CURRY COLLEGE

COURSE CATALOG
2020-2021
Academic Calendar 2020-2021

Curry College’s academic year consists of two semesters separated by a four-week semester break. There are 15 weeks of classes in each semester, followed by a five-day examination period.

Through the Division of Continuing Education, the College offers summer sessions beginning in May.

**FALL SEMESTER 2020**

**AUGUST**

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Academic Convocation
Mon., Aug. 17

CLASSES BEGIN
Mon., Aug. 17, 12:30 p.m.

**SEPTEMBER**

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Add/Drop deadline (without fee)
Tues., Sept. 1

Labor Day (no classes), offices closed*
Mon., Sept. 7

Mid-term grades deadline
Wed., Sept. 30

**OCTOBER**

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Course selection for spring 2021
Mon., Oct. 12 – Fri., Oct. 23

Course withdrawal deadline
Fri., Oct. 16

Grade/Pass/Fail deadline
Fri., Oct. 16

Web registration for spring 2021
Mon., Oct. 19 – Fri., Nov. 20

Wednesday class schedule in effect
Tues., Oct. 27

**NOVEMBER**

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Veterans Day observed (no classes)**,
Wed., Nov. 11

Classes end
Tues., Nov. 24

Residence halls close at noon
Wed., Nov. 25

Thanksgiving Recess (no classes),**
Wed., Nov. 25 – Sun., Nov. 29

Offices closed*
Mon., Nov. 30 – Fri., Dec. 4

Final Exams
(all final exams will be done remotely)

**DECEMBER**

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Winter Break, offices closed*
Thurs., Dec. 24 - Fri., Jan. 1

See inside back cover for Spring Semester 2021 calendar.

* Office staff should check with supervisor.

** CE accelerated eight-week classes held during this time. Please consult with the Division of Continuing and Graduate Studies for details.
All students at the College are responsible for adhering to all academic policies as presented in this Catalog and the Student Handbook. While representatives of the College, including academic advisors, are available to assist students in planning to meet requirements for graduation and interpreting and implementing academic and student life policies, this is ultimately the responsibility of each student.
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The College’s curriculum and programs focus on the two hallmarks of the Curry education: a high respect for the individuality of every student and a developmental approach to learning that maximizes opportunities for achievement.

Curry College offers academic majors in liberal arts disciplines and in the professional fields. Alternatively, an individually-initiated major may be designed when a student’s academic and career ambitions are not best served by prescribed majors. The College awards the Bachelor of Arts, Bachelor of Science, Master of Arts in Criminal Justice, Master of Education, Master of Business Administration, Master of Science in Nursing, and Master of Science in Accounting degrees. The quality and character of the College’s curriculum and programs are regularly evaluated in light of the Curry College statement on educational goals.

Many academic and social programs enrich and facilitate the Curry education. The Honors Program, the Women’s and Gender Studies Program, the Program for Advancement of Learning, the Academic Enrichment Program, the Field Experience Program, and the Division of Continuing and Graduate Studies are representative of that focus on special interests and diverse learning needs. Mindful of each student’s unique combination of abilities and potential, Student Life professionals promote a climate in which individuals and groups are empowered to become creative and socially responsible. Athletic programs similarly seek to develop student-athletes who regard scholastic and athletic achievement as congruent and complementary avenues to individual fulfillment.

Mission Statement
The Curry College mission is to educate and graduate students prepared to engage in successful careers and active citizenship with a global perspective. We are an inclusive community of diverse learners and educators, committed to continuing our legacy of developing effective communicators with reflective and critical thinking skills. We mentor and empower our students, building meaningful relationships that inspire them to achieve their ambitions.

Curry College provides rigorous and relevant academic programs to undergraduate and graduate students, and our rich blend of liberal arts and career-directed programs is enhanced by practical field experiences and co-curricular activities. Learning at Curry extends beyond the classroom and is embedded in all that we do.

Vision Statement
At Curry College, we dare to do what we dream. We are committed to preparing today’s students for the ever-changing challenges of tomorrow. Our success is defined by the success of our graduates in their personal and professional pursuits. We will strategically focus our endeavors and resources to promote a vibrant learning community that empowers students to achieve that success.

Diversity Statement
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.
History and Tradition
Since its founding in 1879, Curry College has always been a forward-looking institution that emphasizes individualized education and personal development. Curry College has a rich history whose roots lie in the intellectual traditions and personalities of 19th century New England. Now well into its second century, Curry has maintained a distinctive mission while creatively transforming itself over the years to meet new educational challenges.

The earliest form of Curry College was the Boston-based school of elocution established in 1879 by Anna Baright, a leading scholar in the field of oratory. She married Samuel S. Curry, a Boston minister, in 1882. Together they founded the College's direct institutional precursor, the School of Expression, established in 1885 and incorporated in 1888. The Currys founded the school on the philosophy that individuals could reach their true potential by cultivating the art of expression, and coursework focused on such areas as drama, oratory, and speech. Many other prominent New Englanders were involved in the institution's founding and early growth, including the famous inventor Alexander Graham Bell, a close friend of Samuel Curry, who served as the school's chancellor from 1907-1922.

In 1938, the Massachusetts Legislature gave the institution the power to confer the degrees of Bachelor of Science of oratory and Master of Science of oratory. In 1943, the corporate name was changed to Curry College in honor of its founders. In 1952, Curry moved to its present location in Milton and became a traditional four-year liberal arts college with a strong emphasis on communication and self development that continues today. The institution was authorized to grant the degrees of Bachelor of Arts and Bachelor of Science in 1955. In 1974, Curry absorbed the Perry Normal School, which prepared teachers for careers in nursery schools, kindergartens, and primary grades. A master's degree program in education was established in 1981, with a Master of Arts in Criminal Justice following in 1998, a Master of Business Administration in 2005, a Master of Science in Nursing in 2008 and a Master of Science in Accounting in 2019.

Academically, the college is internationally acclaimed for its Program for Advancement of Learning (PAL), established in 1970 as the nation's first college-level program for students with language-based learning differences. Curry has also received great recognition for its communication program and award-winning radio station WMLN FM-91.5, established in 1975; its nursing program, which absorbed the Children's Hospital nursing school in 1977; and the considerable expansion of its programs under the auspices of the College's Division of Continuing Education in the 1990s.

Curry College Today
Today, Curry College is recognized as a leading college for individualized education by continuing to focus on the particular learning needs of each student, with an average class size of 20 students and a student/faculty ratio of 12:1.

The College is now a private, independent institution offering 30 majors and 60-plus minors and concentrations leading to undergraduate degrees, and offering graduate degrees in accounting, education, criminal justice, business administration, and nursing. The College offers a highly successful Honors Program and a wide array of extra-curricular activities, ranging from 15 NCAA division III athletic teams to an outstanding theatre program.

The student body has experienced significant enrollment growth and now consists of approximately 2,000 traditional undergraduate students, and more than 1,000 continuing education and graduate students. Approximately 75 percent of traditional undergraduates reside on the Curry campus.

As at its founding, Curry remains a dynamic and forward-looking institution, committed to providing a highly individualized educational experience.

Location
The wooded, 131-acre Milton campus is one of the most attractive small college campuses in New England. But unlike other isolated suburban or rural campuses, Curry is just minutes from one of the most exciting cities in the world. Only seven miles from downtown Boston, Curry can offer its students exceptional cultural and educational advantages. Boston is known for its history and tradition as home of Quincy Market and the Tea Party Ship; its cultural and educational institutions like the Boston Symphony Orchestra, the Museum of Fine Arts, the Museum of Science, the Boston Public Library, Harvard University, and the Massachusetts Institute of Technology; and its legendary sports teams the Boston Red Sox, Boston Celtics, Boston Bruins, and the New England Patriots. The opportunity for internships and entertainment in this New England capital is a significant part of the Curry experience.

Curry's location has yet another advantage: it is less than two miles from the scenic Blue Hills, a natural reservation which offers skiing, hiking, horseback riding, and a range of resources for environmental education and recreation. The Milton campus is a beautiful retreat in the woods, with the excitement of the city waiting right outside.

Curry also operates additional instructional locations in Plymouth, Massachusetts and at Massasoit Community College in Brockton, Massachusetts.
North Campus Facilities
The original Milton campus of the College, the North Campus, includes the John S. Hafer Academic Building, erected in 1965, that houses many of Curry’s classrooms. In 2001, a new state-of-the-art television studio, the Hirsh Communication Center, complete with full TV production facilities, was added to the facility. There are several residence halls on the north side of campus, including a 190-bed facility that opened in Spring 2001 and a 175-bed facility which opened in Fall 2005. A new Academic and Performance Center opened in September 2006 on the Academic Quadrangle featuring state-of-the-art classrooms, faculty office suites, break-out facilities, and a multi-purpose auditorium/theatre named in honor of Oscar and Frances Keith. Other facilities on the North Campus include the award-winning student radio station WMLN-FM; a Parents’ Lounge; a new Learning Commons featuring a state-of-the-art Science and Research Center, which opened in 2019; a gymnasium; an outdoor swimming pool; numerous basketball courts; and the Louis R. Levin Memorial Library, named in honor of a late Curry student, that includes an open access computer lab equipped with both Macintosh and PCs.

South Campus Facilities
Located on the South Campus, the W. George Kennedy Academic Building is a classroom facility named in honor of a long-time Curry Trustee and benefactor. The Kennedy Building was entirely renovated in 2000 with new classrooms and offices, along with teaching and open access computer labs equipped with both Macintosh and PCs. The Gertrude M. Webb Learning Center on the South Campus houses many resources for Program for Advancement of Learning (PAL) students, including an Assistive Technology Center, an accommodations testing center, an Educational Diagnostic Center, an open-access computer lab equipped with Macintosh and PCs, an open-access Learning Lounge, interactive projection displays, classrooms, conference rooms, and offices for PAL instructors.

Also on the South Campus is the Alumni Recreation Center (ARC) that serves as multi-purpose facility for the campus community, and a dance studio. South Campus is home to additional residence halls, including a suites style residence hall that opened in 1999, and a new 171-bed apartment style residence hall that opened in Fall 2003.

Mid-Campus Facilities
Centrally located is the Student Center, an 84,000 square foot facility which opened in 2009. Designed to enhance educational experiences through expanded extracurricular and co-curricular programs and services, this new facility provides exceptional opportunities for recreation, social interaction, student activities and entertainment. Athletic facilities within the new student center include a gymnasium, athletic and general use locker rooms, and a fitness center offering cardio equipment, nautilus machines, free weights, and an aerobics studio. Additional features of the facility include: an expanded dining marketplace with a food court style servery; informal and late night food service areas; a sports café with pub style seating and flat screen TVs; a café with coffee house atmosphere; a student lounge with fireplace and living room atmosphere; a game room with billiards and other amusements; a quiet lounge for relaxed study; student services, Student Government Association and student club offices and meeting areas; a chapel for spiritual life programming and quiet prayer or reflection; a campus post office and copy and supply center with a full range of services; a bookstore with expanded space for texts and general merchandise; a tribute to the legacy of Joseph and Frieda Drapkin; and an amphitheatre style, multipurpose outdoor gathering space on Westhaver Park.

One of the College’s most recently constructed facilities and residences is Bell Hall, named after Alexander Graham Bell, the famed inventor of the telephone and Chancellor of the School of Expression, Curry College’s institutional precursor, from 1907 until his death in 1922. Bell Hall opened in 2014 and is located mid-campus in proximity of the Student Center and the Admission Office. Its 46,000 square feet is home to 168 residents. Students not only live in Bell Hall, but connect with their faculty and their peers in an integrated environment. Bell Hall boasts a large multipurpose space that serves as a classroom during the day and a programming and event space during the evenings and weekends. Multi-functional spaces within the hall can be utilized for traditional classroom learning, as study halls for both group and individual study, tutoring sessions, and other co- and extracurricular purposes as opportunities arise.
Curry College is committed to a philosophy that the total college experience permeates an individual’s life and that all aspects of living in a college community are learning experiences. The Division of Student Affairs encourages and supports students in developing autonomy within a framework of interdependence, in developing mature interpersonal relationships, and in developing life purposes and career direction. It seeks to provide a campus environment wherein community members explore alternatives and learn to be responsible for their explorations, for their actions, and for themselves. In accepting admission to Curry College, each student also accepts responsibility for compliance with the College’s basic principles, policies, procedures, and codes of behavior, as outlined in the Student Handbook, published on the Curry College website, under Campus Life.

New Student Orientation
Summer Orientation - All new students will be welcomed to the community during one of the four overnight orientation sessions held in June. It is an important time for students to meet with faculty members, upper class students and administrators while becoming familiar with our many campus resources. Students will stay overnight in one of our residence halls, schedule fall courses and participate in some fun and informational workshops. Orientation is a great way to start your college experience and meet some of your new classmates! Students are required to attend one of the sessions. A one-day family orientation will be offered on the first day of each Summer Orientation session.

Fall Program - All new students are invited to return to campus in the fall prior to the start of classes for the second portion of the new student orientation program.

CAMPUS LIFE
Residence Life & Housing
The residence halls offer a unique opportunity for students to recognize the interpersonal nature of the learning process. Through the experience of residence hall living, a student will gain an understanding of living in a diverse community. Residence halls contribute to the development of the whole student through establishing attitudes, appreciation, and characteristics associated with civility and responsibility. In addition to being a place to sleep and keep one’s belongings, a residence hall fosters lasting friendships. Curry College offers a variety of residence hall options which support our departments mission to challenge and support personal growth. All registered, full-time, students are eligible to live on campus. Part-time and non-matriculated students may not be eligible for on-campus housing. All resident students are required to choose a meal plan option to accommodate individual needs and lifestyles.

Living off Campus
All commuters are encouraged to use the Student Center as a central gathering place when you are on campus. In addition to the Dining Marketplace located in the Student Center, there are retail dining locations located in the Hafer Academic Building and the Kennedy Academic Building. All commuters are encouraged to become actively involved in campus life through membership in clubs and organizations as well as participation in both intramural and interscholastic activities. Commuting students are an integral part of the Curry community and are welcome at all events. If you choose to live off campus, we want you to represent yourself and Curry College in a positive way as stated in our Code of Conduct “Curry College expects its students to be good citizens and conduct themselves in an appropriate manner at all times whether on or off campus.” We hold all students to the same standards of conduct on or off campus. Students living off campus are invited to take advantage of dining services through the purchase of the 17-, 14-, or 10-meal plan; an alternative “commuter meal plan”; or a pay-by-meal basis. The College offers the Colonel Cash program which allows you to add funds to your Curry ID. Commuter students receive a discounted rate at the Dining Marketplace when purchasing their meal with Colonel Cash.

All Commuters are required to communicate with the Registrar’s Office any local address or change of address.

Student Activities
The Department of Student Activities is home to approximately 40 clubs and organizations. With help from professional staff, club and organization leadership receive assistance in managing their organization, planning events and are encouraged to use the many resources available in the office. Particular emphasis is placed on students’ involvement in the event planning process of activities in anticipation that they will develop the necessary leadership and organizational skills needed to become well-rounded individuals. Students at Curry are encouraged to participate in the co-curricular life of the College. The Student Activities Office will provide assistance in helping to form new clubs as new interests develop. The Department also coordinates the Curry Up and Go program, organizes community service and volunteer opportunities, hosts leadership development opportunities, designs the yearbook, plans senior celebrations throughout the year and Spring Weekend, as well as a variety of other events throughout the year.

Student Entertainment and Events
Student Entertainment and Events (SEE) is the major all-campus programming body on campus. With help from a staff advisor, SEE is a student-run organization that plans events including movie nights, novelty events, bands, game shows, dances and more and also plays a role in Spring Weekend, Colonels Week and Fight the Frost week. General meetings are held weekly and all students are welcome to participate.
Student Government Association
The Student Government Association is primarily designed to lead and unify the student body and to promote communication among students, faculty, and administration. The Student Government Association (SGA) is considered the main governing body of all the clubs and organizations on campus. SGA serve as a representative voice of the Curry students to the administration, faculty, and staff. Consisting of an Executive Board, and representatives from each class, meetings are held weekly on Wednesdays at 2:00 p.m. and are open to all members of the Curry community.

Athletics
The Intercollegiate Athletic program at Curry College places its highest priority on the overall quality of the educational experience. This involves the integration of objectives and programs in athletics with academic developmental objectives. This is consistent with the mission of the College, to develop liberally educated persons who are able to gain and to apply knowledge humanely, intelligently, and effectively in a complex, changing world. The athletic program seeks to provide competition for men and women who have come to the college for both educational and athletic opportunities. Through this competition, the program provides the means for those involved to come to know themselves and to grow physically, emotionally, socially and intellectually.

Participation in the athletic program shall be encouraged by maximizing the number and variety of athletic opportunities in varsity, club and intramural sports. Sports for men and women shall be given equal emphasis and the desired quality of competition should be similar in all sports. In responding to participant interest, sports should not be downgraded or given special status. Primary emphasis should be given to in season competition, but exceptional teams and individuals may be encouraged through post-season championships. Students should be supported in their efforts to reach high levels of performance by providing them with adequate facilities, competent coaching and appropriate competitive opportunities with students from similar institutions.

The athletic program offers opportunities for participation to all students of the College, both on the intercollegiate and intramural levels.

The emphasis of the intercollegiate program is the pursuit of athletic excellence and the appreciation of competition with other highly skilled players. There is opportunity for post-season play on a regional and divisional level for all teams and individuals who qualify.

Curry is a Division III member of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC). Curry also fields teams in 14 sports in The Commonwealth Coast Conference (CCC), which includes 9 New England Division III institutions.

The College fields varsity teams for men in football, basketball, soccer, ice hockey, baseball, lacrosse, and tennis. Varsity sports for women include soccer, cross-country, basketball, lacrosse, softball, tennis and volleyball. To be eligible for intercollegiate athletics at Curry, a student must (1) be enrolled as a full-time matriculated student carrying at least 12 credits while in season, (2) maintain a satisfactory academic average as required by the College, and (3) be a student in good standing. Although Curry does not offer athletic scholarships, financial aid is available on the basis of need.

The intramural program offers organized recreational sports to all students, faculty, and staff members of Curry College. The program sponsors competition in any athletic activities for which there is interest, provided facilities are available. The current intramural offerings include volleyball, basketball, floor hockey, softball, flag football, aerobics, dodgeball and kick boxing.

Student Center
The Student Center serves to promote and enhance campus life and unity. The Student Center is an open place for community members to relax and interact socially, as well as a space to promote activities, events and organizations complementary to the educational mission of the college. Within its walls are Student Activities, Student Government, the mailroom/copy center, bookstore, chapel, game room, the department of Athletics, and a fitness center. Host to the dining marketplace, the food service in the building is exciting, nutritious and delicious.

Fitness Center
The state-of-the-art fitness center is located in the Student Center. It includes 40 pieces of cardiovascular equipment with built-in televisions and charging stations. It also contains 25 pieces of Cybex selectorized equipment, great for beginners and those with advanced knowledge of exercise alike as well as a free weight area with a multitude of benches and two half-racks. The Fitness Center does offer a number of fitness workshops to teach proper technique and fitness programming throughout the year. Additionally, it plays host to several fitness programs that encourage students to compete to stay healthy and excited about fitness and wellness. Attached to the fitness center is a group exercise studio, which offers a variety of classes throughout the day including Zumba, Yoga, Strength Training and so much more. All classes are led by certified instructors and are great for people of any fitness level.

Counseling Center
The Counseling Center provides resources for self-help, relaxation training, psychological evaluation, and short-term individual and group psychotherapy as well as crisis intervention services to help students identify, understand and problem solve the issues that they face. Relaxation training and self-help services include
the Mind Spa and online self-help to assist with stress reduction by focusing on psychoeducation about ways to manage anxiety, depression and engagement in mindfulness exercises. Services are available Monday through Friday, 8:30am-4:30pm and some evenings. Services are available by appointment, though walk-in services are available for emergencies. Services are provided by licensed mental health professionals and supervised graduate (master’s and/or doctoral) level interns. The Counseling Center’s anonymous online self-help software is available to all members of the Curry College community for free download on our webpage.

The Counseling Center at Curry College is designed to support students’ personal growth, development, and academic success. Our services provide students with an opportunity to understand their own emotional wellness and to develop skills they can utilize to make healthy choices. In addition, our services offer students a place to learn about ways to manage stressors that affect them personally, as well as their academic progress and goals. Such services strengthen students’ abilities to problem solve and pursue their academic and personal goals.

Why Seek Counseling?
For most students, the transition to college and some of the changes that occur during college may feel stressful at times. Such stress is normative and short-term counseling can assist by helping students to identify coping activities to support transition to college and adulthood. However, because our services are available on a short-term basis, counseling is intended to encourage student independence, self-reliance and empowerment to manage distress and other mental health concerns. Many students seek treatment services to address a variety of mental health concerns, symptoms and life stressors. Services are typically short-term in nature, and may often be five sessions or less and delivered on a biweekly basis or as arranged by the Counseling Center. For longer term, more intensive, frequent and/or specialized treatment/support services, the Counseling Center will typically provide students with appropriate community based providers, best suited to their needs.

Confidentiality:
Protecting your privacy as a student is very important. Our services are confidential, meaning that Counseling Center staff cannot disclose information about your treatment to anyone who is not directly involved in your care without your written permission, or as required by law. However, in some emergency or legal situations, confidentiality may be broken.

Club Sports
Curry College has a growing coed club sports program. The Curry Club Sports Program offers students the opportunity to participate in competitive athletic programs not offered as a varsity intercollegiate athletic program. Club sports contribute to the student’s physical, emotional and social growth experience. Our teams pride themselves in sportsmanship and professional conduct on and off the field of play. Currently, the College holds teams for Men’s Rugby, Equestrian, Women’s Ice Hockey, Dance Team, and Cheerleading. For the past two seasons the established equestrian team has qualified and competed in the national championships. To be eligible for club sports at Curry, a student must (1) be enrolled as a full-time matriculated student carrying at least 12 credits while in season, (2) maintain a satisfactory academic average as required by the College, and (3) be a student in academic, social and financial good standing.

