MSN 6701  Clinical Leadership Practicum 2: Outcomes Management  1 credit  Fall Semester
This is a clinical practice course, which provides for a continuation of initiation into the CNL role. Improving selected patient outcomes is a major focus. Interventions for nursing care, health education, disease prevention and risk reduction
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will be discussed as they apply to the student’s specific clinical site. Emphasis is placed on developing a plan to ameliorate or improve the one clinical outcome problem described in NSG 6401.

**MSN 7863  Teaching Practicum in Nursing Education**  
*3 credits  
*Spring Semester*

The purpose of this course is to provide practicum hours for the Nursing Educator track (approximately 135 hours). One portion of the clinical hours will be in a clinical agency where the student will assess educational learning opportunities. The second will be a precepted experience with nursing education faculty/instructors and will provide the student access to selected learning environments, clinical exposures, laboratory exercises, simulation, and faculty meetings.

**MSN 7982  Capstone CNL Seminar**  
*2 credits  
*Spring Semester*

The capstone seminar allows students to apply skills acquired in their master’s course work and collaborate more with faculty to design a specific clinical project. Using critical analysis of data sets or other clinical instruments for decision-making, the student will implement a project or an evidence-based practice intervention appropriate to the CNL role. The final paper will be submitted in manuscript form suitable for publication. Students will lead a discussion on a focused clinical population problem related to their clinical setting. Clinical topics and populations will focus on the leading health indicators and the national priority areas.

**MSN 7983  Capstone: Mentored Immersion**  
*3 credits  
*Spring Semester*

The final clinical immersion course is an extensive clinical experience mentored by an experienced nurse leader. The student will expand and refine the analytical and management skills related to the CNL role. This immersion experience will provide the student with the opportunity to implement the CNL role as a reflective practitioner in a chosen care environment. The focus is on taking responsibility for the design, coordination, and management of health care and systems appropriate to the client/patient population. Communication, collaboration, negotiation, delegation, coordination and evaluation of interdisciplinary team will be integrated within the practice setting.
### Master of Science in Nursing

**CNL CONCENTRATION REQUIREMENTS:**

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<td>Nursing: Quality Management of the Environment</td>
<td>3</td>
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<tr>
<td>MSN 6401</td>
<td>Practicum 1 – Quality Management of the Environment</td>
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<td>MSN 7892</td>
<td>Capstone Course: Seminar (scholarly project)</td>
<td>2</td>
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<tr>
<td>MSN 7893</td>
<td>Capstone Clinical: Mentored Immersion (300 hours)</td>
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<tr>
<td>MSN 6100</td>
<td>Leadership</td>
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**Total Required Credits:** 37
## Master of Science in Nursing

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Partner with Curry College

Today’s successful businesses are highly dependent on responding quickly to the ever-changing marketplace needs. To maintain their competitive edge, smart companies understand that investing in their most important resource - their employees - is money well spent!

Smart companies know that a well educated, highly trained workforce is more productive, satisfied, and better able to contribute to their bottom line. Research shows that substantial benefits accrue to these companies who invest in their workforce.

- Increased job knowledge enhances employee performance, productivity, and customer service
- Well-trained employees result in increased revenues - mistakes cost money and customers
- Workforce education and professional development is a proven strategy to retain employees
- Business and leadership competencies are essential to achieving organizational goals

Customized On-Site Program

Curry College offers extensive experience in assessing the training needs of diverse businesses. Our highly trained staff will work with you to design and deliver a customized education/training program tailored specifically to your employee development objectives. We will assist you to identify your training goals, develop a responsive training design, and provide you with training experts to deliver a program that will best serve your needs.

Flexible Scheduling That Fits Your Needs

The training will be tailored to address your goals, expectations, and scheduling needs. We offer a variety of training formats ranging from half day workshops, day-long seminars, to full length courses. To best accommodate your business and employee needs, we can deliver training programs at times most convenient for you - mornings, afternoons, or evenings. Training can take place onsite at your workplace or you can utilize one of Curry College’s classrooms or meeting spaces. With campuses in both Milton and Plymouth, Curry College is well positioned to partner with you to address your business training needs.

Benefits of Working with Curry

- Personal consultation, assessment, and continuous follow through
- Depth of faculty expertise across diverse range of training and content areas
- High level of customization, collaboration and customer service
- Programs tailored to your industry, your company, your department, and your employees
- Focus on practical applications for measurable on-the-job results and return on investment
- Quality training that is competitively priced

Some organizations that have already experienced the Curry College training advantage include:
- Verizon
- Spaulding Rehabilitation Hospital
- Electroswitch
- City Lights Electrical Company, Inc.
- Boston Financial Data Services
- New England Baptist Hospital
- Morton Hospital
- St. Luke’s Hospital

A Variety of Programs are Available to Help You Develop Your Employees

Selected Workforce Development Topics
- Supervisor Development - equip your new and current managers with the skills they needed for success
- Human Resource Issues - interviewing, employment law, coaching, motivating employees
- Business Writing - from the basics, to email etiquette, to project proposals
- Front Line Communication - engaging employees is vital to retaining customers and increase customer satisfaction

Selected Professional Development Topics
- Leadership development
- Coaching, motivating, and building work teams
- Developing and delivering high impact presentations
- Business law
- Accounting and Finance for non-financial managers
- Negotiation techniques
- Tools for decision making
- Communication - leadership, managerial, interpersonal, marketing and sales
- Preparation for professional certification examinations - PHR/SPHR for human resource professionals - CPP for payroll professionals
- Continuing Education topics for professional license re-certification