Disability Services
It is the policy of Curry College not to discriminate on the basis of disability. As part of that policy, the College is committed to (a) ensuring the provision of academic accommodations and services necessary to enable students with disabilities to achieve their maximum potential as members of the College community; and (b) facilitating the integration of students with disabilities within the College community.

The Office of Disability Services (“Disability Services”) works with each student on an individual basis to determine and implement appropriate and reasonable academic accommodations and services. The Americans with Disabilities Act of 1990 (ADA) and amendments, Section 504 of the Rehabilitation Act of 1973, and related state laws require institutions of higher education to provide reasonable accommodations to qualified individuals with disabilities. Reasonable accommodations do not include fundamental alterations to course requirements. Furthermore, accommodations cannot be made that would effectively place an undue administrative or financial burden on the College. If a requested accommodation presents an undue burden or makes a fundamental alteration, the College will attempt to propose alternative solutions and/or accommodations which do not create such hardship or make such alteration. The College will work in good faith with the person requesting the accommodation to determine the availability of an acceptable alternative.

Procedure: Once accepted to the College, students should immediately begin the registration process with Disability Services for obtaining academic accommodations and services. Because the review of requests and development of accommodations may take several weeks, students are strongly encouraged to initiate the process well before classes begin. To begin this process, students must should complete a Registration for Disability Services form, as well as provide appropriate documentation of their disability, to Disability Services. This procedure is in place to:
• determine the student’s eligibility as a qualified individual with a disability; and
• to review and respond to the student’s request for accommodations
To receive a Registration for Disability Services form, as well
as to learn more about documentation guidelines, please visit
the Disability Services portal page located in myCurry. In some
cases, Disability Services may ask for additional or updated
documentation. New students are advised to contact Disability
Services soon after acceptance into the College if they have
questions about this process.

Diversity & Inclusion
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.

The Office of Diversity & Inclusion works to increase diversity
representation among students, faculty and staff while ensuring
that all members have an equal opportunity to participate in
and contribute to the Curry community. We strive to create and
maintain a community where differences are recognized and
valued as essential elements to fostering a stimulating
environment for exploration, learning and development.

The office is responsible for the coordination of the College’s
efforts to foster an inclusive campus community that attracts
and supports diversity in many forms. Through working with
students, staff and faculty, the Office of Diversity & Inclusion is
responsible for the design, oversight and planning of programs,
workshops and training sessions that promote this goal. We work
collaboratively with the campus community in addressing issues
related to under-represented or marginalized students and are
responsible for the implementation of strategic initiatives that will
support an inclusive learning environment for all students.

Health Services
The College maintains an outpatient clinic, staffed by two
full-time nurse practitioners and a consulting physician. These
professionals specialize in addressing the healthcare of college
students and work together to provide quality medical care for
routine, acute, and chronic health problems and injuries. All
fulltime students who carry at least 12 credits are eligible to use
Health Services. We are open Monday through Friday from 8:30
a.m. to 4:30 p.m. when classes are scheduled.

Health Services offers a range of medical services and can
perform rapid strep, mono and flu tests, pregnancy tests, urine
tests, STI testing and TB tests. Medications and prescriptions
are provided to students if medically indicated. Health Services
has a partnership with a local pharmacy, Osco Pharmacy, which
provides free next day delivery to the Health Center. We have
the ability to draw blood and send other diagnostic testing to
Quest Diagnostics Laboratory. Students that require x-rays, other
imaging tests or emergency services are sent to Milton Hospital,
an affiliate of Beth Israel Deaconess Medical Center, which is 2.5
miles from campus. Public Safety or an ambulance will transport
students who require emergency services to Milton Hospital.

Health Services does not attempt to replace the student’s private
physician or assume total responsibility for medical needs.
Students requiring facilities beyond the scope of the health clinic
are referred to specialists in the area at the student’s expense. We
are available to coordinate services for chronic conditions with
your current health care provider.

Although students’ health insurance will be billed for services
rendered in the Health Center, students (and their families) will
not be responsible for co-payments, co-insurance, deductibles or
denied claims due for specified services as these are covered by the
comprehensive fee, which all students are assessed through their
regular student bill. The student’s insurance will be billed for any
laboratory testing, imaging, written prescriptions or specialty care.
For these services, co-payments, co-insurance, deductibles or the
balance from a denied or partially denied claim may be due, as
outlined in the student’s insurance plan.

Prior to matriculation, all Students are required by Massachusetts
State Law to submit immunization records completed by their
healthcare provider. Students who fail to comply with the state
requirements will have a health hold placed on their student
account, which will prevent them from registering for classes.
State Law requires every full-time student enrolled in an
institution of higher learning to participate in a qualifying
student health insurance program (QSHIP) or in a health benefit
plan with comparable coverage. Please visit www.curry.edu/
healthservices or contact Student Financial Services for more
details.

Substance Abuse & Wellness Education
The Office of Wellness Education (OWE) works to engage
students in discovering what it means to be well, through
the six dimensions of wellness- social, physical, spiritual,
intellectual, occupational, and emotional. Through creative and
fun educational programs, activities, classroom instruction and
individual interactions, we are able to educate students on alcohol
consumption, safe and healthy choices, healthy relationships and
dating violence, stress management, healthy lifestyles, meditation,
and responsible choices.

If you have questions, or think you might know someone who
could benefit from wellness related resources or would like to
get more information and be involved, please feel free to contact
Devon Corbett, the Coordinator for Wellness Education, at
devon.corbett@curry.edu, or 617-333-2163.
Spiritual Life
The Office of Spiritual Life offers programming and resources to support and nurture the spiritual and religious well-being of all students. Activities and programs include presentations and discussions on a variety of spiritual or religious topics—such as stress reduction meditation and activities. Worship services (Catholic Mass, Shabbat services, Ash Wednesday and Holy Week services, Passover Seder, Muslim prayer, Bible study, etc.) are held in The O’Toole Chapel, located on the second floor of the Student Center. Information and transportation are also available for students seeking off-campus places of worship in the Curry College neighborhood.

If you would like more information or to explore specific spiritual questions or needs, such as dealing with grief and loss, please contact Campus Life, at 617-333-2256.

Public Safety
The Curry College Department of Public Safety’s mission is to provide a safe and secure environment for the entire community. This is accomplished by using officers to patrol campus twenty-four hours a day 365 days a year, card access on all residence halls, forty-three blue light safety phones, and video cameras monitoring of the perimeter of campus and parking lots. Public Safety is everyone’s responsibility; we ask the entire Curry College Community to get involved. If you need assistance on campus please contact us at (617) 333-2222.

Motor Vehicles
Entering, first-year resident students are not permitted to have vehicles on campus. On campus parking privileges are for upper-class students only. Students who have completed two (2) full semesters at Curry College or have at least 24 credits of study may have a vehicle on campus. A transfer student who has spent two (2) semesters as a full-time matriculating student at an accredited institution of higher education will be allowed a vehicle on campus during his or her first semester. Curry’s parking policy reflects our commitment to wanting first-year students to become truly engaged in and contribute to the academic and community life of the college. We believe that vehicles represent an unhelpful distraction for first-year students.

All students who are permitted use of automobiles and other motor vehicles are subject to conditions outlined in the Motor Vehicle Code. Each student with a motor vehicle is required to purchase a parking sticker and to follow campus vehicle regulations as published in the Motor Vehicle Code, which is available in the Public Safety Office. To receive a parking permit you will need to produce your license, registration and Curry ID to the Public Safety Office. In addition, all out of state students must register their vehicle with Public Safety and the Town of Milton. Students will be instructed as to which lots are available to them according to their status whether it be CE, resident or commuter. Operating a motor vehicle on campus is considered a privilege, not a right. Failure to comply with College regulations may result in the loss of the privilege to operate a motor vehicle on campus.

Recreation & Intramurals
The Department of Recreation and Fitness offers several recreation programs as well as an eclectic mix of intramural sports leagues. The recreation programs can be seen in outdoor fitness classes, fun runs, daytime intramural tournaments, seasonal events and so much more. The Intramural program boasts over 10 leagues to choose from each season ranging from flag football and soccer to softball and basketball. Students have the opportunity to play in gender specific leagues or in coed leagues which allows additional opportunities for everyone.

Community Standards and Accountability
The mission of the Office of Community Standards and Accountability is to educate and foster student development by upholding the College’s Code of Conduct. We accomplish this by collaborating with other departments to disseminate, interpret, and enforce college policies, as well as provide proactive opportunities that promote community building, communication and civility.

Consistent with the College’s Personal Integrity Statement, all Curry College students are expected to act with integrity, demonstrate responsible personal behavior and be respectful of the College community on and off campus. Students of Curry College must adhere to appropriate standards of behavior, comply with College policies, follow directions from College officials and act in accordance with the College’s Personal Integrity Statement once enrolled at the College. Students who do not do so may be subjected to disciplinary actions.

The Community Standards Process and Code of Conduct are available in the Student Handbook, available at www.curry.edu/handbook or on the Community Standards and Accountability Portal page, located under Student Life.
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. They are:

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, v/h-l 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); or a student 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:

Student Privacy Policy 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 the start of the 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 in matters 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 the 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.

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 official 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, hybrid, or online courses through the Division of Continuing & Graduate Studies at the College’s Milton or Plymouth campus, or fully online, should register for their courses and apply for admission through the Division of Continuing & Graduate Studies. 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 held prior to 4:00 pm in the fall and spring semesters will be charged the tuition equivalent to the standard full-time Traditional Student 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. General Education Curriculum
   B. Major requirements as listed, or Individually Initiated Major
   C. 2.00 cumulative GPA

II. Bachelor of Science (B.S.) Requirements:  120 credits
   A. General Education Curriculum
   B. Major requirements as listed
   C. 2.00 cumulative GPA
   D. Nursing Major Only: Satisfactory completion of standardized testing requirements for nursing. (See the Nursing Baccalaureate Program Policy and Information Booklet for other admission requirements).

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.

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.

The College reserves the right to revise requirements and course offerings.
## GENERAL EDUCATION CURRICULUM

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GEN ED Core</strong></td>
<td></td>
</tr>
<tr>
<td><strong>19 total credits</strong></td>
<td></td>
</tr>
<tr>
<td><em>Taken in First Semester</em></td>
<td>1 credit</td>
</tr>
<tr>
<td>Curry Launch</td>
<td></td>
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<tr>
<td><em>Taken in First Year</em></td>
<td></td>
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<tr>
<td>First Year Inquiry</td>
<td>3 credits</td>
</tr>
<tr>
<td>Reading, Writing &amp; Research I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Reading, Writing &amp; Research II</td>
<td>3 credits</td>
</tr>
<tr>
<td><em>Taken by Fourth Semester</em></td>
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<tr>
<td>Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>Quantitative Reasoning/Math</td>
<td>3 credits</td>
</tr>
<tr>
<td><em>Taken after 60 Credits</em></td>
<td>3 credits</td>
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<tr>
<td>GEN ED Capstone</td>
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<tr>
<td><strong>Breadth Requirements</strong></td>
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<tr>
<td><strong>16-17 total credits</strong></td>
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<tr>
<td><em>One course in each of the following:</em></td>
<td></td>
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<tr>
<td>The Sciences</td>
<td>4 credits</td>
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<tr>
<td>The Arts</td>
<td>3 credits</td>
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<tr>
<td>The Humanities</td>
<td>3 credits</td>
</tr>
<tr>
<td>The Social Sciences</td>
<td>3 credits</td>
</tr>
<tr>
<td>One course in any Breadth area</td>
<td>3-4 credits</td>
</tr>
<tr>
<td><strong>Global / Diversity Requirement</strong></td>
<td></td>
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<tr>
<td><strong>9 total Credits</strong></td>
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</tr>
<tr>
<td>Global Interdependence</td>
<td>3 credits</td>
</tr>
<tr>
<td>Diversity/ Inclusion</td>
<td>3 credits</td>
</tr>
<tr>
<td><em>One course in the following:</em></td>
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<tr>
<td>Global or Diversity</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Active Learning</strong></td>
<td></td>
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<tr>
<td><strong>0-3 total credits</strong></td>
<td></td>
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<tr>
<td>Demonstrated through successful completion of</td>
<td>0-3 credits</td>
</tr>
<tr>
<td>coursework or an approved co-curricular</td>
<td></td>
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<tr>
<td>experiences &amp; evidenced in ePortfolio</td>
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<tr>
<td><strong>Wellness</strong></td>
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<tr>
<td><strong>0-3 total credits</strong></td>
<td></td>
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<tr>
<td>Demonstrated through successful completion of</td>
<td>0-3 credits</td>
</tr>
<tr>
<td>Curry Launch, a wellness course, or an approved</td>
<td></td>
</tr>
<tr>
<td>co-curricular experiences &amp; evidenced in ePortfolio</td>
<td></td>
</tr>
<tr>
<td><strong>Enhancements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>0 total credits</strong></td>
<td></td>
</tr>
<tr>
<td><em>One course in each of the following:</em></td>
<td></td>
</tr>
<tr>
<td>Information Literacy Enhanced</td>
<td>0 credits</td>
</tr>
<tr>
<td>Quantitative Literacy Enhanced</td>
<td>0 credits</td>
</tr>
<tr>
<td>Reading/ Writing Enhanced</td>
<td>0 credits</td>
</tr>
</tbody>
</table>
General Education Core
Six courses comprise the General Education Core. Of these, GEN 1001 must be taken during the student’s first semester at Curry and GEN 1000, Reading, Writing & Research I, and Reading, Writing & Research II must be taken during the first year. The Communication and Quantitative Reasoning requirements must be completed by the time the student earns 60 credits and the General Education Capstone cannot be taken until the student earns at least 60 credits.

Transfer Category 2 students are not required to complete GEN 1000 or GEN 1001.

First Year Inquiry – GEN 1000 3 credits
This course introduces students to thinking in the liberal arts through examination of topical, relevant, real-world issues through a focused disciplinary and broader interdisciplinary perspective. Using common readings, speakers, and information drawn from liberal arts disciplines, students will explore their own ideas and assumptions while discussing ways in which information drawn from the liberal arts offers deeper understanding and insight into their lived experiences – personal or educational. Additionally, throughout the course, information literacy and portfolio development will be introduced as students retrieve and evaluate information, and demonstrate their learning.

Curry Launch – GEN 1001 1 credit
The 1 credit Curry Launch Seminar is designed to assist first year students with the transition to the college experience. Students will be introduced to the methods and resources to promote success in college and have opportunities to discover how they learn, relate, and make choices. Topics will focus on the purpose and value of higher education, academic development, organizational skills, Curry’s course learning management system, Curry’s electronic portfolio system, and wellness topics such as stress management, drug abuse, sexual assault, relationships, and personal well-being. Campus life and support systems for academics and wellness will be introduced. The course satisfies the General Education Wellness Requirement. No course pre-requisites. NOTE – Open only to first year students.

Breadth
These courses introduce students to the range of disciplines that make up our General Education curriculum: the Arts, the Humanities, the Sciences, and the Social Sciences. Breadth courses cannot be double counted with courses in the student’s major. Breadth courses may be double counted with prerequisites and related requirements in the student’s major.

International/Global Interdependence
This requirement is intended to expose students to information and theoretical frameworks for understanding the interconnectedness of our world: our global interdependence. This will allow students to recognize, analyze, and critically appreciate the similarities and differences between states, cultures, and other entities such as institutions which often play a key role in international relations. Study abroad for a semester with portfolio reflection fulfills this requirement. Three credits of International/Global coursework must be taken outside the major requirements.

Diversity/Inclusion
Courses satisfying the Diversity requirement develop students’ critical thinking by challenging them to think more deeply about their assumptions concerning race, ethnicity, gender, class, sexual orientation, age, religion, species, or abilities. Courses in the Diversity requirement investigate the complexities and power in human difference and commonality. Awareness of similarities and differences among peoples and/or value systems can illuminate the collective past, present and future and also help students to achieve greater understanding of their own identity and mutual understanding and respect for each other. Three credits of Diversity/Inclusion coursework must be taken outside the major requirements.

General Education Capstone – GEN 3001 - 3 credits
This course emphasizes the integration of ideas and knowledge in Liberal Arts disciplines and is the culminating experience in the General Education curriculum. A thematic approach using readings, discussions, and examinations of work included in the portfolio, the course provides students with an in-depth, personal understanding of the many sensible if sometimes subtle connections among Liberal Arts disciplines, the value of a Liberal Arts education, and ways to integrate Liberal Arts learning further into their studies.

Active Learning
Active Learning emphasizes the integration of a student’s classroom learning with learning that occurs when they become part of a community of practice. The Active Learning requirement can be fulfilled through curricular and co-curricular options. Students may take an approved Active Learning course or complete an approved co-curricular activity to satisfy this requirement. For details on the co-curricular options and the ePortfolio submission expectations, please contact your academic advisor. Active Learning coursework may double count with coursework in the student’s major.

Wellness
The Wellness requirement encourages students to think about wellness in a holistic and life-long fashion. Wellness includes, but is not limited to physical, emotional, mental, and spiritual health. The Wellness requirement can be fulfilled through curricular and co-curricular options. A student may fulfill the Wellness requirement by completing a Wellness course or an approved Wellness co-curricular activity. For details on the co-curricular options for fulfilling this requirement and the ePortfolio submission expectations, please contact your academic advisor. Wellness coursework may double count with coursework in the student’s major.
**TRANSFER STUDENT REQUIREMENTS**

Students who transfer into the College must meet General Education requirements that are affected by the number and type of transfer credits awarded, as determined by the Registrar.

**CATEGORY 1:**
0-29.5 transfer credits

Transfer students with fewer than 30 credits in transfer should follow the General Education Curriculum on pp. 12-14.

**CATEGORY 2:**
30-45 transfer credits

<table>
<thead>
<tr>
<th>Credits</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>FY CORE (excluding First Year Inquiry and Curry Launch)</td>
</tr>
<tr>
<td>3-4</td>
<td>Science</td>
</tr>
<tr>
<td>3</td>
<td>Arts</td>
</tr>
<tr>
<td>3</td>
<td>Humanities</td>
</tr>
<tr>
<td>3</td>
<td>Social Science</td>
</tr>
<tr>
<td>3</td>
<td>Global/International</td>
</tr>
<tr>
<td>3</td>
<td>Diversity/Inclusion</td>
</tr>
<tr>
<td>3</td>
<td>Gen Ed Capstone</td>
</tr>
<tr>
<td></td>
<td>Wellness</td>
</tr>
<tr>
<td></td>
<td>Active Learning</td>
</tr>
</tbody>
</table>

*Note: Students complete at least one course each, RWE, QLE, and ILE.*

**CATEGORY 3:**
46 or more transfer credits

Without Associate's degree

<table>
<thead>
<tr>
<th>Credits</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>RWE</td>
</tr>
<tr>
<td>3</td>
<td>ILE</td>
</tr>
<tr>
<td>3</td>
<td>QLE</td>
</tr>
<tr>
<td>3</td>
<td>Gen Ed Capstone</td>
</tr>
</tbody>
</table>

This category applies to students with 46 or more transfer credits but no earned Associate's degree.

**CATEGORY 4:**
46 or more transfer credits

With Associate's degree

Students who transfer with an earned Associate's degree are not required to complete General Education requirements.

**Enhancements**

Students must complete one enhancement in each of the following areas: Information Literacy, Reading and Writing, and Quantitative Reasoning. The Reading/Writing Enhanced course cannot be taken until the student has completed Reading Writing & Research I and II.

**E-Portfolio**

The e-Portfolio will be used throughout the General Education curriculum as a tool to facilitate students making connections among their courses and to help them reflect upon their learning in the Liberal Arts. In constructing their e-Portfolios, students will be asked to collect work from their courses for inclusion in the portfolio and to revisit their portfolios in the General Education Capstone course.
INDIVIDUAL VARIATIONS

Double Majors
The limits on using major courses to satisfy General Education requirements outlined in the above section do not apply to students who are double majoring. Such students may double count major courses in Breadth and may use major courses from both majors to satisfy the Global and Diversity requirements.

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 information from the Division of Continuing and Graduate Studies.

2. Proficiency Evaluations: Proficiency evaluations for certification of credit are available in many courses at Curry. Students who demonstrate satisfactory achievement as determined by individual academic departments, will receive un-graded credit for the course(s). The evaluations measure end-of-course competency in particular Curry course offerings and afford an additional option for shortening the time required to earn a degree. Traditional undergraduate 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 & Graduate Studies Office. There are some restrictions and conditions for proficiency evaluations.

General guidelines
(consult appropriate office for special circumstances):

- 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.

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.

**Evaluation for Early Graduation**

To aid individual students in meeting their particular educational needs and in planning their own educational timetables, Curry has developed a time-shortened degree program based on student demonstration of competencies. Candidates for early graduation must obtain the approval of their advisor(s) and divisional chairperson(s), who will be responsible for forming an evaluation committee. To meet the graduation breadth requirement, students will be evaluated by faculty from at least three academic divisions of the College. The students’ depth of knowledge will be evaluated within the academic divisions of their majors. Their competency in oral and written communication will be assessed by the evaluation committee, as will their demonstration of constructive and analytic thought.

**Study Elsewhere**

Curry is committed to assisting students in achieving a personally fulfilling education, one which enables them to develop existing areas of interest and skill, and to explore new areas. This includes the possibility of study abroad and study at other colleges, both during the academic year and the summer through short-term programs led by Curry College faculty, through exchange partnerships, or through programs offered by third party providers. Study abroad enhances the student’s academic preparation in specific areas, such as foreign languages, politics and history, English, and the fine and applied arts, as well as more specific interests, such as comparative education techniques, international broadcasting, international business and trade, and the international impact of environmental issues. It also serves to broaden the student’s general perspective on a world which is becoming increasingly interconnected.

Study at another educational institution provides an opportunity to take courses which are not offered at Curry but which complement one’s course work and/or major as well as meeting General Education requirements. Such study may also provide an opportunity to visit another geographical area of the United States, while continuing to progress toward one’s degree.

Students considering study abroad should consult with the institution program of interest regarding their admission requirements. In addition, they should have completed at least 24 credits at Curry, have a minimum grade point average of 2.50 at Curry, and be in good standing with Student Financial Services and Community Standards & Accountability.

For specific information concerning study abroad and study at other academic institutions, contact studyabroad@curry.edu.
REGISTRATION & COURSE SELECTION PROCEDURES

Registration is a process whereby students are assisted in planning and implementing their educational program in a thoughtful, intelligent, and reflective manner. This process includes the following:

Choosing 1. During COURSE SELECTION, students choose courses for the following semester in consultation with their advisors. Students register for their desired courses online.

Committing 2. Completing all required business at FINAL REGISTRATION/CHECK-IN demonstrates that students have met their financial obligations and commit to the selection of courses.

Modifying 3. During DROP/ADD, students may modify their schedules.

Recording 4. At the end of Drop/Add, official records which accurately reflect students’ courses of study are created and maintained in the Office of the Registrar.

A. Course Selection
A student admitted to Curry College will receive from his/her advisor, the Office of Advising and Academic Success, or the Office of the Registrar information regarding times and places of course selections and will make course selections with his/her advisor during the time officially designated.

The normal number of credits per semester is 15-18. To carry more than 18 credits, a student must obtain approval of the Registrar. In addition, a Credit Overload Request form must be completed and submitted to the Office of the Registrar.

Any credits over 18 which remain on the student’s course schedule after the last day designated for course changes without fee will be billed to the student’s account, unless the additional credits are no more than 1.5 and are the result of a learning skills (PAL) course, or are the result of an Honors Scholars Program course and a petition has been submitted by the director of the Honors Scholars Program and approved by the Provost. The additional tuition charge for each course credit in excess of 18 in any one semester is $1,336/credit.

B. Registration/Check-In
Each student must finalize registration on the day designated for final registration/check-in. Requests for permission to register late may be made by contacting the Office of the Registrar.

C. Schedule Changes (Add/Drop)
Completed Add/Drop forms must be submitted to the Office of the Registrar.

1. During the add/drop period (first 14 calendar days after Check-In), students may add or drop courses from their schedules without penalty or fee. The first week of Add/Drop takes place online. The signature of the instructor and advisor for an add and the advisor for a drop are required during the second week.

2. Withdrawing from a course: Students may ordinarily withdraw from courses up to the 10th week of classes. The following conditions pertain:
   a. The student must obtain approval from the advisor and instructor.
   b. A course withdrawal fee of $10 will be assessed to the student’s account.
   c. A “W” will be recorded for each course dropped.
   d. Financial obligations (course tuition, lab fee, etc.) will not be waived for any course dropped after the first three weeks of a semester.
   e. Not attending a course does not constitute an official course withdrawal. Unauthorized withdrawal may result in a failing grade for the student.

D. Summer School or Concurrent Registration at another Institution
When appropriate for the student’s academic program, the student may be allowed summer or concurrent registration at another institution. Students who are degree candidates may transfer credits to Curry College from other accredited colleges or universities under the following conditions. Please note that grades do not transfer and transfer credits do not apply toward the student’s Curry GPA, but do apply toward total attempted credits.

1. Courses are appropriate: one consideration is that they enhance the student’s educational options, e.g., courses are not taught at Curry.
2. Prior approval is required. Signatures are usually obtained from the advisor, area coordinator, and Registrar during the semester preceding the proposed registration at another institution. (Forms are available through the Office of the Registrar.)
3. A grade of “C-” or better is earned. Certain programs, such as Nursing and Education, may require a higher minimum grade in order for credits to transfer. It is not advisable to elect to take such courses on a “Pass/Fail” basis. In these situations it may be necessary for the instructor to submit an indication
of the quality of the work done or for there to be an official indication from the college or university involved that a “P” is awarded for work completed at a grade level equivalent to “C–” or better.

**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.

Curry College is committed to fostering an inclusive community of diverse learners and educators in a rich blend of liberal arts and career-directed programs, enhanced by practical field experiences and co-curricular activities that extend beyond the classroom. Therefore, it is the College’s policy to recognize and appreciate students’ involvement in official activities beyond the classroom, and that faculty should work with students to accommodate such commitments, without penalty and without sacrificing academic rigor. This policy provides guidelines to address student absences for officially sanctioned events, including but not limited to athletic events, competitions, academic-related conferences, leadership opportunities, and performances. This policy is only applicable where students are representing the college in an official capacity and does not include activities incidental, such as team practices, rehearsals, planning meetings, or class trips, etc.

When a student anticipates missing classes for an officially sanctioned event, it is the student’s responsibility to:

1. work with his or her academic advisor during course selection to develop a schedule that minimize absences
2. provide each instructor, during the first week of class, a written list, of anticipated schedule conflicts. When a schedule conflict is not known during the first week of class, it is the responsibility of the student to notify the instructor, in writing, as soon as the conflict is known.
3. discuss with the instructor an appropriate and satisfactory solution that meets course requirements.
4. The student and instructor should come to an agreement prior to the semester add/drop deadline. It is recommended this agreement be put in writing so all parties have a shared understanding of what was agreed upon.

There may be cases where a satisfactory solution is not feasible. In making a determination as to whether a student may miss class to represent the College in an official capacity, the faculty may take into account the student’s academic performance in the course, the material that will be covered and the ability to make up this material, and the number of absences incurred or requested by the student. This determination by the faculty is final and cannot be appealed.

**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.

I. **Academic Integrity**

Because academic integrity is a cornerstone of the College’s commitment to lifelong learning, all students - traditional undergraduates, Continuing Education, and Graduate - 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 or the Graduate Curriculum and Policy Committee, as appropriate.

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...
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 an undergraduate student has violated the Academic Integrity Policy, the instructor will report the violation through the Academic Alert System, which sends a sends notification to the student, and the Academic Success Coordinator in the Academic Dean’s office. In the case of a graduate student, the instructor will report the violation to the Graduate Program Director, who may send a notification to the Assistant VP for CE/Graduate Studies.
   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 Associate Vice President of Academic Affairs.

   An appeal not made within the time limit will not be heard unless an exception is made by the College’s Associate Vice President of Academic Affairs.

Classroom Recording Policies

Preamble
Because recording devices have proliferated as part of everyday technology, the College wishes to protect the privacy of faculty and students while maintaining the classroom as a place where ideas can be freely exchanged and explored. The recording policies, stated below, presume compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, as well as federal and/or state copyright laws, including Mass. Gen. Laws ch. 272, § 99. Classroom recordings for academic accommodations related to documented disabilities are approved separately by the Office of Disability Services and the Program for Advancement of Learning.

Student-Created Classroom Recordings
Students who wish to use audio or video technology to record classroom activities must request permission, in writing, from the professor by completing the Classroom Recording Agreement. The professor has the discretion to allow or disallow such recording. Both the Classroom Recording Agreement form and a summary of the laws cited above may be obtained at the Academic Affairs office or on the portal.
Students who are granted permission must agree to the following conditions:
   i. No classroom recordings will occur until the Classroom Recording Agreement form is signed by both the faculty...
Academic Policies & Procedures

- ii. Classroom recordings may not be shared by any means with anyone without the professor’s written agreement;
- iii. Classroom recordings may not be uploaded, or made available through any technological medium unless otherwise stipulated in the syllabus;
- iv. Use of the recordings for anything other than the permitted use is strictly prohibited;
- v. All recordings will be destroyed within 7 days of the scheduled final exam at the conclusion of the semester in which the course was taken, unless otherwise stipulated in writing by the professor.

When permission is granted, the professor will notify the class of the recording; further conditions about recordings may also be stipulated in the course syllabus. The signed electronic Classroom Recording Agreement will be kept in the Academic Affairs Office. Violations may subject the student to disciplinary action. Classroom recordings do not constitute transfer of copyrighted material.

Faculty-Generated Recordings
Any faculty-created recordings designed to be used by students as part of coursework are subject to the following conditions:
- i. Classroom recordings may not be shared by any means with anyone without the professor’s written agreement;
- ii. Classroom recordings may not be uploaded, or made available through any technological medium unless otherwise stipulated in the syllabus;
- iii. Use of the recordings for anything other than the permitted use is strictly prohibited.

Violations may subject the student to disciplinary action. Classroom recordings do not constitute transfer of copyrighted material.

<table>
<thead>
<tr>
<th>Grade</th>
<th>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></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good achievement of course goals</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Adequate achievement of course goals</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Minimal achievement of course goals</td>
</tr>
<tr>
<td>D–</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>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>IN</td>
<td>-</td>
<td>Incomplete</td>
</tr>
<tr>
<td>P</td>
<td>-</td>
<td>Pass in Pass/Fail and Grade/Pass/Fail Option courses</td>
</tr>
<tr>
<td>W</td>
<td>-</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>AU</td>
<td>-</td>
<td>Audit (no effect on GPA)</td>
</tr>
<tr>
<td>CEU</td>
<td>-</td>
<td>Continuing Education Unit</td>
</tr>
<tr>
<td>NG</td>
<td>-</td>
<td>No Grade</td>
</tr>
<tr>
<td>TCR</td>
<td>-</td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>I</td>
<td>-</td>
<td>I – Followed by a letter grade indicates an Incomplete changed to a grade</td>
</tr>
<tr>
<td>PP</td>
<td>-</td>
<td>Proficiency Credit (no effect on GPA; credits count toward graduation)</td>
</tr>
<tr>
<td>PX</td>
<td>-</td>
<td>Proficiency Failure (no effect on GPA; no credit earned)</td>
</tr>
<tr>
<td>SP</td>
<td>-</td>
<td>Special (e.g., Equiv. Ed. explained below)</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”).
Grading Scale
(note: only letter grades appear on transcript):

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

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
- N: Non-attendance

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

Incomplete Course Status
The incomplete is an administrative designation that means a course instructor has agreed to a specified extension of time -with a due date no longer than the last class day of the following semester-based on the traditional Fall & Spring academic calendar -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 through 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 the last class day of the following semester-based on the traditional Fall & Spring academic calendar; will provide a copy to the student; and will submit a copy to the Office of the Registrar.

The incomplete must be resolved by the last class day of the following semester, based on the traditional Fall & Spring academic calendar, 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. Please note: If an incomplete is unresolved at the time of a student’s degree conferment, this unresolved incomplete will be recorded as an F.

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

Placement Testing
For placement purposes, entering first-year students will be assessed in math to ensure that they are registering for the appropriate level of math course.

Mathematics:
The Mathematics Assessment is administered online prior to summer Orientation, and periodically throughout the academic year. The Assessment evaluates basic arithmetic, algebra and geometry skills needed to succeed in college mathematics. Students who successfully complete the Assessment may take a college-level mathematics course. Students who are identified as needing basic skills development are placed into MATH 1000: Problem Solving Strategies in Mathematics. A passing grade in this course is required before students take a college-level mathematics course. Students may complete the Assessment a second time during their first year, and they may request a broader based assessment which takes other factors into account.

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.
Grade/Pass/Fail Option
A student may choose to take up to a maximum of four courses on a Grade/Pass/Fail (GPF) option during their academic career. Only one GPF course can be taken during a semester. 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. Only one “P” grade may be used in a minor. *Please note: When exploring the GPF option, students must confirm any minimum course grade requirements with individual departments and programs. The GPF is not an option in credit-bearing graduate courses.

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, the College recognizes that there may be cases where designated family members may wish to view grades. 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. If they choose, students may provide consent to allow designated individuals to access their grades online via creation of accounts for these individuals through the Family Portal. 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 21). 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 total 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. Please note that graduation honors will not be awarded or announced until all degree requirements are complete. Honors will be noted on the diploma and transcript following degree completion.

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 a 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 12. 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 four (4) credits of degree completion. Degree completion in this case means that the student must be within 4 credits of meeting all requirements for the degree, not just the total of 120 credits. 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 graduating with a higher level degree.

Alexander Graham Bell Honor Society
The object 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. Membership is limited to 5% of the junior class and 10% of the senior class who have a cumulative grade point average of 3.50 or higher. Fulltime traditional students must have completed at least 30 graded credits at Curry. Continuing Education and part-time traditional students must have completed, or be registered to complete, 45 credits over four semesters at Curry College and have earned a GPA of 3.50 or higher. Students must also be active citizens either at Curry or in their local communities.
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 - When the semester coursework includes credits required in a major that are offered only on a Pass/Fail basis and thus results in fewer than 12 graded credits, a student will continue to qualify for the Dean’s List when all other criteria are met.
   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 and Graduate Studies, 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,
or
• 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.

Participation in Varsity Athletics
A student placed on Academic Probation is not permitted to participate in varsity athletics during the probation semester.

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. Alleged Academic Dishonesty Appeals
Appeals process/guidelines can be found under the Academic Integrity section on page 19.
I. Grade 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 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.
• At all points in the process, both parties will be notified of all meetings and will have the opportunity to submit a written response. 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 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 Grade Appeals Process:
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 Academic Success Coordinator or Advisor for CE students, may submit the Grade Appeal Form (available from the Academic Success Coordinator, or Advisor for CE students) 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 forward 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 do so by completing the online Withdrawal Request, available by logging into his/her myCurry account. Students are responsible for notifying the College of their intent to withdraw and must do so by initiating this process. 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.

Leave-of-Absence
Students who are in good academic standing and have no outstanding financial obligations to the College may take leaves-of-absences totaling no more than two years and remain in good standing.

Following consultation with his/her advisor, the student must complete the online Leave-of-Absence request.

Throughout the course of the student’s leave, his/her academic record will indicate that he/she is on leave-of-absence and is in good standing. If a student does not return to Curry after two years of leave, he/she will be officially withdrawn from the College.

To return to the College, the student must consult with the Student Affairs office and complete the Leave-of-Absence Reactivation form, available in the Office of the Registrar, at least 40 calendar days prior to the start of the semester for return. This is important both for academic and residence hall planning. Residence hall rooms are allocated on a space available basis, according to the date on which students provide room deposits and apply through the Residence Life Office.
Readmission to the College
Students who would like to return to the College after an
official withdrawal or dismissal from the College must apply
for readmission through the Office of the Registrar. To return
to the College, the student must submit their application and
supporting documentation 40 days prior to the start of the
semester in which they intend to return. This is important for
both academic and residence hall planning. Students who seek
to apply for readmission should have been withdrawn from the
College for at least a full semester prior to seeking readmission
unless extenuating circumstances exist. Students who seek to
apply for readmission after an academic dismissal should have
been away from the College for at least a full academic year.
Students who seek to apply for readmission after an academic
or conduct related dismissal should review the terms of their
dismissal prior to seeking readmission to the College.

Students who are applying for readmission to the College must
provide the following:
• Official transcripts from any other college they had
attended since withdrawing from Curry College;
• Information about the circumstances that led to their
withdrawal from the Curry College including
documentation, when appropriate;
• A summary of activities undertaken since withdrawing
Curry College;
• Information regarding why they believe they are ready to
return to Curry College;
• Information regarding the types of programs and support
they believe are necessary for them to be successful upon
their readmission to the College; and
• Any extenuating circumstances that the College should be
aware of in making its readmission decision including
supporting documentation that demonstrates resolution of
the extenuating circumstances.

Readmission applications will be reviewed by a committee
consisting of staff from Academic Affairs, Advising & Academic
Success, the Office of the Registrar and Student Affairs. In
addition to the information provided by the student, the
committee also reviews information including academic standing
prior to withdrawal including credits attempted and earned,
conduct status, financial clearance, and available space in
programs and course sequencing. Students who seek to change
their major as part of the readmission process may be required to
meet with an advisor prior to completing the process.

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 placed on Continuing
Registration (CR) status for up to two (2) semesters. The CR
status is intended to insure 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.
ORGANIZATION OF DEPARTMENTS AND ACADEMIC DIVISIONS

ACADEMIC ENRICHMENT CENTER
Edward Bradford, Director
Anne Benoit, Coordinator

DEPARTMENT OF APPLIED TECHNOLOGY
Maryann Gallant, Deanna Gordon, Chairpersons

DEPARTMENT OF BUSINESS
Anthony Fabrizio, Chairperson
Steven Gunning, Director, Graduate Programs

DEPARTMENT OF COMMUNICATION
John Barrett, Chairperson

DEPARTMENT OF EDUCATION
Michelle LeBlanc, Chairperson
Undergraduate Education
Dorothy Alexander, Kathleen McDonough, Coordinators
Undergraduate Teacher Preparation and 5th Year MED
Joanne Seltzer, Coordinator
Graduate Education
Giordana Basta, Director
Physical Education
Marijke Alsbach, Director
Health and Wellness
Katherine Morrison, Coordinator

DEPARTMENT OF FINE AND APPLIED ARTS
Iris Kumar, Chairperson

DEPARTMENT OF GENERAL EDUCATION
Julia Sloan, Director
First-Year Studies
Silas Pearman, Coordinator
Junior Year Inquiry
Alan Revering, Coordinator

DEPARTMENT OF HUMANITIES
Robert Smid, Chairperson

English
John Murray, Coordinator

Foreign Language and Cultures
Jeannette DeJong, Coordinator

Philosophy and Religious Studies
Robert Smid, Coordinator

DEPARTMENT OF NATURAL SCIENCES
AND MATHEMATICS
Marie Turner, Chairperson

Mathematics
Tracy Wang, Coordinator

SCHOOL OF NURSING
Desiree Hensel, Dean, School of Nursing
Nicholas Green, Associate Dean, School of Nursing
Sheryl Cifrino, Chairperson
Michelle McMahon, Director, Master of Science in Nursing

DEPARTMENT OF POLITICS AND HISTORY
William Nancarrow, Chairperson

DEPARTMENT OF PSYCHOLOGY
Eric Weiser, Chairperson

DEPARTMENT OF SOCIOLOGY & CRIMINAL JUSTICE
Sandra O’Neil, Chairperson
Adam Stearn, Director, Master of Arts in Criminal Justice

PROGRAM FOR ADVANCEMENT OF LEARNING
(PAL)
Laura Vanderberg, Director

WRITING PROGRAM
Lindsay Illich, Coordinator
Kara Provost, Writing Center Coordinator
MAJORS AND MINORS

The minimum requirement for a standard major in courses above the introductory level in the subject area is 18 credits; these courses must include a Senior Seminar or capstone course in the subject area. In addition, the major may require a number of prerequisite courses as well as courses outside the major field, not to exceed 30 credits. A minor consists of a minimum of 12 credits above the introductory level with the exception of Biology, Dance, and Mathematics. A minor is not required for graduation. Students may count one course (3 credits) in the major toward a minor.

**BACHELOR OF ARTS MAJORS**

<table>
<thead>
<tr>
<th>Biology</th>
<th>Communication</th>
<th>Community Education</th>
<th>Community Health and Wellness</th>
<th>Criminal Justice</th>
<th>Early Childhood Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Education and Care</td>
<td>Elementary Education</td>
<td>English</td>
<td>Mathematics Education</td>
<td>Out of School Time Education</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Politics and History</td>
<td>Psychology</td>
<td>Sociology</td>
<td>Special Education</td>
<td>Studio Arts</td>
<td></td>
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</tbody>
</table>

**BACHELOR OF SCIENCE MAJORS**

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Biochemistry</th>
<th>Biology</th>
<th>Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forensic Science</td>
<td>Graphic Design</td>
<td>Information Technology</td>
<td>Marketing</td>
</tr>
<tr>
<td>Nursing</td>
<td>Public Health and Wellness</td>
<td>Software Development</td>
<td>Sport and Recreation Management</td>
</tr>
</tbody>
</table>

**The career potential of these majors may be supplemented by Concentrations in:**

<table>
<thead>
<tr>
<th>American Literature</th>
<th>Communication Studies</th>
<th>Early Intervention</th>
<th>Entrepreneurship/Small Business</th>
</tr>
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<tbody>
<tr>
<td>Human Resources</td>
<td>Multimedia Journalism</td>
<td>Public Relations and Corporate Communication</td>
<td>Radio/Audio Production</td>
</tr>
<tr>
<td>Sports/Youth Recreation Programming</td>
<td>Survivor/Witness/Victim Advocacy</td>
<td>Television/Digital Video</td>
<td>Theatre</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Video Game Studies</td>
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</tbody>
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**MINORS ARE AVAILABLE IN:**

<table>
<thead>
<tr>
<th>Accounting</th>
<th>English</th>
<th>Applied Computing</th>
<th>Art History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Studies</td>
<td>Forensic Science</td>
<td>Business Administration</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>Gerontology</td>
<td>Graph Design</td>
<td>Chemistry</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Law and Society</td>
<td>Communication</td>
<td>Cybersecurity</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>Marketing</td>
<td>Community Health and Wellness</td>
<td>Dance</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Music</td>
<td>Creative Writing</td>
<td>Early Intervention</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>Philosophy</td>
<td>Criminal Justice</td>
<td>Education</td>
</tr>
<tr>
<td>Music</td>
<td>Politics and History</td>
<td>Cybersecurity</td>
<td>DESE Licensure is available in:</td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
<td>Dance</td>
<td>Early Childhood: Teacher (Pre-K-2)</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>Early Childhood: Teacher (Pre-K-2)</td>
<td>Elementary: Teacher (1-6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provisional with Advanced Standing</td>
<td>Teacher of Students with Moderate Disabilities: Special Needs (Pre-K-8)</td>
</tr>
</tbody>
</table>

**DESE Licensure is available in:**

| Early Childhood: Teacher (Pre-K-2) | Mathematics: Teacher (5-8; 9-12) | Teacher of Students with Moderate Disabilities: Special Needs (Pre-K-8) |

Provisional with Advanced Standing Credentialing for Early Intervention by the Massachusetts Department of Public Health
Programs of Instruction

Graduate Programs

Curry College offers the following graduate degree programs:

**Master of Arts in Criminal Justice***
**Master of Business Administration***
**Master of Education***
**Master of Science in Accounting**
**Master of Science in Nursing**

Programs denoted with an * are offered as 5th Year programs where students can obtain both an under-graduate and master’s degree within five years. Graduate program curriculum can be found in the Continuing Education & Graduate Studies section of this catalog. Questions regarding 5th Year Programs can be directed to Continuing Education & Graduate Studies or the specific Graduate Program Director noted on page 28.
Declaring a Major
By the end of their first two years of study, students must:
1. Declare through the Advising & Academic Success office the subject area in which they would like to major or
2. Propose an Individually Initiated Major

Independent Coursework
Students who wish to do independent work in a special topic not covered by any traditional course may request to register for an independent course:

1. Use this Catalog to decide which department/division the project falls under; if the project does not fall under any of these areas, consult the Office of the Provost.
2. Visit the department/division chairperson and inquire which faculty have the expertise and are available to guide research.
3. Visit these faculty members and secure from one of them a commitment to direct the work.
4. Complete a Request for Independent Coursework and submit it to the Office of the Registrar by the end of the online registration period in the semester preceding the requested course.
5. The request will be reviewed for academic appropriateness. All requests for independent coursework are subject to the approval of the Provost.