Credit Courses, Degrees, and Certificate Programs

- Bachelor’s degrees - Management, Communications, Criminal Justice, and more ...
- Certificate Programs (Accounting, Human Resources, Paralegal, Payroll)
- Individual courses (can be tailored for your specific company needs)
- Registered Nurse to Bachelor of Science (RN to BS)
- Master’s Degree Programs - Master of Business Administration (MBA) - Master of Education (M.Ed.) - Master of Arts in Criminal Justice (MACJ) - Master of Science in Nursing (MSN) - Post-Master’s Principal, Supervisor, and Director Licensure programs

For a complete listing of programs and courses, visit our website at www.curry.edu/ContinuingEducation/CorporateEducation.

For more information about Curry’s corporate programs, please call (617) 979-3547.
**KEY DATES FALL 2015**

**15-Week Fall Semester**
- Undergraduate: Continuing Education
- Graduate Program: MSN

- Deadline for financial aid filing: Friday, 8/14
- Labor Day holiday — no classes: Monday, 9/7
- 15-week Term begins at 12:30 p.m.: Monday, 8/31
- Columbus Day holiday — no classes: Monday, 10/12

**8-Week Fall Term I**
- Undergraduate: Continuing Education
- Graduate Programs: MBA, MACJ, and M.Ed.

- Deadline for financial aid filing: Friday, 8/14
- Classes begin Monday, 8/31
- Labor Day holiday — no classes: Monday, 9/7
- Suggested make-up class for Labor Day: Friday, 9/11
- CE grade/pass/fail declaration deadline: Saturday, 10/3
- Course withdrawal deadline: Saturday, 10/3
- Columbus Day Holiday — classes are held: Monday, 10/12
- Term I classes end Saturday, 10/24

**8-Week Fall Term II**
- Undergraduate: Continuing Education
- Graduate Programs: MBA, MACJ, and M.Ed.

- Deadline for financial aid filing: Friday, 10/9
- Classes begin Monday, 10/26
- Veteran’s Day holiday — classes are held Tuesday, 11/11
- Thanksgiving break — no classes*: Thursday, 11/26 — Friday, 11/27

Classes are held Wednesday, 11/25 and Saturday, 11/28
- Suggested make-up class for 11/26: Friday, 12/4
- CE grade/pass/fail declaration deadline: Saturday, 11/28
- Course withdrawal deadline: Saturday, 11/28
- Term II classes end: Saturday, 12/19

*Instructors should schedule a make-up class or arrange other meaningful activities that align with course outcomes for any classes missed.

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**KEY DATES SPRING 2016**

**15-Week Spring Semester: CE & MSN**

- Deadline for financial aid filing: Monday, 1/4
- Martin Luther King holiday, no classes: Monday, 1/18
- 15-week classes begin: Monday, 1/25
- President’s Day holiday, no classes: Monday, 2/15

  (Monday course schedule in effect on Tuesday, 2/16

Classes usually held on Tuesday do not meet on 2/16

- 15-week Spring Recess, no classes: 3/12 - 3/20
- CE grade/pass/fail declaration deadline: Thursday, 4/9
- Course withdrawal deadline: Thursday, 4/14
- Patriot’s Day, classes are held: Monday, 4/18
- 15-week Term ends: Monday, 5/9
- 15-week Term Final Examinations: Tuesday, 5/10 – Sunday, 5/14
- Commencement: Sunday, 5/22

**8-Week Spring Term III: CE, MBA, MACJ, & M.Ed.**

- Deadline for financial aid filing: Friday, 1/4
- Classes begin: Tuesday, 1/18
- President’s Day holiday, classes are held: Monday, 2/15
- CE grade/pass/fail declaration deadline: Saturday, 2/27
- Course withdrawal deadline: Saturday, 2/27
- Term III classes end: Saturday, 3/19
- Commencement: Sunday, 5/22

**8-Week Spring Term IV: CE, MBA, MACJ, & M.Ed.**

- Deadline for financial aid filing: Friday, 3/4
- Classes begin: Monday 3/21
- Patriot’s Day holiday, classes are held: Monday 4/18
- CE grade/pass/fail declaration deadline: Saturday, 4/23
- Course withdrawal deadline: Saturday, 4/23
- Term IV classes end: Saturday 5/14
- Commencement: Sunday, 5/22

**KEY DATES SUMMER 2016**

**Summer I**

- Summer I deadline for financial aid filing: Monday, 5/2
- Summer I classes begin: Monday, 5/23
- Memorial Day holiday — no classes Monday, 5/30
- Suggested make-up class for Memorial Day holiday: Friday, 6/3
- CE grade/pass/fail declaration deadline for Summer I: Thursday, 6/16
- Course withdrawal deadline for Summer I: Thursday, 6/16
- Summer II deadline for financial aid filing: Monday, 6/27
- Independence Day holiday — no classes Monday, 7/4
- Summer I term ends: Saturday, 7/9
- Summer II term begins: Monday, 7/11
- CE grade/pass/fail declaration deadline for Summer II: Thursday, 8/4
- Course withdrawal deadline for Summer II: Thursday, 8/4
- Summer II term ends: Saturday, 8/27