(SUBJECT AREA) 4000 I, II, III, IV 3 credits
INDEPENDENT RESEARCH TITLE
To elect this course, students must have at least a 3.0 average in the subject area in which they seek to work and at least a 2.7 cumulative average.

(SUBJECT AREA) 4050 COM/SA/DES/ENG/DANC/MUS INDEPENDENT CREATIVE TITLE or STUDIO WORK TITLE 1-8 credits
An independently structured tutorial course that presents junior or senior students with an opportunity to expand artistic creativity and to make significant additions to their portfolios by working individually with a member of the faculty. To qualify for this course, a student must have a 2.8 or higher average in the subject area, and must have completed nine credits at the 2000-level in the major or minor sequence. The student must also complete a course contract, in consultation with the instructor that describes educational goals, responsibilities of the registrant and the instructor, a schedule for achievement, and criteria for final evaluation. The contract must be signed by the instructor, the department chairperson, and the student, and deposited in the subject area department chairperson’s office.

Independent Reading Courses
(SUBJECT AREA) 4100 1-3 credits
INDEPENDENT READING TITLE
Students who wish to do reading in a special topic not covered by any course or wish to deal in depth with a specific topic may, under the guidance of a faculty member from that area, elect an Independent Reading. For consideration of this course, one must have earned a minimum of 15 credits and have at least a 3.0 average in the subject area and at least a 2.7 cumulative average. Evaluation procedures for a reading course will be determined by the faculty sponsor.

Tutorials
There are times when, due to special circumstances, students must take certain required courses during semesters when the courses are not officially being offered. Students may request to register for such courses by completing a Request for Independent Coursework and submitting it to the Office of the Registrar by the end of the online registration period in the semester preceding the requested course. The request will be reviewed for academic appropriateness. All requests for tutorials are subject to the approval of the Provost.

Course Levels:
1000-Level: Courses introduce students to foundational concepts in the field assuming no prior college level exposure.
2000-Level: Courses appropriate for students with some exposure to the college regimen or to the discipline. Prerequisites may apply.
3000-Level: Upper level courses building on previous exposure to the discipline, most with prerequisites.
4000-Level: Senior level courses, most with prerequisites and required signatures. Includes independent reading and/or studies, internships, Honors Scholars, and practicum.
5000-Level and above: Graduate level courses.
Programs of Instruction

**Course Rotation**
Each course description includes a notation of the offering cycle of the course to be interpreted as follows:

- **Fall Semester**: generally offered every fall
- **Spring Semester**: generally offered every spring
- **Fall and Spring Semesters**: generally offered every semester
- **Alternate Fall (Spring) Semesters**: generally offered every other fall (spring)
- **Offered periodically within a three-year academic cycle**: generally offered within a three-year cycle
- **Every Year**: generally offered annually, but in varying semesters
- **Alternate Years**: generally offered every other year, but in varying semesters
Academic Enrichment assists students with developing skills that are foundational for success in college. Providing students with an extensive support system to assist in their personal discovery and their academic pursuits, Academic Enrichment courses and services enrich and enhance students’ academic experiences in college. Academic Enrichment courses have small class sizes (14) and AE instructors and support staff frequently assume the role of academic coaches in their particular areas. See page 316 for more information about Academic Enrichment support services.

**AE 1000  Academic Success  1.5 credits  Spring Semester**

Emphasizes the development of active learning strategies that empower students to succeed personally, academically and professionally. Students will explore the importance of making constructive choices, time and task management, note-taking, and test preparation strategies. Students are provided with a comprehensive overview of library research systems and services, and they are challenged to utilize their knowledge to develop critical reading, academic writing and presentation skills.

**AE 1030  American Language & Culture 1  3 credits  Fall Semester**

Focuses on improvement of English skills in vocabulary, writing, listening and speaking, for students whose native language is not English. Through selected readings, writing exercises and discussions, ESOL students will achieve basic English proficiency in academic writing. Prerequisite: Requirement of Admissions Office or Permission of the Academic Enrichment Director.

**AE 1040  American Language and Culture 2  3 credits  Spring Semester**

Continues the focus on English language skill development for students whose first language is not English, focusing on longer essays and expository writing, using American culture and customs, and the student experience of them as compared to their home culture and customs, as course subject matter.

**AE 1050  Read Around the World  3 credits  Fall Semester**

Focuses intensively on the development of academic reading for non-native English speakers. Using world cultures as course subject matter, students will learn pre-reading techniques and comprehension strategies. They will also strengthen their English vocabulary, and will learn how to annotate text. Students will learn to pace themselves when reading and will improve short and long term recall of their academic coursework. Prerequisite: Requirement of Admissions Office or Permission of the Academic Enrichment Director.

**AE 1070  Discovering Boston: History of the City on the Hill  2 credits  Fall and Spring Semester**

Answers the question, “What makes Boston, Boston?” This course explores the history, culture and urban environment of the city of Boston and its peoples, focusing on selected sites which exemplify the city’s intellectual, political and cultural development. Students will be expected to read a Boston-related piece of non-fiction, attend each weekly excursion/class and respond to each site with a written reflection, and research an area of interest for an intensive research project or paper. Particularly relevant for students who live beyond the New England area. Fee.

**AE 1300  Competencies for Prospective Educators  1.5 credits  Fall Semester**

Focuses on the development of academic competencies necessary for prospective educators who will be required to take and pass state-mandated tests in academic reading and writing skills. This course is required for all first year and transfer students who intend to apply to the educator licensure majors in Early Childhood (PreK-2), Special Needs (PreK-8) and Elementary Education (1-6). Topics in reading will include: pre-reading strategies, skill building in reading comprehension, vocabulary building, and test preparation. Topics in writing will include skill building in grammar, mechanics, summarizing, essay writing and text analysis. Corequisite: PSY 1400.

**AE 2000  Peer Teaching in the Disciplines  1.5 credits  Spring Semester**

Prepares students to work in an academic support role in the Academic Enrichment Center and in the many learning communities across the College. Through a combination of readings, self-assessments, discussion, observation of supplemental learning sessions, and an introduction to learning pedagogy, students develop confidence, learn and practice core tutoring and interpersonal skills, and prepare for work as an Academic Enrichment Center Tutor, content course Teaching Assistant in the disciplines, Study Group Facilitator, First Year Transitions Peer Mentor, First Year Honors Mentor, Nursing Program mentor, or Peer Advisor. This course meets the General Education Active Learning requirement.

**AE 2150  Study Abroad Seminar  3 credits  Fall and Spring Semesters**

Focuses on the importance of internationalism in the twenty-first century, and on the value of study abroad experiences to increase a student’s understanding of the world, and of themselves. The course examines culture from domestic and cross-cultural perspectives and students will consider aspects of living in a foreign country while studying abroad. Students will also focus on finding an appropriate study abroad program that meets their personal and academic needs. In addition, students will research the country of choice for an optimal study abroad experience. Topics will include global and self-awareness, values and culture,
Academic Enrichment

stereotypes and generalizations, foreign educational culture, program options for study abroad and re-integration upon return. Presentation, reading and writing skills will be enhanced, and online discussions will be ongoing as students will share what they learn as they research potential study abroad sites. This course meets the General Education International/Global Interdependence requirement.
The Bachelor of Science in Accounting Program is designed to prepare students for advanced academic studies as well as for careers in public accounting, private industry, government and non-profit sectors. With a curriculum centered around the core fundamentals of accounting, including financial reporting and analysis, managerial accounting and cost management, tax accounting, auditing and accounting ethics, and financial management, graduates of the program will be eligible to sit for professional certification (e.g., Certified Public Accountant, Certified Management Accountant). The program provides its students with a strong foundation in accounting research and communication skills; application of accounting principles through experiential learning opportunities; and an international emphasis to enable students to compete effectively in a competitive, global economy.

**Program Learning Outcomes**

Upon completion of the Bachelor of Science in Accounting, students will be able to:

1. Apply logical thinking and critical analysis to business and accounting practices.
2. Evaluate specific accounting issues through research analysis.
3. Assess ethical issues in the accounting profession.
4. Analyze information systems through evaluation of process controls and organizational system risks within a business process.
5. Demonstrate verbal and written communication skills in accounting.

**Minimum Grade Policy for Business Department Majors/Minors**

This policy will apply to all majors and minors offered within the Business Department (Accounting, Business Administration, Marketing, MIS, and Sport Management). Students who are majoring or minoring in any program offered within the Business Department will be required to retake any pre-/co-requisite, elective, or required course offered by the Business Department if they earn below a grade of a C. Students are allowed to waive this policy for their first two grades of C-. The third C- and any subsequent grades of a C- will have to be retaken. Although students are not required to maintain a GPA of 2.5 to be a Business Department major, students who receive a cumulative GPA of less than 2.5 will be required to meet with the Academic Success Coordinator and commit to a specified plan for the following full semester to improve their grades.

**The Accounting Program:**

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>Prerequisites:</td>
</tr>
<tr>
<td>BUS 1000 Intro to Business</td>
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<tr>
<td>BUS 1610 Economics: Macro</td>
</tr>
<tr>
<td>BUS 1611 Economics: Micro</td>
</tr>
<tr>
<td>MIS 1010 Managing with Information Systems</td>
</tr>
<tr>
<td>ACNT 1010 Financial Accounting (Prerequisite: Math Assessment)</td>
</tr>
<tr>
<td>ACNT 1011 Managerial Accounting</td>
</tr>
</tbody>
</table>

| Major Core Requirements: |  |
| ACNT 2010 Intermediate Accounting I | 3 |
| ACNT 2011 Intermediate Accounting II | 3 |
| ACNT 2020 Individual Federal Income Taxation | 3 |
| ACNT 2021 Business Entity Taxation | 3 |
| ACNT 2060 Forensic Accounting and Fraud Examination | 3 |
| ACNT 3010 Cost Accounting | 3 |
| ACNT 3030 Governmental and Not-For-Profit Accounting | 3 |
| ACNT 3040 Advanced Accounting | 3 |
| ACNT 3050 Auditing | 3 |
| ACNT 3980 Senior Seminar: Accounting | 3 |
| BUS 2000 Management Theory and Practice | 3 |
| BUS 2150 Quantitative Methods and Analytics¹ | 3 |
| BUS 2250 Business Law | 3 |
| BUS 2550 Operations Management | 3 |
| MRKT 2520 Marketing Management | 3 |
### Accounting

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACNT 1010</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACNT 1011</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACNT 2010</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACNT 2011</td>
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<td>3</td>
</tr>
<tr>
<td>ACNT 2020</td>
<td>Individual Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACNT 3010</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACNT 3050</td>
<td>Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisite or Corequisites**

1. MATH 1150 Statistics I (for BUS 2150)  3

**Requirements for the Accounting Minor:**

- ACNT 1010: 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 Administration majors and minors.

- ACNT 1011: 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 reporting, 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 Administration majors.

**Prerequisite:** ACNT 1010 (with a minimum grade of C-) or permission from the instructor.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ACNT 2010</td>
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<tr>
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**Requirements for the Accounting Minor:**

- ACNT 1010: 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 Administration majors and minors.

- ACNT 1011: 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 reporting, 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 Administration majors.

**Prerequisite:** ACNT 1010 (with a minimum grade of C-) or permission from the instructor.

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<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>ACNT 2020</td>
<td>Individual Federal Income Tax</td>
<td>3</td>
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</table>

**Prerequisite:** Math Assessment.
ACNT 2021  Business Entity Taxation  3 credits  Spring Semester
An examination of the U.S. Income Tax structure with an emphasis on the taxation of different taxable entities with extensive coverage on corporations. The course will also include an introduction to trusts, estates and gift tax, multinational tax transactions and state and local taxes. Research, analysis and planning of tax issues are also introduced.

ACNT 2060  Forensic Accounting and Fraud Examination  3 credits
Explores the foundation of Forensic Accounting and Fraud Examination. Topics of coverage include fraudulent financial reporting, fraud detection and prevention, fraud investigation techniques, valuation of businesses, lost profits analysis, and litigation support services. The legal concepts surrounding expert witness testimony are also considered. Ethical issues are identified and discussed throughout.
Prerequisite: ACNT 1010.

ACNT 3010  Cost Accounting  3 credits
An advanced examination into the subjects covered within Managerial Accounting. Other topics include product and by-product cost allocation, enterprise risk management, strategy for product and customer profitability and pricing analysis, transfer pricing, the balance scorecard and capital budgeting. Multinational cost considerations are discussed throughout.
Prerequisite: ACNT 2011.

ACNT 3030  Government and Not-for-Profit Accounting  3 credits
An introduction to the accounting and financial reporting principles of state and local governments, colleges and universities, hospitals, and other not-for-profit organizations. Students develop an appreciation for the special accounting, budgeting, and reporting needs of these organizations. Ethical considerations are discussed throughout.
Prerequisite: ACNT 1010.

ACNT 3040  Advanced Accounting  3 credits
An in-depth analysis into advanced accounting topics. The course will cover the consolidation of financial statements, translation of foreign currencies, the reporting requirements of business segments, accounting for legal reorganizations and liquidations, and accounting for partnerships, estates and trusts. International accounting standards will also be discussed.
Prerequisite: ACNT 2011.

ACNT 3050  Auditing  3 credits
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 computer auditing.
Prerequisite: ACNT 3040.

ACNT 3980  Senior Seminar: Accounting  3 credits
This course is designed to build upon previous research assignments in all upper level accounting courses and provide a capstone experience for accounting majors by challenging them to identify accounting issues, locate and research appropriate accounting concepts, standards, statements, pronouncements or tax authorities, and then provide a thorough analysis for determination of an appropriate conclusion for the decision-making process. Communication of such research and analysis will require students to prepare organized/structured written papers utilizing appropriate APA format and then present such findings to various audiences. Areas of research will include but will not be limited to SFACs, FASs, SASs, the Internal Revenue Code, and Treasury regulations.
Prerequisite: ACNT 3040 and Senior Year Standing.
**Applied Computing Minor**

The Applied Computing minor consists of a variety of related courses providing students with a practical understanding of the role of technology throughout our society as well as the techniques necessary to successfully meet their professional and personal objectives.

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

**Applied Computing Minor:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester</th>
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<tbody>
<tr>
<td>AC 1----</td>
<td>One 1000 level course</td>
<td>3</td>
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</tr>
<tr>
<td>AC -----</td>
<td>Four 2000/3000 level-electives</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>AC 3900</td>
<td>Senior Seminar: This is IT!</td>
<td>3</td>
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<td>18</td>
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</tbody>
</table>

**AC 1030 Communication Technology 3 credits**

A foundation course combining communication and technology history, theory and practice. Covers the basics of utilizing and assessing a variety of digital resources. Students acquire and apply the communication skills and technologies that are integral to academic and career success. New and emerging communication technologies that aid in developing communication skills, such as persuasion and communication delivery to varied audiences, will be discussed. *This course meets the General Education First Year Core Communication requirement.*

**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**

Database management systems are primary vehicles for storage, retrieval, and maintenance of organizational and individual information. This course is designed to provide general understanding of database concepts, introduce an overview of commercial database management systems and familiarize students with Access, its features and components as a personal database management tool. The course utilizes hands-on, practical approach and requires frequent usage of the computer lab or personal computer. *Not open to students who have taken or are required to take AC 2025.*

**AC 2025 Data Management 3 credits**

Explore techniques for using database applications in management environments. Students will learn basic database design, usage and analysis. *Not open to students who have taken or are required to take AC 2020.*

**AC 2050 The Art of Creating Online Content 3 credits**

This course integrates Graphic Design and Web Design theories and processes. Three primary areas of creating an online presence will be discussed: Graphic (Visual) Design, Content Creation and Technology Tools. The process of Online Design will be discussed from an artist, user (viewer) and technical perspective. Students will create a website using effective Visual Design theories such as: color, balance, proximity, graphics, and layout as well as ADA compliance. Students will also create content that complies with web writing style and image standards that will target the specific needs of a specific audience. The resulting content and design will be published using an online web editor. The semester project will be an appropriate inclusion in the e-portfolio. *This course meets the General Education Arts Breadth and Reading/Writing Enhanced requirements.*

**AC 2072 Digital Art 3 credits**

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, SA 2072). Fee. *Prerequisites: SA 1770 or SA 1800 and GD 1500.*
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.

AC 2400 The Energy of Silicon Valley 3 credits
Alternate Spring Semesters
The Energy of Silicon Valley provides a real-world introduction to the technology boom of the San Francisco Bay area. Students will learn about the history and current status of this unique, fast-paced working environment, while networking and gaining insight into its corporate world. The class will visit Silicon Valley, California for one week, where daily sessions will include meetings with corporate leaders, entrepreneurs, and venture capitalists. The course will also feature a series of classroom lectures and assignments. (Same course as IT 2400).
Prerequisite: Junior or Senior standing and permission of instructor.

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, IT 2500).

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 1030 or COM 1010 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 HTML and Design 3 credits
Fall Semester
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).

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, SA 2797).
Pre or Corequisite: GD 1500 or SA 1770.

AC 3100 Project Management 3 credits
Fall Semester
This course introduces the art and science of technology project management. It 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 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. This course meets the General Education Active Learning requirement. (Same course as IT 3900).
Prerequisites: 12 credits in 2000/3000-level AC/IT courses and senior standing.
ART HISTORY minor

Students may declare a minor in art history to complement a major in any other area of study. The combination of an art history minor with a major in Community Health and Wellness, Psychology, Studio Arts, or Business Administration, for example, may lead, respectively, to graduate study and/or careers in such fields as dance/health education, expressive therapies, or arts administration. A minor in art history may also enhance the preparation and competitiveness of students enrolled in the educator licensure programs. It will also help prepare them for an arts-related graduate degree, should they decide to do so. Minors gain a foundational understanding of the history of art and architecture. The program requires a combination of broad survey courses and classes in specific fields and periods. Overall, minors explore visual images and architecture in their broader social contexts, allowing students to understand how social, cultural, and intellectual factors help inform the discipline.

**Required Courses for the Art History Minor:**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AH 2910</td>
<td>History of Visual Arts from Paleolithic Times to the Gothic Era</td>
<td>3</td>
</tr>
<tr>
<td>AH 2920</td>
<td>History of Visual Arts from the Renaissance to Contemporary Times</td>
<td>3</td>
</tr>
</tbody>
</table>

Current Electives in Art History—choose four from the following (or any other art history course at the 2000-level or beyond):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH 2498</td>
<td>Film Criticism</td>
<td>3</td>
</tr>
<tr>
<td>AH 2720</td>
<td>A History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>AH 2930</td>
<td>Contemporary Art</td>
<td></td>
</tr>
<tr>
<td>AH 2935</td>
<td>Modern Art</td>
<td></td>
</tr>
<tr>
<td>AH 2960</td>
<td>Non-Western Art</td>
<td></td>
</tr>
<tr>
<td>AH 2970</td>
<td>History of Graphic Design</td>
<td></td>
</tr>
</tbody>
</table>

AH 2498  Film Criticism  3 credits

Surveys representative examples of various styles and genres of motion pictures to enable students to recognize and evaluate the creative processes and criticism that are unique to film. This course meets the General Education Humanities Breadth and Reading/Writing Enhancement requirement. (Same course as COM 2498).

AH 2720  A History of Photography  3 credits

Offered periodically within a three-year academic cycle SA 2720 presents a survey of historical, philosophical, and aesthetic developments in photography since its origins in 19th century France to the present with an emphasis on global perspectives and identities. Students will be introduced to the key historical figures and the movements they were associated with. In the process, various technical processes will be covered (as well as the camera’s evolution), appropriate vocabulary will be introduced, and the impact of photographic imagery upon mass culture will be examined. This course meets the General Education International/Global Interdependence requirement.

AH 2910  History of Visual Arts from Paleolithic Times to the Gothic Era  3 credits

Examines the historical context of visual arts styles from cave paintings to the seventeenth century by analyzing major works in terms of technical characteristics, composition, and aesthetic expression. This course meets the General Education International/Global Interdependence requirement or the General Education Humanities Breadth requirement and Reading/Writing Enhancement requirement.

AH 2920  History of Visual Arts from the Renaissance to Contemporary Times  3 credits

The analytical and historical approach to the development of modern visual art. This course meets the General Education Humanities Breadth or International/Global Interdependence requirement and Reading/Writing Enhancement requirement.
AH 2930  Contemporary Art 3 credits
Alternate Spring Semesters
The aim of this course is to provide the student with an understanding of the current art scene through an exposure to the many styles and ideas that have emerged in recent years. Through field trips to museums and galleries and visits from professionals in the Boston area, students will study contemporary artists from many parts of the world with an emphasis on gender and cultural balance. The focus will be on learning to appreciate the work aesthetically as well as examine how it fits into a political, historical and biographical context. A second aim of the course is to expose the student to representative examples of current critical thought. This course meets the General Education Humanities Breadth requirement.

AH 2935  Modern Art 3 credits
Offered periodically within a three-year academic cycle
Modern Art is a chronological survey of European and American Modern art movements from the late eighteenth century (starting with Neoclassicism) through to roughly 1960 and the advent of Pop art. Traditional media such as painting, sculpture, architecture, as well as newer forms such as photography will be addressed, especially regarding their broader cultural, political, technological, and environmental contexts. This course meets the General Education International/Global Interdependence requirement or the General Education Humanities Breadth requirement.

AH 2960  Non-Western Art 3 credits
This course introduces non-Western cultural perspectives. Emphasis is placed on African, Middle-Eastern, Asian, Oceanic, and native American (Pre-Columbian) art forms throughout history. Upon completion, students should be able to demonstrate an historical understanding of art as reflective of non-Western social and cultural development. This course meets the General Education International/Global Interdependence requirement.

AH 2970  History of Graphic Design 3 credits
This course examines the historical development of graphic design as a discipline, by looking at the work of specific individuals and movements whose innovations have shaped visual communication. Studies the relationship between graphic design and its audience. Examines the social impact of design by looking at such innovations as the printing press, photography, and the computer. In addition, students will explore the aesthetic development of graphic design and look at how it has impacted contemporary sensibilities. This course meets the General Education International/Global Interdependence requirement.
ASIAN STUDIES MINOR

The Asian Studies minor includes the intellectual, political, cultural and artistic history and culture of the diverse variety of traditions collectively referred to as “Asian.” As an interdisciplinary program, the minor seeks to draw on the wide array of resources available at Curry College for the pursuit of an understanding and appreciation of Asian contributions to history and culture—both its own and the more global culture of the twenty-first century. Curry’s Asian course offerings focus primarily on East and South Asia. Students may obtain a minor in Asian Studies in conjunction with any major offered at the College, although it may be particularly attractive for majors in Philosophy, English, Business Administration, and Politics & History.

Requirements for the Asian Studies Minor:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRS 2150</td>
<td>Eastern Religion and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>AS 3900</td>
<td>Capstone Thesis</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 1010</td>
<td>Elementary Chinese I (Mandarin)</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 1020</td>
<td>Elementary Chinese II (Mandarin)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1170</td>
<td>East Asian Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PRS 2160</td>
<td>Introduction to Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>PRS 2170</td>
<td>Introduction to Chinese Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>P&amp;H 2120</td>
<td>China: Tradition and Change</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2085**</td>
<td>World Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits 15

*Electives must be taken in at least two different disciplines.

**These courses count toward the minor only when their content is largely Asian.

Description of Requirements for the Minor:

NOTE: because this is an interdisciplinary minor, students are referred to the relevant departmental entries for any courses included in the minor. The only exception to this is the Capstone course, which is detailed below.

The core course for the Minor, Eastern Religion and Philosophy (PRS 2150), is a general introduction to Asian cultures via their religious and philosophical traditions. These traditions continue to provide the intellectual and practical grounding for Asian cultures, even when they have been deliberately suppressed. Attending to these fundamental differences in worldviews provides students in the Western world with their best preparation for further study in Asian traditions. Whenever possible, this course will be taught by the Asian Studies Coordinator, in order to provide both consistency and first-hand direction for the Minor.

Electives for the Minor will be left open to any courses approved by Asian Studies Committee, which will be continuously updated and published in the Course Catalogue. Students in the Minor will be required to select their electives from among at least two different disciplines in order to maintain the inter-disciplinary nature of the minor.

For the required Capstone course (AS 3900), students will either enroll for one semester at a cooperating college in Asia or participate in the recurrent Curry College trips to China, and will submit a thesis on their work there as it relates to their broader program of study at the College. Exceptions may be made at the discretion of the Coordinator for students who are unable—for financial or other reasons—to study abroad or attend one of the annual trips; alternate arrangements will typically entail an extensive research paper that gives expression to their particular focus of study within the Minor. AS 3900 is the only course that will bear a specific Asian Studies course designation; all other associated courses will maintain their original course listings.
Biochemistry, the discipline that seeks to explain life in chemical terms, is an interdisciplinary major for students interested in working at the interface between biology and chemistry. The Bachelor of Science in Biochemistry program is designed to provide a strong background in the chemical and biological sciences preparing students in a broad range of career opportunities: biochemical research, biotechnology, graduate schools and professional schools in medicine, dentistry, veterinary sciences, pharmacy and physician assistant preparation.

**Grade Minimum:** Biochemistry majors must earn a minimum grade of C- in all BIOL and CHEM prerequisite courses.

**Program General Goals:**
The general goals of the Biochemistry major are to:

- Provide students with an in-depth knowledge of the chemistry of living organisms and experimental techniques required to determine structures and functions of biological molecules.
- Provide a curriculum that meets the standards set by ACS (American Chemical Society).
- Provide students with the knowledge and skills to meet the demands of the biotechnology/research industries or related fields after graduation.
- Prepare students for admittance and success in graduate and health professional schools.
- Develop an awareness of current and ethical issues in the discipline.
- Prepare students to be skilled in the proper procedures and practices for safe handling and the use of chemicals.

**Program Learning Outcomes**
Upon completion of the Bachelor of Science in Biochemistry students will be able to:

1. Demonstrate an integrated knowledge of the core concepts of biology and chemistry (as defined by ACS, ASBMB, and AAAS)*. These core concepts are:
   - A. Structure & Function
   - B. Reactions & Structural Transformations
   - C. Energy
   - D. Regulation & Homeostasis
   - E. Information Storage & Transfer
2. Apply quantitative reasoning and critical thinking to problems and experiments.
3. Communicate original research, research within the chemistry and biochemistry fields, and current issues within the fields in both written and oral formats.
4. Design and carry out chemical and/or biochemical research utilizing appropriate techniques and instrumentation and proper safety procedures.

*Note: For course descriptions for the Biochemistry major please see the Biology and Chemistry sections.
## Biochemistry Major Requirements

### Requirements in Related Areas:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1010, 1110</td>
<td>Introductory Chemistry I, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1020, 1120</td>
<td>Introductory Chemistry II, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1055</td>
<td>Introduction to Organisms</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1065</td>
<td>Introduction to Molecules and Cells</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2010</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2020</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2130</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2140</td>
<td>Calculus II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits = 30

### Requirements for Biochemistry Major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 2510, 2610</td>
<td>Organic Chemistry I, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2520, 2620</td>
<td>Organic Chemistry II, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2100</td>
<td>Genetics (includes lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3030</td>
<td>Cell Biology (includes lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3570, 3670</td>
<td>Biochemistry I, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3580, 3680</td>
<td>Biochemistry II, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2710, 2810</td>
<td>Physical Chemistry, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2910</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 2030, 2130</td>
<td>Analytical Chemistry, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3075</td>
<td>Advanced Physiology (includes lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3800</td>
<td>Biochemistry, Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 3900</td>
<td>Biochemistry Seminar (3cr- 1cr per semester)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 4010</td>
<td>Biochemistry Independent Research</td>
<td>6</td>
</tr>
<tr>
<td>BIOL/CHEM Elective</td>
<td>(See list below)</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Total credits = 54-55

### Biochemistry Elective (choose from the following list)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2030</td>
<td>Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2040, 2140</td>
<td>Microbiology for Science Majors (Includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2050</td>
<td>Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2060</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2215</td>
<td>Environmental Science (Includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2300</td>
<td>Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2310</td>
<td>Field Ecology (includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2330</td>
<td>Aquatic Biology (includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3210</td>
<td>Advanced Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 3050</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 3060</td>
<td>Cancer Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 2900</td>
<td>Independent Research</td>
<td>1-2</td>
</tr>
</tbody>
</table>
The study of the natural world is a study of change, transfer, and growth. Biology presents a view of the natural world that is physical, chemical, and biological, giving an integrated view of the organism and its inner operations as well as interactions with its external environment. The courses are relevant to virtually every academic discipline. There are two degree tracks available for Biology majors: a Bachelor of Science (BS) degree and a Bachelor of Arts (BA) degree.

**Program Learning Outcomes**

Upon completion of a Bachelor’s degree in Biology students will be able to:

1. Demonstrate an integrated knowledge of the core concepts of biology (as defined by AAAS)*. These core concepts are:
   A. Evolution
   B. Information Flow, Exchange, and Storage
   C. Structure and Function
   D. Energy
   E. Systems

2. Demonstrate a core set of competencies and disciplinary practice in the biological sciences (as defined by AAAS)*. These core competencies are:
   A. Ability to apply the process of science: biology is evidence-based and grounded in the formal practices of observation, experimentation, and hypothesis testing
   B. Ability to use quantitative reasoning: biology relies on applications of quantitative analysis and mathematical reasoning
   C. Ability to use modeling and simulation: biology focuses on the study of complex systems.
   D. Ability to utilize, communicate with, and collaborate with other disciplines: biology is an interdisciplinary, collaborative science.
   E. Ability to understand the relationship between science and society: biology is conducted in a societal context.

**Grade Minimum: Biology majors must earn a minimum grade of C- in all BIOL and CHEM prerequisite courses.**

**BS DEGREE:** This degree prepares students well for many careers within and outside of the sciences, including biomedical research or for entry into graduate schools or professional schools and programs, such as medical, dental, pharmacy and veterinary. The BS degree is a rigorous program with a great deal of laboratory and research experience.

**PREREQUISITES:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1055</td>
<td>Introduction to Organisms (includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1065</td>
<td>Introduction to Molecules and Cells (includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

**CORE REQUIREMENTS FOR BIOLOGY MAJOR:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2040, 2140</td>
<td>Microbiology for Science Majors (includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2100</td>
<td>Genetics (includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3030</td>
<td>Cell Biology (includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3120</td>
<td>Evolution and Genomics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 4000</td>
<td>Research Proposal</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 4010</td>
<td>Independent Research in Biology</td>
<td>3-6</td>
</tr>
<tr>
<td>BIOL 3900</td>
<td>Biology Seminar (1 credit over 3 semesters)</td>
<td>3</td>
</tr>
</tbody>
</table>

**BIOL Electives (choose from the following list; 1 course must be at the 3000-level, 1 course must include a laboratory)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2030</td>
<td>Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2050</td>
<td>Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2060</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2215</td>
<td>Environmental Science (Includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2300</td>
<td>Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2310</td>
<td>Field Ecology (includes Laboratory)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>10-12</strong></td>
</tr>
</tbody>
</table>
Biology

BIOL 2330      Aquatic Biology (includes Laboratory) 4
BIOL 2900      Independent Research in Biology      1-2
BIOL 3210      Advanced Environmental Science 3
BIOL 3050      Immunology 3
BIOL 3060      Cancer Biology 3
CHEM 3570/3580  Biochemistry I (includes Laboratory) 4
CHEM 3580/3680  Biochemistry II (includes Laboratory) 4
CHEM 3800      Biochemistry, Special Topics 3

REQUIREMENTS IN RELATED AREAS:
CHEM 1010, 1110  Introductory Chemistry I, with Laboratory 4
CHEM 1020, 1120  Introductory Chemistry II, with Laboratory 4
CHEM 2510, 2610  Organic Chemistry I, with Laboratory 4
CHEM 2520, 2620  Organic Chemistry II, with Laboratory 4
PHYS 2010      Introduction to Mechanics, with Laboratory 4
PHYS 2020      Electricity and Magnetism, with Laboratory 4
MATH 1150      Statistics I 3
MATH 2130      Calculus I 3
MATH 2140      Calculus II 3

32-37

BA DEGREE:
This degree offers students more flexibility, with a broader and more well-balanced coverage of Biology. It allows students to customize their degree to their specific interests and career goals, including double majors. Students with this degree will be well prepared for many careers and fields of graduate work.

BA in Biology Curriculum

PREREQUISITES:
BIOL 1055      Introduction to Organisms (includes Laboratory) 4
BIOL 1065      Introduction to Molecules and Cells (includes Laboratory) 4

8

REQUIREMENTS FOR BIOLOGY MAJOR:

Core Requirements
BIOL 2040, 2140  Microbiology for Science Majors (includes Laboratory) 4
BIOL 2100      Genetics (includes Laboratory) 4
BIOL 3120      Evolution and Genomics 3
BIOL 3900      Biology Seminar (1 credit) 1

Students must complete a minimum of 12 additional elective credits at the 2000/3000-level according to the following criteria. A minimum of 3 credits must be taken at the 3000-level in addition to BIOL 3120.
**Biology Electives: (Choose from the following list):**

- BIOL 2030   Human Disease      3
- BIOL 2050   Animal Behavior      3
- BIOL 2060   Introduction to Exercise Physiology      3
- BIOL 2215   Environmental Science (Includes Laboratory)      4
- BIOL 2300   Bioinformatics      3
- BIOL 2310   Field Ecology (includes Laboratory)      4
- BIOL 2330   Aquatic Biology (includes Laboratory)      4
- BIOL 2520   Nutrition      3
- BIOL 2900   Independent Research in Biology      1-2
- BIOL 3030   Cell Biology (includes Laboratory)      4
- BIOL 3050   Immunology      3
- BIOL 3060   Cancer Biology      3
- BIOL 3075   Advanced Physiology (includes Laboratory)      4
- BIOL 3210   Advanced Environmental Science      3
- CHEM 3570/3670   Biochemistry I (includes Laboratory)      4
- CHEM 3580/3680   Biochemistry II (includes Laboratory)      4

**REQUIREMENTS IN RELATED AREAS:**

- CHEM 1010, 1110   Introductory Chemistry I, with Laboratory      4
- CHEM 1020, 1120   Introductory Chemistry II, with Laboratory      4
- CHEM/PHYS   Electives (2000 or 3000 level), with Laboratory      8
- MATH 1150   Statistics I & MATH 1190 (College Algebra) or MATH 2130 (Calculus I)      6

**Total:** 22 credits

**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.

---

**BIOL 1055   Introduction to Organisms      4 credits**

This is one semester of a two semester full year core course in biology. This semester we begin by studying the importance of evolution as the basic organizing principle of biology. We then consider the biology of the whole organism, focusing on the most important animal phyla, and look at four animal organ systems. The major plant phyla are also covered, and we finish with a review of biological communities and ecosystems. Lecture and laboratory. Laboratory required for all students. **Fee. This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.**

**BIOL 1057   Life Science for Educators      4 credits**

This course introduces the fundamental concepts of biological science as designed in the Massachusetts Subject Matter Knowledge Standards. Topics include: scientific inquiry, ecology, microbial, plant and animal physiology and evolution, biological chemistry, cell structure and function, biochemistry of energy transformation, Mendelian and molecular genetics. Laboratory and lecture. **This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.**

---

**BIOL 1065   Introduction to Molecules and Cells      4 credits**

This is one half of a full-year course introducing the overarching themes of Biology. This semester, we will focus on the smallest unit of life – cells, and the molecules that comprise cell structure and function. We will begin with a discussion of chemistry, and build upon that knowledge to cover molecules of increasing complexity. We will cover the parts of the cell and their functions, and discuss how cells use energy. Finally, we will discuss how cells transmit information to the next generation through DNA, and how incremental changes in DNA over time contribute to the diversity of life and evolution of new species. These topics will be explored through the lens of past and present scientific discovery. Lecture and laboratory. **Fee. This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.**
**BIOL 1075  Anatomy and Physiology I  3 credits**  
Fall Semester  
The first semester of a two semester introductory course in human anatomy and physiology. Topics covered this semester include cell biology, histology, and the structure and function of the integumentary, skeletal, muscular, and nervous systems.

**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 semester of an introductory course in human anatomy and physiology. We will study several of the major organ systems of the human body, including the digestive, respiratory, cardiovascular, urinary, reproductive, and endocrine systems.

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

**BIOL 2010  Microbiology  4 credits**  
Fall Semester  
Overview of the microbial world including microbial cell structure and function and the diversity of microorganisms. Introduction to the fundamental concepts of microbial metabolism, genetics, the role of microorganisms in disease, immunity, and other selected applied areas. The laboratory experience will provide students with experience in aseptic techniques along with the isolation of a broad range of nonpathogenic bacteria, using selective and enrichment techniques, with microscopic, biochemical, and molecular identification. Related exercises include genetics, physiology, quantitation, and growth energetics. Lecture and laboratory. Fee. Prerequisite: BIOL 1055 and 1065, plus CHEM 1001/1002 or CHEM 1010/1110, or MATH 1150, or permission of instructor.

**BIOL 2030  Human Disease  3 credits**  
Offered periodically within a three-year academic cycle  
An introduction to human disease suitable for students interested in the health sciences. The course will be divided into two parts: in the first part general concepts will be covered, such as disease classification and diagnosis, as well as the structure and function of the immune system. In the second part, individual organ systems will be considered, including diseases of the cardiovascular, respiratory, urinary, digestive, nervous, endocrine, and musculoskeletal systems. Prerequisite: BIOL 1055 and 1065 or BIOL 1075/1175 and 1085/1185, or permission of instructor.

**BIOL 2040  Microbiology for Science Majors  3 credits**  
Fall Semester  
Semester This course introduces science majors to the basic properties of microorganisms, microbial metabolism and genetics, the principles of microbial pathogenicity, the mode of action of antibiotics, the fundamentals of immunology, and the response of the human host to infections. This course also addresses the importance of microorganisms in research, ecosystems, and their economic significance. Corequisite: BIOL 2140

**BIOL 2050  Animal Behavior  3 credits**  
Spring Semester  
The course covers the foundations of ethology, with an evolutionary perspective. Topics will include the neural and hormonal underpinnings of behavior, kinship theory, animal learning and communication, foraging, avoiding predators, attracting mates, and migratory behavior. Major theories and important empirical studies will be reviewed. The ultimate goal of the course is to excite student interest in the living world of animals. Prerequisite: any BIOL or SCI course or permission of instructor.

**BIOL 2060  Introduction to Exercise Physiology  3 credits**  
Alternate Fall Semesters  
This introductory-level exercise physiology course provides a foundational understanding of the biochemical and mechanical interactions of the musculoskeletal, endocrine, neurovascular, cardiopulmonary, and digestive systems, with exercise. Additional topics of discussion include: epidemiology of health and disease, exercise prescription, nutrition, influence of exercise on brain function, and acute and chronic effects of exercise as they relate to the healthcare professional or athletic trainer. Prerequisites: BIOL 1075/1175 and BIOL 1085/1185, or BIOL 1055 and 1065, plus CHEM 1001/1002 or CHEM 1010/1110, plus MATH 1150, or permission of instructor.

**BIOL 2100  Genetics  4 credits**  
Spring Semester  
Examines the principles of heredity through an historical development of the modern concept of the gene. Topics to be covered will include the works of Gregor Mendel and Thomas Hunt Morgan, cytogenetics, genetic engineering, and population genetics. Lecture and laboratory. Fee. Prerequisite: BIOL 1055 and 1065, and CHEM 1020/1120 or permission of instructor.

**BIOL 2140  Microbiology Lab for Science Majors  1 credit**  
Fall Semester  
This laboratory course is designed to teach students the skills necessary to grow, isolate, observe, identify and study microorganisms. This includes practicing and applying aseptic technique, learning proper usage of a compound light microscope and stereomicroscope, learning how to identify or manipulate...
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: any BIOL or SCI course or permission of instructor.

BIOL 2300  Bioinformatics  3 credits  Alternate Spring Semesters

Technical innovations in molecular biology have allowed for large-scale measurements of DNA, RNA and proteins, three of the fundamental molecules of the cell. This has led to an explosion of “big data” biological datasets which are often too large to be analyzed using manual analysis or standard computers. This course is an inquiry-based introduction to this interdisciplinary field of science which combines computer programming and mathematics to analyze and interpret biological data. Students will learn the fundamentals of programming for bioinformatics by analyzing real datasets. No prior experience or knowledge of computer programming or biology is required.

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 BIOL or SCI course or permission of instructor.

BIOL 2330  Aquatic Biology  4 credits  Alternate Fall Semesters

Covers the biology, ecology, chemistry, and physics of water. Much of the instruction in the course will be done at nearby ocean, lakes, and streams and will involve experiments such as the determination of thermal stratification and the estimation of photosynthetic rates. Fee. Prerequisite: Any BIOL or SCI course, or permission of instructor.

BIOL 2350  Cell Biology  4 credits

Focuses on cells, the basic units of all organisms. Their structures and activities are examined with special emphasis on their subcellular components and interactions with their environments. In the laboratory, students employ some of the newest techniques used by researchers in the study of cells and their biology. Gaining familiarity with various experimental approaches, cell types, and types of instrumentation are the main goals. Lecture and laboratory. Fee. Prerequisite: BIOL 1065, 2100, plus, CHEM 1020/1120, or permission of 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 HW 2520). Prerequisite: Any BIOL, CHEM, or SCI course or permission of instructor.

BIOL 2900  Independent Research in Biology  1-2 credits

Independent research on a topic of current interest. Principles of both literature and experimental (field or laboratory) and/or theoretical research are performed under a faculty member’s supervision. The student will be required to do authentic research on a question/problem, either in the field, or in a lab on campus or off campus; or in libraries/internet. Signature of faculty supervisor and Department Chair required. Students may take this course more than one time for credit and with multiple faculty members. Research can be conducted for exploratory reasons or towards completing the research requirement for the major. This course can be repeated. This course cannot be used as a replacement for BIOL 4010. This course meets the General Education Active Learning requirement.

BIOL 3030  Immunology  3 credits

Offered periodically within a three-year academic cycle

This course will provide an introduction to the mammalian immune system. We will begin with an overview of innate immunity and the underlying physical, chemical and cellular defenses mammalian hosts possess to defend themselves against foreign invaders. We will then discuss the adaptive branch of the immune system, emphasizing both humoral and cell-mediated immune responses. Finally, we will study cellular and biochemical mechanisms involved in the development, education, and regulation of immune responses. Throughout the semester, the impact of defects or overstimulation of immune
system components on maintaining an effective response will be highlighted.
Prerequisites: BIOL 1055, 1065, 2040/2140, and 2100, or permission of instructor.

BIOL 3060 Cancer Biology 3 credits
Offered periodically within a three-year academic cycle
This course examines the molecular, cellular and genetic mechanisms that lead to cancer formation and explores the hallmarks of cancer in depth. In particular, the regulation of signal transduction pathways, cell cycle entry and progression, cellular metabolism and programmed cell death will be explored in detail. The course also includes hands-on experiments and extensive analysis of the primary literature. Fee.
Prerequisites: BIOL 2100 or permission of instructor.

BIOL 3075 Advanced Physiology 4 credits
Spring Semester
Uses the platform of the human body to explore how biological systems are built from the molecules up. This course builds upon foundational knowledge in Biology and Chemistry to explore the organization and function of cells, tissues, and organ systems. Maintenance of homeostasis is discussed in the context of both health and disease. The laboratory work explores basic physiological processes, with an emphasis on experimental design. Lecture and laboratory. Fee.
Prerequisites: BIOL 2100 and 3030 or permission of instructor.

BIOL 3120 Evolution and Genomics 3 credits
An exploration of the underlying process by which species arise and change through time. It traces the development of the concept of evolution via natural selection and then explores the subtleties of selection which serve to fine-tune organisms to the environment. In addition, the course addresses genomics, the study of the complete sets of DNA within organisms, and how they have changed and compare evolutionarily. Students will learn the application of genome analysis and bioinformatics in the study of evolution. In the laboratory, students learn the application of genome analyses and bioinformatics to the study of evolution.
Prerequisites: BIOL 1055, 1065, 2100, and CHEM 1020/1120, or permission of instructor.

BIOL 3210 Advanced Environmental Science 3 credits
Offered periodically within a three-year academic cycle
This course builds from a basis of introductory ecology and environmental science, and prepares students to undertake graduate study or enter into the workplace. The course emphasizes current environmental problems such as air pollution, toxic metals, and acidity.
Prerequisites: BIOL 2215 and BIOL 2310.
Pre- or co-requisites: CHEM 2030 and CHEM 2130.

BIOL 3800 Advanced Topics in Biology Seminar 3 credits
Offered periodically within a three-year academic cycle
This course is designed to formally guide students to an in-depth exploration of, and engage with, a series of specific advanced topics in biology. Focus is on current research journal literature related to theory, current applications, research questions, and methodologies. Knowledge competencies are assessed through involvement in open discussions, written assignments, and oral presentations. Topics vary from semester to semester.

BIOL 3900 Biology Seminar 1 credit
Fall and Spring Semesters
This course fosters the development of knowledge and skills used by professional scientists. The main goal is the production and delivery of professional quality written and oral reports on research in the natural sciences. Extensive analysis of primary scientific literature is central to this course and enhances students’ awareness and understanding of scientific inquiry. This course also provides practical experience in developing the skills of written and oral communication used by all scientists to pursue a career in science. Students engaged in research projects also discuss their work/progress and problems that may be arising.
Prerequisites: At least 65 credits accumulated as a Biology major.

BIOL 4000 Research Communication 1 credit
Fall and Spring Semesters
Consists of supervised preparation, by the student, of a proposal for independent research. The student will be required to read/investigate previous literature in the field; gain understanding of the nature of the problem/question and methodology which includes: 1) a survey of relevant background literature and information relating to the problem; 2) a rationale for investigating the problem; and 3) a research plan including methodologies which will be used. Signature of faculty supervisor and Department Chair required. This course meets the General Education Active Learning requirement.
Prerequisite: Permission of area instructor. Strongly recommended that this be taken the semester before BIOL 4010, but may be done concurrently with BIOL 4010. Students are strongly encouraged to enroll in BIOL 4000 in their junior year.

BIOL 4010 Independent Research in Biology 3-6 credits
Fall and Spring Semesters
Independent research on a topic of current interest. Principles of both literature and experimental (field or laboratory) and/or theoretical research are performed under a faculty member’s supervision. The student will be required to do actual research on a question/problem, either in the field, or in a lab on campus or off campus; or in libraries/internet; write up research report; give public oral presentation to the Science Department and others. Signature of faculty supervisor and Department Chair
required. This course meets the General Education Active Learning requirement. Students may take this course more than one time for credit.
Prerequisite: BIOL 4000 or permission of area instructor. The project must begin no later than the fall of the student's senior year.
THE BLACK STUDIES MINOR

Black Studies is the interdisciplinary study and research of Black cultures around the World. The program develops students’ awareness of political and sociological issues related to Black experiences from their historical beginnings to popular culture and beyond. It is hoped that students taking courses in the Minor will gain a greater understanding of the experiences and contributions of African peoples around the world, as they fight against intolerance and enrich their environments. Students may obtain a minor in Black Studies in conjunction with a major in any area of study.

Programmatic Outcomes

1. Examine the multiple constructions of culture and identity in black communities;
2. Identify the social construction of race and the historical/ political/ sociological/ economic/ cultural causes of inequality and oppression;
3. Articulate ways black inequality intersects with other forms of oppression/s such as gender, sexuality, and class
4. Critically examine the different ways Black peoples have been (mis)represented in specific cultural forms.
5. Examine - through practice and theory - the artistic contributions of the African Diaspora to the world with particular attention to origins, historical development, appropriation, and contemporary applications;
6. Describe the role of black activists and/or black social movements in effecting social change around the world

Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLKS/P&amp;H 2450</td>
<td>Introduction to African-American Cultures</td>
<td>3</td>
</tr>
<tr>
<td>BLKS 3900</td>
<td>Senior Seminar: The Black Diaspora Special Topics</td>
<td>3</td>
</tr>
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Choose three of the following electives:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLKS/P&amp;H 2000</td>
<td>Contemporary Black Worlds</td>
<td>3</td>
</tr>
<tr>
<td>BLKS/ENG 2150</td>
<td>African-American Literature</td>
<td>3</td>
</tr>
<tr>
<td>BLKS/P&amp;H 2330</td>
<td>African-American History</td>
<td>3</td>
</tr>
<tr>
<td>BLKS/P&amp;H 2492</td>
<td>African-American Cinema</td>
<td>3</td>
</tr>
<tr>
<td>BLKS/ WRIT 2250</td>
<td>Black Voices Matter: Black Lives, Rhetorics, and Literacies</td>
<td>3</td>
</tr>
<tr>
<td>BLKS/SOC 3600</td>
<td>Chocolate Cities</td>
<td>3</td>
</tr>
<tr>
<td>BLKS 3450/4100</td>
<td>Internship or Independent Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

BLKS 2000 Contemporary Black Worlds 3 credits

This seminar explores culturally relevant topics in the contemporary African American world. Changing topic with each offering, students will consider African American experiences from economic, social, historical, racial, cultural, national, and global perspectives. Themes will include such topics as Black Success, contemporary black film, movements for social justice, modern African American literature etc. The specific course description will be in the course selection guide. (Same course as P&H 2000). This course meets the General Education Diversity requirement.

BLKS 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 General Education Diversity requirement. 
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

BLKS 2250 Black Voices Matter: Black Lives, Rhetorics, and Literacies 3 credits

Fall Semester

This course aims to familiarize students with the rhetorical dimensions of the Black community. It also aims to challenge them to fine tune and practice critical media literacies. Students will practice using an intersectional feminist approach to engage with how interlocking identities/oppressions, such as race, gender, class, ability and sexuality are constructed, represented, reproduced, critiqued, policed and disciplined in the larger community, contemporary pop culture and academic discourse. (Same course as WRIT 2250). This course meets the General Education Diversity requirement and is a Reading and Writing Enhanced course.
Prerequisite: WRIT 1500 or equivalent course experience.
BLKS 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 General Education Diversity requirement.

BLKS 2450  Intro to African-American Cultures  3 credits  Spring Semester
An introduction to the elements that construct black culture(s) in the United States. While there is no monolithic black experience, by exploring elements of the past, we can see how constructed identities have impacted the ways that African Americans are seen and see themselves aiding in the creation of a distinctly rich culture. To aid in this discovery, this objective driven course is organized into chronological and thematic modules taught through both fictional and non-fictional readings, and a Portfolio Project intended to allow students to explore social change over time. Students should note that this is a reading and writing heavy course. (Same course as P&H 2450). This course meets the General Education Diversity requirement.

BLKS 2492  African-American Cinema  3 credits  Alternate Years
This course will be an examination of films made by African-Americans from the early years of cinema to the present. Course will include a focus on the content of the films as well as consideration of the larger social, cultural, economic, and political context of the society in which the films were produced. (Same course as P&H 2492). This course meets the General Education Diversity requirement. Prerequisite: Sophomore standing.

BLKS 2541 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 relation- ship 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. (Same course as PRS 2541). This course meets the General Education Humanities Breadth requirement and the Information Literacy Enhancement requirements.

BLKS 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 HW 3050, WGS 3050). Pre or co-requisites: HW 1000 and junior standing.

BLKS 3600 Chocolate Cities  3 credits  Using award winning books, Chocolate Cities (2018) and Color of Law (2017), as guiding texts, this course is designed to explore the major cultural, economic, political, and social issues that have influenced the development of racially segregated cities (and city-spaces) in the United States. Specifically, this course focuses on the African American experience. Chocolate Cities—supplemented with additional texts in cultural studies, urban sociology, urban history, and critical geography as well as music from the eras/genres of blues, soul, and hip-hop—provides a new paradigm for understanding the history of African American “placemaking,” a communal and agentic response to a shared history of institutionalized racial discrimination. (Same course as SOC 3600). This course meets the General Education Diversity and Information Literacy Enhancement requirements. Prerequisite: Sophomore standing.

BLKS 3900 The Black Diaspora: Special Topics  3 credits  Spring Semester
Seminars on any topic directly related to Black cultures and experiences around the world. This course meets the General Education International/Global Interdependence requirement.
Program Level Learning Outcomes:

1. Students will be able to apply the fundamental principles in the functional areas of business.
2. Students will be able to integrate the functional areas of business and the broader community to informed decision making.
3. Students will be able to apply ethical principles to leadership and management decisions.
4. Students will be able to apply fundamental quantitative and qualitative support tools for decision-making.
5. Students will be able to demonstrate effective professional communication skills as individuals and as productive members of teams.
6. Students will be able to explain the global dimensions of business in a diverse environment.

The Business Administration 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 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.

Minimum Grade Policy for Business Department Majors/Minors
This policy will apply to all majors and minors offered within the Business Department (Accounting, Business Administration, Marketing, MIS, and Sport Management).

Students who are majoring or minoring in any program offered within the Business Department will be required to retake any pre-/co-requisite, elective, or required course offered by the Business Department if they earn below a grade of a C. Students are allowed to waive this policy for their first two grades of C-. The third C- and any subsequent grades of a C- will have to be retaken. Although students are not required to maintain a GPA of 2.5 to be a Business Department major, students who receive a cumulative GPA of less than 2.5 will be required to meet with the Academic Success Coordinator and commit to a specified plan for the following full semester to improve their grades.

The Business Administration Program:

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 1000   Intro to Business</td>
<td>3</td>
</tr>
<tr>
<td>ACNT 1010  Financial Accounting (Prerequisite: Math Assessment)</td>
<td>3</td>
</tr>
<tr>
<td>ACNT 1011  Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1610   Economics: Macro</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1611   Economics: Micro</td>
<td>3</td>
</tr>
<tr>
<td>MIS 1010   Managing with Information Systems</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Major Core Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 2000   Management Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2150   Quantitative Methods and Analytics ¹</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2250   Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2550   Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 2520  Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2570   Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3930   Management of International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3950   Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3980   Senior Seminar: Management Policy</td>
<td>3</td>
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<tr>
<td>ACNT/MIS/  Electives at the 2000/3000-level</td>
<td>6</td>
</tr>
<tr>
<td>BUS/SRM/MRKT</td>
<td></td>
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<td></td>
<td>33</td>
</tr>
</tbody>
</table>
Prerequisite or Corequisites:


1 MATH 1150  Statistics I (for BUS 2150)  3

Recommended:

BUS 3450  Business Administration Internship and Seminar  1-9
BUS 3900  Special Project in Business Administration  3

(Note: 3 credits of BUS 3450, or 3 credits of BUS 3900, may count as 2000/3000-level electives in Business Administration.)

Requirements for the Business Administration Minor:                          Credits

BUS 1000  Intro to Business  3
ACNT 1010  Financial Accounting  3
BUS 1610  Economics: Macro  3
ACNT/MIS/BUS/SRM/MRKT Electives at the 2000/3000-level  12

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

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Requirements for the Accounting Minor:

ACNT 1010  Financial Accounting  3
ACNT 1011  Managerial Accounting  3
ACNT 2010  Intermediate Accounting I  3
ACNT 2011  Intermediate Accounting II  3
ACNT 2020  Individual Income Taxation  3
ACNT 3010  Cost Accounting  3
ACNT 3050  Auditing  3

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Requirements for the Management Information Systems Minor:                          Credits

BUS 1000 Intro to Business
or
BUS 2100 Small Business Concepts  3

Choose 5 of the following electives.  15

MIS 2010 Systems Analysis and Design
MIS 2020 Business Intelligence, Web and Social Media Analytics
MIS 2030 Electronic Commerce
MIS 3040 Data Mining and Management
MIS 3050 Enterprise Systems Project Management
ACNT 2060 Forensic Accounting

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Note: ONE of the above electives may be substituted with AC 2768 HTML and Design.

Note: The approval of S. Cooray must be obtained.

Requirements for the Marketing Minor:                          Credits

BUS 1000 Intro to Business or
BUS 2100 Small Business Concepts  3
MRKT 2520 Marketing Management  3
Choose four of the following electives.  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MRKT 2000</td>
<td>Marketing Analytics</td>
</tr>
<tr>
<td>MRKT 2008</td>
<td>Digital Marketing</td>
</tr>
<tr>
<td>MRKT 2160</td>
<td>Consumer Behavior</td>
</tr>
<tr>
<td>MRKT 3000</td>
<td>Marketing Research</td>
</tr>
<tr>
<td>MRKT 3980</td>
<td>Senior Seminar Marketing</td>
</tr>
<tr>
<td>MRKT 2110</td>
<td>Sales Management</td>
</tr>
<tr>
<td>MRKT 2120</td>
<td>Retail Management</td>
</tr>
<tr>
<td>MRKT 2790</td>
<td>Public Relations</td>
</tr>
<tr>
<td>MRKT 3100</td>
<td>Advertising Management</td>
</tr>
<tr>
<td>MRKT 3560</td>
<td>Global Marketing</td>
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<tr>
<td>MRKT 3450</td>
<td>Internship Marketing</td>
</tr>
<tr>
<td>SRM 2020</td>
<td>Sport and Recreation Marketing and Revenue Streams</td>
</tr>
</tbody>
</table>

Total: 12 credits

Requirements for the Sport and Recreation Management Minor:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SRM 1000</td>
<td>Intro to Sport and Recreation Management</td>
<td>3</td>
</tr>
<tr>
<td>SRM 2010</td>
<td>Sport and Recreation Administration</td>
<td>3</td>
</tr>
<tr>
<td>SRM 2020</td>
<td>Sport and Recreation Marketing and Revenue Streams</td>
<td>3</td>
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</table>

Choose two of the following electives.

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</thead>
<tbody>
<tr>
<td>SRM 2000</td>
<td>Sport and Recreation in Society</td>
<td>6</td>
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<tr>
<td>SRM 2030</td>
<td>Sport and Recreation Facility and Event Management</td>
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<tr>
<td>SRM 3000</td>
<td>Sport and Recreation Legal Studies</td>
<td></td>
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<tr>
<td>SRM 3010</td>
<td>Sport and Recreation Strategy and Leadership</td>
<td></td>
</tr>
<tr>
<td>SRM 3020</td>
<td>Sport and Recreation Governance and Policy</td>
<td></td>
</tr>
</tbody>
</table>

Total: 15 credits

5th Year MBA

The BS/MBA laddered degree program enables students to earn two degrees, their Bachelor of Science (BS) and their Master in Business Administration (MBA), within five years. All incoming first year students who show interest have the opportunity to be closely advised semester to semester to meet program entry requirements their junior year when they are eligible to enter the program.

Business Administration Concentrations, Internships, and Special Projects:

Students may elect a Business Administration concentration in consultation with the Business Administration faculty listed below.

Note: that a concentration-related internship, or a special project, may be substituted for one of the five required traditional classroom based courses listed within a concentration. Additional information regarding requirements for Business Administration Internships and Special Projects in Business Administration follows the section on Concentrations.

Business Administration Concentrations, Minors, Internships, Special Projects with Advisors:

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Advisor(s)</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>E. Delano</td>
</tr>
<tr>
<td>Entrepreneurship/Small Business</td>
<td>A. Fabrizio</td>
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<tr>
<td>Finance</td>
<td>M. Bennett</td>
</tr>
<tr>
<td>Human Resources</td>
<td>A. Fabrizio/A. Graziano</td>
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</tbody>
</table>
Management Information Systems Minor    S. Cooray
Internships (for Business Administration)     A. Fabrizio/M. Perrault
Business Administration Minor      A. Fabrizio
Marketing Minor     G. Karaatli
Special Projects (for Business Administration)     A. Fabrizio
Sport and Recreation Management Minor    N. West
Residential Property Management A. Fabrizio

Entrepreneurship/Small Business
BUS 2100  Small Business Concepts
MRKT 2110  Sales Management
MRKT 2120  Retailing Management
BUS 2550  Operations Management
BUS 2820  Personal Finance
MRKT 3100  Advertising Management

One of the following may be substituted:
BUS 3450  Internship & Seminar
BUS 3900  Special Project

Finance
BUS 2820  Personal Finance
BUS 2850  Financial Markets and Institutions
BUS 3700  Financial Modeling
BUS 3820  Investments
BUS 3830  International Finance

One of the following may be substituted:
BUS 3450  Internship & Seminar
BUS 3900  Special Project

Human Resources
BUS 2262  Employment and Labor Law
BUS 2265  Collective Bargaining and Labor Relations
BUS 2500  Human Resource Management
BUS 2540  Employee Recruitment & Retention
BUS 3500  Employee Training and Development
BUS 3510  Leadership
BUS 3530  Total Compensation

One of the following may be substituted:
BUS 3450  Internship & Seminar
BUS 3900  Special Project
Residential Property Management

BUS 2310 Residential Property Management I  
BUS 2320 Residential Property Management II  
BUS 3310 Advanced Residential Property Management  
BUS 3320 Contemporary Issues in Residential Property Management  
BUS 3900 Special Project in Management  
BUS 3901 Capstone Field Work/Project in RPM

BUSINESS ADMINISTRATION INTERNSHIPS:
Junior and Senior Business Administration majors are encouraged to consider BUS 3450 to strengthen their resumes. (3 credits of BUS 3450 may count as a 2000/3000-level elective in Business Administration.)

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

BUSINESS ADMINISTRATION PROJECTS:
Senior majors should consider BUS 3900 to focus their chosen concentrations. (3 credits of BUS 3900 may count as a 2000/3000-level elective in Business Administration.)

Prerequisites:
1. A 3.00 average in Business Administration;
2. A 2.75 cumulative (overall) average;
3. An approved proposal (see BUS 3900 description).

Sigma Beta Delta, International Honor Society for Business, Management and Administration
Business Administration majors who demonstrate academic excellence may be invited to join Curry College’s Chapter of Sigma Beta Delta. The purpose of Sigma Beta Delta is to encourage and recognize scholarship and achievement among students of business, management and administration. To be invited to join, undergraduate Business Administration majors must rank in the upper 20 percent of the junior or senior class and have earned 60 credits from Curry College. A special induction ceremony and dinner is held each spring for students who qualify for membership.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1000</td>
<td>Introduction to Business</td>
<td>3</td>
<td>Fall and Spring Semesters</td>
<td>The course presents a broad introduction to the functioning of businesses. It is designed to give students an understanding of what the business arena is all about, how a business operates and which business functions are needed in any enterprise. Topics covered include accounting, finance, marketing, information and legal systems, operations, business ethics and social responsibility, leadership and decision making, and human resources.</td>
</tr>
<tr>
<td>BUS 1610</td>
<td>Economics: Macro</td>
<td>3</td>
<td>Fall and Spring Semesters</td>
<td>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 Administration majors.</td>
</tr>
<tr>
<td>BUS 1611</td>
<td>Economics: Micro</td>
<td>3</td>
<td>Fall and Spring Semesters</td>
<td>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 Administration majors.</td>
</tr>
<tr>
<td>BUS 2000</td>
<td>Management Theory and Practice</td>
<td>3</td>
<td>Fall and Spring Semesters</td>
<td>This course will explore the theories and practices of management that are used in the organization and management of profit and non-profit businesses and institutions. The course will focus on the four primary management ‘functions’ of planning, leading, organizing and controlling the resources and operations of the organization. The role of the manager and skills that are needed to succeed at different levels of the organization will be addressed. Emphasis will be placed on oral and written communication and effective group interaction.</td>
</tr>
<tr>
<td>BUS 2100</td>
<td>Small Business Concepts</td>
<td>3</td>
<td>Fall Semester</td>
<td>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.</td>
</tr>
<tr>
<td>BUS 2150</td>
<td>Quantitative Methods and Analytics for Business</td>
<td>3</td>
<td>Fall and Spring Semesters</td>
<td>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 Administration majors.</td>
</tr>
<tr>
<td>BUS 2250</td>
<td>Business Law</td>
<td>3</td>
<td>Fall and Spring Semesters</td>
<td>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.</td>
</tr>
<tr>
<td>BUS 2262</td>
<td>Employment and Labor Law</td>
<td>3</td>
<td>Alternate Fall Semesters</td>
<td>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.</td>
</tr>
<tr>
<td>BUS 2263</td>
<td>HealthCare Law</td>
<td>3</td>
<td>Summer Semester</td>
<td>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.</td>
</tr>
<tr>
<td>BUS 2265</td>
<td>Collective Bargaining and Labor Relations</td>
<td>3</td>
<td>Spring Semester</td>
<td>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,</td>
</tr>
</tbody>
</table>
Business Administration

economic status and organizational behavior. 

Prerequisite: BUS 1000.

**BUS 2310 Residential Property Management I**  3 credits  Fall Semester  
This course is an introduction to basic residential property management. It provides information on the impact of the legal system, maintenance, operation, and marketing responsibilities of the resident manager, maintaining satisfactory tenant relations and other managerial techniques for the real estate professional. The role and process of property management rights, responsibilities of managers and residents, competencies necessary for managing residential properties and social services are examined.

**BUS 2320 Residential Property Management II**  3 credits  Spring Semester  
This course is the second part of an introduction to basic residential property management. Examination of operational and financial aspects of residential property management including budgeting and purchasing decisions, maintenance management, optimizing rents and apartment evaluation are included. 

Prerequisite: BUS 2310.

**BUS 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: BUS 2310.

**BUS 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. 

Prerequisite: BUS 1000.

**BUS 2540 Employee Recruitment, Selection and Retention**  3 credits  
The curriculum focuses on examining various situations, contingencies, practical tactics and techniques as they relate to your roles within a business. Students will gain an understanding of the strength and weaknesses of strategies used by business leaders and learn to assess a variety of situations regarding the most appropriate approaches in maximizing employees’ performance and methods to set organizational models and strategies, thus leading to great performance. This is a practice-oriented, team based learning course. 

Prerequisite: BUS 2500.

**BUS 2550 Operations Management**  3 credits  Fall and 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. This course meets the General Education Reading and Writing Enhancement requirement for all majors. 

Prerequisite: BUS 1000.

**BUS 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. This course meets the General Education Information Literacy Enhancement requirement for all majors. 

Prerequisites: ACNT 1011 and BUS 1610.

**BUS 2580 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. This course meets the General Education Wellness requirement. 

Prerequisite: Math Assessment.
BUS 2850  Financial Markets and Institutions  3 credits  
Fall Semester
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: BUS 1610.

BUS 2900  Peer Tutor/Group Facilitator  3 credits  
Fall and Spring Semesters
Peer Tutors/Group Facilitators participate in a variety of first year Business courses and work with assigned groups on teambuilding; problem analysis; written reports and papers; exercise and case preparation; class presentations; and World Wide Web research during required weekly out-of-class meetings. May be repeated.  
Prerequisite: Permission of A. Fabrizio.

BUS 3310  Advanced Property Management  3 credits  
Offered periodically within a three-year academic cycle
This course examines property management considerations for condominiums, community associations, office, industrial and retail (commercial) space. It also covers lease management and negotiations, maintenance and marketing practices, and legal and fiduciary responsibilities of the commercial property manager.  
Prerequisite: BUS 2320.

BUS 3320  Contemporary Issues in Property Management  3 credits  
Offered periodically within a three-year academic cycle
This is the capstone course in residential property management. It will examine current issues affecting the property manager, marketing trends, demographics, legal issues and economic factors. The course culminates in the analysis of an apartment community and development of a comprehensive operational, marketing and cash flow plan.  
Prerequisite: BUS 3310.

BUS 3450  Business Administration Internship Field Experience  1-9 credits  
Fall and Spring Semesters
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 BUS 3450 an Internship application must be submitted.) This course meets the General Education Active Learning requirement.  
Prerequisites: EXP 2340 with a grade of C, an application, and permission of A. Fabrizio/M. Perrault.  
Corequisite: BUS 3450 SM.

BUS 3450SM  Business Administration Internship Seminar  0 credit  
Fall and Spring Semesters
In weekly seminars, Interns examine job requirements, skills and abilities, create individual performance plans, and share experiences. The systems, processes, policies, and structures needed to maintain a firm’s competitive advantages are also examined. Required for Business Administration interns.  
Prerequisite: BUS 3450  
Prerequisite: permission of A. Fabrizio/M. Perrault.

BUS 3500  Employee Training and Development  3 credits  
Offered periodically within a three-year academic cycle
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: BUS 2500 or BUS 2510.

BUS 3510  Leadership  3 credits  
Offered periodically within a three-year academic cycle
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: BUS 2500 or BUS 2510.

BUS 3530  Total Compensation  3 credits  
Offered periodically within a three-year academic cycle
This course focuses on examining various situations, contingencies, practical tactics and techniques as they relate to the roles within a business. Thinking like a compensation manager, the student will gain an understanding of the strengths and weaknesses of strategies used by business leaders and learn to assess a variety of situations regarding the most appropriate approaches in maximizing employees’ performance and methods to train them to great performance.  
Prerequisite: BUS 2500.
BUS 3700  Financial Modeling  3 credits
Offered periodically within a three-year academic cycle
This course is focused on corporate financial modeling and is designed for students planning careers in areas such as corporate finance, private equity, venture capital, and mergers and acquisitions. The primary focus of the course is to relate the theory of finance to practical and usable spreadsheet models that will assist a financial manager with a firm's Investment and financing decisions. Students will be introduced to both simulation and optimization models as well as various forecasting techniques.
Prerequisite: BUS 2570.

BUS 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 Administration students interested in becoming investment professionals or sophisticated private investors.
Prerequisite: BUS 2570.

BUS 3830  International Finance  3 credits
Offered periodically within a three-year academic cycle
The course introduces students to the conceptual framework in which financial decision making of international firms take place. Students will learn to assess the riskiness of a currency from a firm's perspective and how to manage this exposure. In addition to the theoretical underpinnings of international finance we will cover the practical side of international financial decision making - the investment and funding problem. Thus, typical problems of global funding and international investment strategies as well as capital budgeting and capital structure. Issues will be analyzed from an international financial markets and institutions and aims particularly on international risk assessment (currency risk, political risk) and management.
Prerequisite: BUS 2570.

BUS 3900  Special Project in Business Administration  3 credits
Fall and Spring Semesters
Designed to provide individuals or teams the opportunity for in-depth investigation of a special topic or final project within the context of a Business Administration concentration. May be linked to a Business Administration internship. A major paper is required. (Prior to registration for BUS 3900 a 1-2 page proposal outlining the intended project must be submitted.)
Prerequisite: An approved proposal and permission of A. Fabrizio.

BUS 3901  Capstone Fieldwork/Project in RPM  3 credits
Offered periodically within a three-year academic cycle
This capstone course is the final required course in the RPM program. It will be scheduled during either the 15-week traditional fall semester or the 14-week summer semester. Students must file an application for the course in advance so that arrangements for the fieldwork/project can be made. The application will outline the student's learning goals, which may take the form of a special project for the company, a structured overview of company functions and departments, or a work experience within a specific department or functional area. The instructor and Program Director will match student applications with companies that have indicated a willingness to sponsor a fieldwork/project experience. The course requires students to complete a Community Assessment project, which serves as a main component of the course grade and also meets a portion of the requirements for the National Apartment Association's Certified Apartment Manager examination. Students will meet together with the instructor every other week, and will in addition spend time at their company placements working on their projects.
Prerequisites: BUS 2310, 2320, 3310, and 3320.
Note: Students who have no prior work experience may petition to substitute a traditional 120 hour internship for this fieldwork/project course. This option makes sense for students who have no prior work experience. These individuals would follow the established Curry College procedures for experiential education including taking the required prerequisite course - Introduction to Experiential Learning (3 credits) and the Business Internship and Seminar (3 credits).

BUS 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. Required for Business Administration majors.
This course meets the General Education International/Global Interdependence requirement.
Prerequisites: BUS 1000 and BUS 1610.

BUS 3950  Business Ethics  3 credits
Fall and Spring Semesters
Explores ethical concepts and issues related to management. Case analysis and problem-solving skills are further developed in order to comprehend the ethical and legal dimensions of business relationships: employer to employee, manager to stockholder, producer to consumer, corporation to the environment. Be forewarned: this is a journey that will cross into the dark side of business and management practices. Individual goals within the context of BUS 3950 include:
• To gain insight into the impact of your values/ethics on peers;
• To learn to explain and defend positions taken by means of solid case analysis, synthesis of facts, logical thinking and persuasion;
• To develop a tolerance for diverse values or ethics.

Required for Business Administration majors.
Prerequisites: Most 2000-level prerequisite and major core requirements.

BUS 3980  Senior Capstone Seminar:  3 credits
Business Management Policy

Fall and Spring Semesters

Uses cases and field-based projects that require integration of the skills and knowledge acquired in the various management disciplines to develop solutions to complex, organizational problems. Involves financial analysis, forecasting, strategic planning, and knowledge of the organizational dynamics that exist between and among functional departments. Strategy development and implementation viewed as central to effective decision-making and the development of a “general manager’s” perspective are emphasized. Required for Business Administration seniors.

Prerequisites: 2000-level prerequisite and major core requirements.
Department approval required.
Chemistry at Curry supports and gives added dimension and background to understand the concepts involved in the study of the environment and of life itself. Chemistry courses strongly support those majoring in Biology and Biochemistry, as well as those preparing for careers in nursing, medicine and technology.

Requirements for the Biochemistry major:
See Biochemistry.

Requirements for the Chemistry minor:
12 credits in graded chemistry courses beyond the introductory level, at least six of which must be taken at Curry College. Normally these would be from the list below:

CHEM 2510/2610  Organic Chemistry I with Lab
CHEM 2520/2620  Organic Chemistry II with Lab
CHEM 2030/2130  Analytical Chemistry with Lab
CHEM 3570/3670  Biochemistry I with Lab

CHEM 1001  Chemical Concepts  3 credits  Fall and Spring Semesters
CHEM 1001 is a one-semester course designed to introduce students to the fundamental principles of general, organic and biological chemistry with an emphasis on applications in the nursing and health related fields. We will begin with an overview of measurements, unit conversions and density. We will examine the structure of the atom, modes of bonding, Lewis structures, VSEPR theory, nomenclature, stoichiometry, gas laws, solutions and acid/base properties. After studying the basic principles of general chemistry we will examine hydrocarbons, and learn how to recognize organic compounds containing heteroatom functional groups. We will finish the semester discussing how these organic functional groups relate to the structure of natural occurring substances for example simple esters (flavors and fragrances) and biological molecules for example proteins, lipids and carbohydrates. This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements. Fee.
Co-requisite: CHEM 1002. Prerequisite: Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

CHEM 1020  Introductory Chemistry II  3 credits  Spring Semester
CHEM 1120 is the second semester of a two-semester Introductory Chemistry course for science majors. This course designed to introduce students to the fundamental principles of general chemistry. We will begin with an overview of thermochemistry, with an emphasis on heats of reactions, stoichiometry, and Hess’s Law. We will discuss solutions and colligative properties and examine the principles and applications of kinetics, chemical equilibrium including acid-base chemistry (buffers), free energy, redox reactions, electrochemistry and nuclear chemistry. We will end the semester reviewing the VSEPR theory and discussing hybridization.
Corequisite: CHEM 1120.
Prerequisite: CHEM 1010.
(1) reinforce your understanding of chemistry principles discussed in lecture, and (2) help you establish strong laboratory skills. Students will develop several laboratory techniques including gravity filtration, centrifugation, vacuum filtration and titration as they collect, analyze and evaluate experimental data and present their results in a written format. Fee. Corequisite: CHEM 1010.

**CHEM 1120 Laboratory for Introductory Chemistry II** 1 credit

Spring Semester

CHEM 1120 is a continuation of laboratory techniques and principles from CHEM 1110 to accompany CHEM 1020. It is designed to apply concepts learned in CHEM 1020 as related to the study of chemical principles to include solutions, thermochemistry, equilibria, acids, bases, buffers and thermodynamics. Students gain hands-on experience by applying these concepts in the laboratory through appropriate experiments. Fee. Corequisite: CHEM 1020.

**CHEM 2030 Analytical Chemistry** 3 credits

Alternate Years

A study of the separation, identification, and quantization of matter using wet chemical, electroanalytical, spectroscopic, and separation methods and their application to modern problem solving. Aspects of qualitative and quantitative analysis are presented for the chemical characterization of matter. Corequisite: CHEM 2130.

Prerequisites: CHEM 1010, CHEM 1110, CHEM 1020, and CHEM 1120.

**CHEM 2130 Laboratory for Analytical Chemistry** 1 credit

Alternate Years


**CHEM 2510 Organic Chemistry I** 3 credits

Fall Semester

CHEM 2150 is designed to introduce students to the fundamental principles of organic chemistry. We will begin with a review of the carbon atom and its modes of bonding, followed by acids and bases as it is related to organic compounds, an overview of organic molecules and their functional groups, structure and bonding in alkanes and cycloalkanes and stereochemistry. After our study of hydrocarbons, we will study the structure, bonding and nomenclature of alkenes, dienes and aromatic hydrocarbons. We will also discuss methods of purification and characterization of organic compounds including chromatography and spectroscopy and end the semester with the study of organic reactions and introduce the mechanisms involved in SN1/SN2, and E1/E2 reactions. Corequisite: CHEM 2610.

Prerequisites: CHEM 1010, CHEM 1110, CHEM 1020, and CHEM 1120.

**CHEM 2520 Organic Chemistry II** 3 credits

Spring Semester

CHEM 2520 is the second semester of a two-semester sequence of organic chemistry designed to introduce students to the fundamental principles of organic chemistry. We will explore mechanisms, synthesis and functional groups transformation in organic chemistry focusing on nucleophilic substitution, elimination, dehydration, additions to carbon-carbon multiple bonds and electrophilic aromatic and nucleophilic aromatic substitution reactions. We will also study addition and substitution at carbonyls, substitution alpha to carbonyls, rearrangements, and polymerizations. Throughout the semester, we will discuss the characterization of each class of organic molecules studied using the spectroscopic methods NMR, IR and GC-MS. Corequisite: CHEM 2620.

Prerequisite: CHEM 2510.

**CHEM 2610 Laboratory for Organic Chemistry I** 1 credit

Fall Semester

This course is designed to provide hands-on laboratory experience using appropriate experiments applicable for science majors. Students will develop several organic chemistry laboratory techniques including recrystallization, distillation, chromatography, vacuum filtration and extraction as they collect, analyze and evaluate experimental data and present their results in a written format. Fee. Corequisite: CHEM 2510.

**CHEM 2620 Laboratory for Organic Chemistry II** 1 credit

Spring Semester

The second semester of a two-semester sequence of organic chemistry, this course is designed to enhance students’ practical skills in the organic laboratory. We will focus on techniques, synthesis and transformation of organic molecules, qualitative analysis and applications of spectroscopy to deduce the structures of organic molecules. Fee. Corequisite: CHEM 2520.

Prerequisite: CHEM 2610.

**CHEM 2710 Physical Chemistry** 3 credits

Alternate Fall or Spring Semesters

This course covers the fundamental concepts of thermodynamics, kinetics, enzyme catalysis and electrochemistry as applicable to the life sciences. Properties of solutions are covered in the context of biological systems. Concepts are reinforced and students' critical thinking skills is furthered through rigorous quantitative problem solving. Corequisite: CHEM 2810

Prerequisite: CHEM 1020.
**Chemistry**

**CHEM 2810**  
**Laboratory for Physical Chemistry**  
Alternate Fall or Spring Semesters  
1 credits  
The laboratory activities are designed to provide a context for the abstract concepts covered in class. Students working in teams develop problem solving, data collection, data analysis and presentation skills using standard and custom-built instrumentation.  
*Co-requisite: CHEM 2710*  
*Prerequisite: CHEM 1020.*

**CHEM 2900**  
**Independent Research in Chemistry/Biochemistry**  
1-2 credits  
Independent research on a topic of current interest. Principles of both literature and experimental (field or laboratory) and/or theoretical research are performed under a faculty member’s supervision. The student will be required to do authentic research on a question/problem, either in the field, or in a lab on campus or off campus; or in libraries/internet. Signature of faculty supervisor and Department Chair required. Students may take this course more than one time for credit and with multiple faculty members. Research can be conducted for exploratory reasons or towards completing the research requirement for the major. This course cannot be used as a replacement for CHEM 4010. *This course meets the General Education Active Learning requirement.*

**CHEM 2910**  
**Inorganic Chemistry**  
Alternate Fall or Spring Semesters  
3 credits  
This course will provide a contemporary introduction to the discipline of inorganic chemistry. Students will develop their understanding of the structure, bonding, and reactivity of inorganic compounds. Principle topics covered include: symmetry and group theory, bonding models, coordination chemistry and bioinorganic chemistry.  
*Prerequisite: CHEM 1020.*

**CHEM 3570**  
**Biochemistry I**  
Fall Semester  
3 credits  
Introduction to the chemistry of living systems. Topics include structure and function of biomolecules (proteins, carbohydrates, lipids, and nucleic acids), enzyme kinetics, and the regulations and energetics of biochemical reactions.  
*Corequisite: CHEM 3670.*  
*Prerequisites: BIOL 1065 and CHEM 2520.*

**CHEM 3670**  
**Laboratory for Biochemistry I**  
Fall Semester  
1 credit  
An introduction to laboratory techniques and principles for Biochemistry I.  
*Fee.*  
*Corequisite: CHEM 3570.*  
*Prerequisite: BIOL 1065 and CHEM 2520.*

**CHEM 3580**  
**Biochemistry II**  
Spring Semester  
3 credits  
A continuation of Biochemistry I with an emphasis on bioenergetics, regulation, and metabolism. Topics include the catabolism of nutrient molecules (carbohydrates, lipids, and proteins), anabolism of biomolecules, and the integrated regulation of metabolic pathways.  
*Corequisite: CHEM 3680.*  
*Prerequisites: CHEM 3570 and 3670.*

**CHEM 3680**  
**Laboratory for Biochemistry II**  
Spring Semester  
1 credit  
A continuation of laboratory techniques and principles for Biochemistry II.  
*Fee.*  
*Corequisite: CHEM 3580.*  
*Prerequisites: CHEM 3570 and 3670.*

**CHEM 3800**  
**Special Topics in Biochemistry**  
3 credits  
Examination of advanced topics in biochemistry, particularly those from the current literature. The course content will vary according to the interests of the students and the instructor; topics covered may include enzymology and mechanisms of signaling pathways, medicinal chemistry and drug discovery, toxicology, and modern biochemical techniques.  
*Prerequisites: CHEM 3570.*

**CHEM 4010**  
**Independent Research in Biochemistry and Chemistry**  
Fall and Spring Semesters  
3 credits  
Independent research on a topic of current interest. Principles of both literature and experimental (field or laboratory) and/or theoretical research are performed under a faculty member’s supervision. The student will be required to investigate previous literature in the field and gain understanding of the nature of the problem/question and methodology that will be used in the investigation. Student will be required to do actual research in libraries or labs, on or off-campus; to write up a research report; to give a public oral presentation to the science division faculty and interested students. Signature of faculty supervisor and Department Chair required.  
*This course meets the General Education Active Learning requirement.*  
*Prerequisites: Permission of area instructor. The project must begin no later than the fall of the student’s senior year.*
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:

- Acting/Theatre Directing
- Corporate Communication
- Entertainment Blogger
- Event Planning
- Film Director/Producer
- Film/TV Screenwriting
- Human Resources
- Interactive Media
- Multimedia Journalism
- Multimedia Sports Journalism
- Political Media Advising
- Public Relations
- Radio Broadcasting
- Sales and Marketing
- Social Media Management
- Sports Broadcasting and Play-by-Play
- Story Assistant
- Television and Video Production
- Theatre Management
- TV News Reporting
- Video Game Development
- Web Content Producer

Curry Radio

WMLN-FM, an award winning non-commercial radio station, is operated by Curry students under the direction of the faculty Director. WMLN-FM is a co-curricular part of the Communication Department. The station, 91.5MHz on the dial, is licensed by the Federal Communication Commission, and began operations on April 1, 1975. Curry's broadcasting program can trace its history back 80+ years, to November 1932, during radio's infancy.

Students are assigned various roles at the radio station early in their academic careers. Often first-year students are assigned on-air duties. WMLN serves the population of South Shore Boston, which represents 40 square miles and also streams its programming online and through various mobile apps.

WMLN-FM is affiliated with the following professional organizations: NBC, AP (Associated Press), IBA (Intercollegiate Broadcasting Association), and NAB (National Association of Broadcasters). WMLN-FM was selected “College Radio Station of the Year” by the AP, and has won the prestigious Massachusetts Associated Press Broadcasters awards in the news, public affairs, and sports categories over the last 30 years.

Curry Theatre

Housed in the Keith Auditorium, Curry Theatre provides students with opportunities in directing and scriptwriting; performance and technical theatre; publicity design and playbill editing; and all of the other aspects of Theatre. Under the supervision of the Director of the Drama Center, the Student Supervisory Board plays an active role in producing the Curry Theatre season. Recent projects include student directed one-acts, original scripts, full productions, musical comedies and Theatre Games with the Curry Theatre Improvisation Team. The Theatre facility includes an experimental Black Box, performance space used for showcasing the work of student directors and playwrights. Full-length plays and musicals are produced on the Main Stage. Rounding out the facility are two control booths, a lighting system, a construction shop, an attractive lobby, an actors' lounge, and dressing rooms. Between classes and rehearsals, Curry Theatre students catch up on conversation and work in the Snack Bar, located just outside the Theatre Lobby.

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 a small number of 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 first floor of the Learning Commons in S-106 and S-107.
Curry College Television and Digital Video

The television and digital video program is located in the Hirsh Communication Center on the bottom floor of the Hafer Academic Building. The facility houses an all-digital HD television studio, editing suites and office space. It features a 20 x 40 foot studio with three cameras, Teleprompters, green cyc wall used with our Virtual Set technology, and on-location field equipment, including HD, 3D and 360 Virtual Reality camera equipment.

A multi-camera sports remote production kit also allows students to learn production and broadcasting techniques while televising live sports. Students work with powerful editing tools like Adobe Premiere Pro and Avid Pro Tools to produce segments for CC8, the college television station, and for outside clients. CC8 is also an affiliate for CNN Newsource, which provides students access to a full-service affiliate news feed.

Internships are also offered in greater Boston, New York City, and Los Angeles in the fields of news, sports and entertainment. Students have won numerous national and regional awards at organizations like the National Broadcasting Society and the New England Emmy Awards chapter.

Curry Film Production

Students interested in film can learn hands-on film and video production from professional filmmakers. Students can study RED Camera Film Production, Film Directing, Documentary and Digital Movie making, The Business of Hollywood, Screenwriting for Film and Television, Acting for the Camera, and more. Independent Studios allow students to work on their own projects and courses, and internships in Los Angeles are also popular options for many Curry film students.

Curry College Public Relations Student Association

CCPRSA is a pre-professional campus organization for communication majors who have an interest in public relations. Monthly meetings throughout the semester bring students in contact with working public relations and marketing professionals. Volunteer activities in support of campus and other nonprofit organizations provide hands-on public relations experience.

Lambda Pi Eta

The Curry College Communication Department is proud to host a chapter of Lambda Pi Eta, the national honor society for Communication students. Lambda Pi Eta is sponsored by the National Communication Association and is an accredited member of the Association of College Honor Societies. There are currently over 400 chapters of Lambda Pi Eta worldwide. Membership in Lambda Pi Eta is competitive, with minimum standards set nationally. At Curry College, students qualify for membership after meeting the following requirements:

• Completed 60 credit hours, including at least 15 graded hours in Communication courses.
• Have an overall GPA of at least 3.40.
• Have a Communication GPA of at least 3.50.
• Have declared a Communication major or minor.

Students who qualify for membership in Lambda Pi Eta are inducted each spring. They receive an honor cord that may be worn at Commencement.

Communication Scholars Program

Launched in September 2010, the Communication Scholars Program accepts 15-20 highly-motivated high school seniors who plan to major in Communication. Acceptance into this academically challenging program is by application, and students in the cohort have select classes together, meet communication industry experts at special events, and follow an accelerated track to internships and experiential learning opportunities.
## COMMUNICATION MAJOR

### Core Requirements:

<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>
<tr>
<td>COM 2230</td>
<td>Writing for Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 2290</td>
<td>Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COM 3970</td>
<td>Communication Research &amp; Theory</td>
<td>3</td>
</tr>
<tr>
<td>COM 3902</td>
<td>Communication Issues Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total   |                                           | 21      |

In the following areas, students should be guided by the concentration requirements.

### Oral Communication

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 1410</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>COM 2010</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COM 2030</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>COM 2100</td>
<td>Managerial Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

### Written Communication

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 2200</td>
<td>Writing for Broadcast Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 2210</td>
<td>Writing for Online and Print Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 2220</td>
<td>Screenwriting for Film and Television</td>
<td>3</td>
</tr>
<tr>
<td>COM 2476</td>
<td>Scriptwriting</td>
<td>3</td>
</tr>
<tr>
<td>COM 2800</td>
<td>Publicity Techniques</td>
<td>3</td>
</tr>
<tr>
<td>COM 2900</td>
<td>Multimedia Journalism</td>
<td>3</td>
</tr>
</tbody>
</table>

### Communication Content Courses

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 1710</td>
<td>Introduction to Broadcasting</td>
<td>3</td>
</tr>
<tr>
<td>COM 2390</td>
<td>Writing About Sports</td>
<td>3</td>
</tr>
<tr>
<td>COM 2492</td>
<td>Introduction to Film: The History of Film</td>
<td>3</td>
</tr>
<tr>
<td>COM 2640</td>
<td>Video Games: A Cultural History</td>
<td>3</td>
</tr>
<tr>
<td>COM 2740</td>
<td>Television Producing and Production</td>
<td>3</td>
</tr>
<tr>
<td>COM 2790</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 3545</td>
<td>Modern Drama</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives*

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 2000-level in COM</td>
<td>3</td>
</tr>
<tr>
<td>B. 2000/3000/4000-level in COM</td>
<td>3</td>
</tr>
<tr>
<td>C. 3000/4000-level in COM</td>
<td>3</td>
</tr>
<tr>
<td>D. 3000/4000-level in COM</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total                             | 42      |

* A total of up to 3 credits of Practica/Directorship/Internship/Independent Studio/Improvisation may be applied to the COM Electives category.

All COM majors are required to complete an internship or to work in a departmentally-approved experiential learning position, which would also fulfill the Gen Ed Active Learning requirement. Internships require completion of EXP 2340: Intro to Experiential Learning with a grade of C or better as a prerequisite.
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). Suggested course groupings for each specific concentration are listed on the following pages. Students may use appropriate courses, among the courses required for the major, to meet the requirements for a specific concentration.

Students who are unable to complete a concentration will graduate as a Communication generalist.

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. See the description on page 75 on how to launch an IIC.

CONCENTRATION AREAS WITH ADVISORS

Communication Studies      Professor Barrett
Film        Professor Gibbs
Multimedia Journalism      Professor Gibbs
Public Relations/Corporate Communications    Professor Wrigley (PR)
                                      Professor Sinnott (Corporate)
Radio/Audio Production      Professor Carberry
Television/Digital Video    Professor Gibbs
Theatre        Professor Holbrook
Video Game Studies        Professor Kagen

COMMUNICATION STUDIES Concentration

The Communication Studies Concentration is designed to provide students with multiple interests and diverse talents a well-rounded, broad-based background in communication that is applicable to a wide variety of careers or graduate study. Students are encouraged to work with their advisor to customize their curriculum to meet their personal and professional goals.

Choose two of the following (oral focus): 6 credits

- COM 1410  Acting I
- COM 2030  Oral Interpretation
- COM 2010  Public Speaking
- COM 2100  Managerial Communication
- COM 3015  Advanced Public Speaking
- COM 3100  Argumentation & Debate

Choose two of the following (written focus): 6 credits

- COM 2200  Writing for Broadcast Media
- COM 2210  Writing for Online and Print Media
- COM 2220  Screenwriting for Film and Television
- COM 2390  Writing About Sports
- COM 2476  Scriptwriting
- COM 2800  Publicity Techniques
- COM 2900  Multimedia Journalism

Choose one of the following (interpersonal focus): 3 credits

- COM 2020  Intercultural Communication
- COM 2112  Conflict Management
COM 2130  Nonverbal Communication 3
COM 2310  Interviewing 3
COM 2320  Effective Listening 3
COM 3010  Small Group Communication 3
COM 3040  Persuasion 3
COM 3652  Gender Communication 3

Choose two of the following (content area focus): 6 credits
COM 1710  Introduction to Broadcasting 3
COM 2140  Social Media Communication 3
COM 2150  Health Communication 3
COM 2492  Introduction to Film: The History of Film 3
COM 2640  Video Games: A Cultural History 3
COM 2700  The Business of Hollywood 3
COM 2740  Television Producing and Production 3
COM 2748  The Business of Sports Production 3
COM 2770  Digital Film Fundamentals 3
COM 2790  Principles of Public Relations 3
COM 2900  Multimedia Journalism 3
COM 3545  Modern Drama 3

Choose one of the following (critical focus): 3 credits
COM 2180  Leadership Communication 3
COM 2300  Mass Media Criticism 3
COM 2493  Introduction to Film: Art and Form 3
COM 2498  Film Criticism 3
COM 3120  Speech Criticism: A Look at Great Speeches 3
COM 3506  Media Law and Ethics 3
COM 3645  Video Games: Theory and Analysis 3

Total: 24 credits

**FILM Concentration**

The study of film and the film industry through a wide range of courses in film history, film aesthetics and appreciation, film production, independent studies, and internships.

**Required:** 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 2220</td>
<td>Screenwriting for Film and Television</td>
<td>3</td>
</tr>
<tr>
<td>COM 2492</td>
<td>Introduction to Film: The History of Film</td>
<td>3</td>
</tr>
<tr>
<td>COM 2493</td>
<td>Introduction to Film: Art and Form</td>
<td>3</td>
</tr>
<tr>
<td>COM 2770</td>
<td>Digital Film Production Fundamentals</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 2700</td>
<td>The Business of Hollywood</td>
<td>3</td>
</tr>
<tr>
<td>COM 2761</td>
<td>Digital Video Editing</td>
<td>3</td>
</tr>
<tr>
<td>COM 2775</td>
<td>Digital Film II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose one of the following:** 3 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 3805</td>
<td>Film Topics</td>
<td>3</td>
</tr>
<tr>
<td>COM 2498</td>
<td>Film Criticism</td>
<td>3</td>
</tr>
</tbody>
</table>
Communication

COM 2787   Lighting and Cinematography   3

Choose one of the following:  3 credits
COM 3450  Internship in Film Production or Film Studies   3
COM 3760  Film Production: RED Camera   3
COM 4050  Independent Studio   3
COM 4100  Independent Reading   3

Total: 24 credits

MULTIMEDIA JOURNALISM Concentration

The need for factual information has never been greater, and the tools to gather that information are changing every day. Whether your career goals are in news, sports or entertainment, this concentration will teach you story development and research, how to present your material to a mass audience using various media platforms, and the laws and ethics necessary to be fair and honest.

* For specific career tracks in journalism (news, sports, entertainment, etc.), work with the journalism advisor to pick the proper elective courses.

Required:  18 credits
COM 2900  Multimedia Journalism   3
COM 2790  Principles of Public Relations   3
COM 2761  Digital Video Editing   3
COM 2760  Video Storytelling   3
COM 3506  Media Law and Ethics   3
COM 2501/2502*  Currier Times Practicum   1

* Must take a minimum of three semesters

Choose two of the following:  6 credits
COM 2060  Radio/TV Sports Broadcasting   3
COM 2070  Broadcast News   3
COM 2390  Writing About Sports   3
COM 2905  Photojournalism   3
COM 3350  Investigative Reporting   3
COM 3651  Sports and Media   3
COM 3750  TV On-Air: Broadcast Reporting   3
COM 3753  TV On-Air: News Anchoring and Performance   3
*Pre-requisite: COM 2740

Total: 24 credits

PUBLIC RELATIONS/CORPORATE COMMUNICATION Concentration

The Curry College Public Relations/Corporate Communication concentration prepares future communication professionals in strategic planning, effective oral and written communication, leadership and conflict resolution, and management of the communication function in a wide variety of for-profit and nonprofit settings. These careers deliver highly competitive financial and advancement opportunities.

Upon completion of the Public Relations/Corporate Communication concentration, students will be able to:
Effectively apply leadership and management principles in the organizational settings that fit their career aspirations;
Create a personal understanding and development of a code of ethics, preparing them to apply ethical and legal judgment in their careers;
Develop and successfully practice effective listening, small group, and interpersonal communication skills;
Achieve a level of confidence in persuasive and motivational presentations and written communication.
### Communication

**Required:**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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/MRKT 2790</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 2800</td>
<td>Publicity Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose **three** of the following courses, preferably in one area:  

**Public Relations**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM/AC 2769</td>
<td>Adobe InDesign: Desktop Publishing</td>
<td>3</td>
</tr>
<tr>
<td>COM 2900</td>
<td>Multi-Media Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COM 3430</td>
<td>Corporate Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>COM 3440</td>
<td>Public Relations Case Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Corporate Communication**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>
<tr>
<td>COM 3010</td>
<td>Small Group Discussion</td>
<td>3</td>
</tr>
<tr>
<td>COM 3015</td>
<td>Advanced Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COM 3040</td>
<td>Persuasion (required for Corporate Communication focus)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 21 credits**

### RADIO/AUDIO PRODUCTION Concentration

This concentration is designed for students interested in radio announcing (disc jockey, talk show host), audio production, sports and news broadcasting. Students will learn entry-level skills by helping run a non-commercial radio station, through hands-on courses, and learning media history and theory.

Choose **three** of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 1710</td>
<td>Introduction to Broadcasting</td>
<td>3</td>
</tr>
<tr>
<td>COM 2200</td>
<td>Writing for Broadcast Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 2762</td>
<td>Digital Audio Production: Pro Tools</td>
<td>3</td>
</tr>
</tbody>
</table>

**Radio Practicum** (3-credits or Radio Directors, maximum two semesters, 4 credits)

Choose **one** of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 2050</td>
<td>Radio Announcing</td>
<td>3</td>
</tr>
<tr>
<td>COM 2060</td>
<td>Radio/TV Sports Broadcasting</td>
<td>3</td>
</tr>
<tr>
<td>COM 2900</td>
<td>Multimedia Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COM 4050</td>
<td>Independent Studio: Advanced Audio Production</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose **one** of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 2642</td>
<td>Rock ’n’ Roll Radio: A History</td>
<td>3</td>
</tr>
<tr>
<td>COM 3650</td>
<td>Media, Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 3754</td>
<td>Golden Age of Television</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose **one** of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 3506</td>
<td>Media Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 3600</td>
<td>Broadcast Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose **one** of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 2620</td>
<td>Broadcast Sales and Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>COM 3550</td>
<td>Radio/TV Station Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 3900</td>
<td>American Broadcasting Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 21 credits**
**TELEVISION/DIGITAL VIDEO Concentration**

The courses selected in this concentration prepare students for entry-level positions in television and video production and/or on-air opportunities. Students may find career choices at local and network television outlets, commercial production houses, cable facilities, LA, New York and Boston-area sound stages, and Internet video sites, to name a few.

**Required:**  
12 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 2200</td>
<td>Writing for Broadcast Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 2740</td>
<td>Television Producing and Production</td>
<td>3</td>
</tr>
<tr>
<td>COM 2760</td>
<td>Video Story Telling</td>
<td>3</td>
</tr>
<tr>
<td>COM 2761</td>
<td>Digital Video Editing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose one of the following:**  
3 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 3740</td>
<td>Advanced Television Production</td>
<td>3</td>
</tr>
<tr>
<td>COM 3752</td>
<td>TV On-Air: Broadcast Reporting</td>
<td>3</td>
</tr>
<tr>
<td>COM 3753</td>
<td>TV On-Air: News Anchoring and Performance</td>
<td>3</td>
</tr>
<tr>
<td>COM 3755</td>
<td>Television Directing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose two of the following:**  
6 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 1710</td>
<td>Introduction to Broadcasting</td>
<td>3</td>
</tr>
<tr>
<td>COM 2060</td>
<td>Radio/TV Sport Broadcasting</td>
<td>3</td>
</tr>
<tr>
<td>COM 2070</td>
<td>Broadcast News</td>
<td>3</td>
</tr>
<tr>
<td>COM 2620</td>
<td>Broadcast Sales &amp; Market Research</td>
<td>3</td>
</tr>
<tr>
<td>COM 2700</td>
<td>The Business of Hollywood</td>
<td>3</td>
</tr>
<tr>
<td>COM 2748</td>
<td>Business of Sports Production</td>
<td>3</td>
</tr>
<tr>
<td>COM 2768</td>
<td>Online Video: Producing &amp; Marketing</td>
<td>3</td>
</tr>
<tr>
<td>COM 2900</td>
<td>Multimedia Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COM 3506</td>
<td>Media Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 3550</td>
<td>Radio and Television Station Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 3600</td>
<td>Broadcast Law</td>
<td>3</td>
</tr>
<tr>
<td>COM 3900</td>
<td>American Broadcasting Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 21 credits**

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**THEATRE Concentration**

This concentration combines the theory and practice of theatre, providing an overview of the workings of the theatre world, the opportunity to interact with theatre specialists, and a taste of hands-on experience in production.

**Required:**  
17 credits

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 1410</td>
<td>Acting One</td>
<td>3</td>
</tr>
<tr>
<td>COM 2450</td>
<td>Stagecraft Concepts</td>
<td>3</td>
</tr>
<tr>
<td>COM 2475</td>
<td>Stage Crew</td>
<td>2</td>
</tr>
<tr>
<td>COM 2476</td>
<td>Scriptwriting</td>
<td>3</td>
</tr>
<tr>
<td>COM 3480</td>
<td>Theatre Supervisory Board</td>
<td>3</td>
</tr>
<tr>
<td>COM 3490</td>
<td>Directing Seminar</td>
<td>3</td>
</tr>
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**Choose one of the following:**  
1 credit

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>COM 2471</td>
<td>Theatre Practicum: Main Stage</td>
<td>1</td>
</tr>
<tr>
<td>COM 2472</td>
<td>Theatre Practicum: Black Box</td>
<td>1</td>
</tr>
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</table>

**Choose one of the following:**  
3 credits

<table>
<thead>
<tr>
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<tr>
<td>COM 2400</td>
<td>Dramatic Literature</td>
<td>3</td>
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<tr>
<td>COM 3545</td>
<td>Modern Drama</td>
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**Choose one of the following:**  
3 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 2410</td>
<td>Acting Two</td>
<td>3</td>
</tr>
<tr>
<td>COM 3471</td>
<td>Acting Behind the Mask</td>
<td>3</td>
</tr>
<tr>
<td>COM 3472</td>
<td>Children’s Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>
COMMUNICATION

COM 3474  Musical Theatre  3
COM 3475  Stage Combat  3
COM 3470  Acting Styles  3

Total: 24 credits

VIDEO GAME STUDIES Concentration
The Video Game Studies concentration provides students with insight into the cultural phenomenon of gaming, its historical underpinnings, and the economic and business aspects of this multi-billion dollar industry. Students will also explore scripting, story development, sound techniques, and editing used in video gaming and other media industries.

Required: 18 credits
COM 2640  Video Games: A Cultural History  3
COM 3645  Video Games: Theory and Analysis  3
COM 2761  Digital Video Editing  3
COM 2762  Digital Audio Production: Pro Tools  3
AC 2250  Game Creation I  3
COM 3450  Internship in Video Gaming  3

Choose one of the following:  3 credits
COM 2220  Screenwriting for Film and Television  3
COM 2476 Scriptwriting  3

Total: 21 credits

INDIVIDUALLY INITIATED Concentration (IIC)
Career choices in the Communication field are expansive. Occasionally, students have an interest in a subject area not covered in our traditional concentrations. The Individually Initiated Concentration allows a student to explore a career choice using courses from our catalog in consultation with a Communication faculty advisor.

Students fill out an application to launch an IIC and then work with a Communication faculty advisor whose expertise is closest to the career option the student wishes to pursue.

An IIC typically requires 18 credits of coursework, and may include courses from within the categories in the general Communication requirements, if applicable. Examples of IIC: Photojournalism, Event Planning, Music & Audio Production, and Political Media Management.

MINORS:
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 Business Administration, 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.

Minoring in Communication with a Concentration:
Students may also pursue courses in fields like Corporate Communication, Radio/Audio Production, Multimedia Journalism, Public Relations, Film, Television/Digital Video, and Video Game Studies, as a minor. Use the courses housed within the concentration in order to complete this type of minor.

Minoring in Theatre requirements:
COM 1410: Acting One or COM 2450: Stage Craft Concepts plus 12 other credits from within the Theatre Concentration.
Communication

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. This course meets the General Education First Year Core Communication requirement.

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 1410  Acting I  3 credits
Fall and Spring Semesters
Explores some of the basic techniques by which an actor prepares, including character, and role preparation, scene work, exercises and theatre games. Participation in actual show is NOT included in this course. This course meets the General Education Arts Breadth requirement.

COM 1510  Beginning Radio Practicum  1 credit
Fall and Spring Semesters
Provides students with the opportunity to work on various assignments at the College radio station, WMLN-FM. Hours to be arranged outside of class. Fee.

COM 1520  Beginning Radio Practicum  1 credit
Fall and Spring Semesters
A continuation of COM 1510. Fee.

COM 1710  Introduction to Broadcasting  3 credits
Fall and Spring Semesters
Discusses the history of radio and television in the United States, including FCC regulations, impact on society, current trends and themes in programming and advertising.

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
Fall and Spring Semesters
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 General Education International/Global Interdependence requirement or the General Education Diversity requirement. Prerequisite: COM 1010.

COM 2030  Oral Interpretation  3 credits
Offered periodically within a three-year academic cycle
This course introduces students to the process of taking a piece of literature and presenting it to an audience by reading it aloud. The focus of the course will be on the basic physical and vocal performance techniques used in oral presentation, as well as on techniques for understanding literature. Students will experience new and interesting ways of approaching, appreciating, and performing stories, poems, and plays. This course meets the General Education Arts Breadth requirement.

COM 2050  Radio Announcing  3 credits
Alternate Spring Semesters
Addresses the various techniques employed by radio announcers through practical application. Emphasis is on methodology, pacing, voice dynamics, breathing, pronunciation, inflection, and the development of voice techniques.

COM 2060  Radio/TV Sports Broadcasting  3 credits
Alternate Spring Semesters
Through lectures and projects, students will learn the skills necessary to break into the competitive field of sports broadcasting, particularly radio and television, but also in the growing area of web broadcasts. Topics include: sports play-by-play and analysis, sports reporting, TV sports anchoring and
sports talk radio. Students will be required to have a tape recorder for some projects.

**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 2120  Rhetorical Criticism  3 credits**

Rhetoric is the study of how communication happens. As human beings, we use rhetoric all the time – whether we are aware of it or not. This course looks at rhetorical ‘texts’ broadly speaking – advertisements, political speeches, judicial opinions, mass media, photographs, spaces and places–anything that communicates something. It explores how they construct messages that persuade, create identities, create community, and in essence, create our world. *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 1400.*

**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
Communication

Internet. Students research and write an article for submission to a publication.  
**Prerequisite:** Six (6) credits of 1000-level Writing/English, including WRIT 1400.

**COM 2220 Screenwriting for Film and Television**  
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**  
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:** WRIT 1500.

**COM 2290 Media Literacy**  
Fall and Spring Semesters  
This course is designed to teach students the knowledge and skills needed to become media literate. These skills include the ability to access, analyze and evaluate media, as well as produce specific media. This course also explores the relationship between media and economics, politics, society, and popular culture. Students will learn about different effects, theories, and issues involving media, while also examining their own views and consumption of news, information and entertainment.  
**Prerequisites:** COM 1010 and COM 1300.

**COM 2300 Mass Media Criticism**  
Offered periodically within a three-year academic cycle  
A critical study of the mass media, including electronic, print, and non-traditional forms of media. Focus will be on the application of principles of broadcasting, journalism, film and emerging media.  
**Prerequisite:** COM 1300.

**COM 2310 Interviewing**  
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**  
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 2340 Observational Internship**  
1-4 credits  
Fall and Spring Semesters  
Includes initial placement for field experience in communication and will be primarily observational; contract, journal, and critical paper required.  
**Prerequisites:** EXP 2340 with a grade of C, appropriate cumulative average, and permission of director of field experience and instructor.

**COM 2390 Writing About Sports**  
Fall and Spring Semesters  
Provides the skills and practice in writing sports journalism. This course meets the General Education Reading/Writing Enhancement.  
**Prerequisite:** Six (6) credits of Writing/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. (Same course as ENG 2400).  
**Prerequisite:** Three (3) credits of Writing/English at the 1000-level.

**COM 2410 Acting II**  
Alternate Fall Semesters  
Through a series of exercises and scenes, this workshop focuses on character development, comic timing, and meaningful dialogue.  
**Prerequisite:** COM 1410.
Communication

COM 2450  Stagecraft Concepts  3 credits
Alternate Spring Semesters
A behind-the-scenes experience of what goes into the components of production beyond performance, with an overview of the many aspects of theatre as they have evolved to this day.

COM 2471  Theatre Practicum: Main Stage  1 credit
Fall and Spring Semesters
Rehearse and perform comedies, drama and musicals on the Main Stage.

COM 2472  Theatre Practicum: The One Acts  1 credit
Fall and Spring Semesters
Acting, directing or scripting short One-Acts, to be performed in the Black Box Theatre.

COM 2473  Theatre Practicum: Improv  1 credit
Fall and Spring Semesters
Join Curry Theatre's Improv group; Absolut© Improv. Audition for the Black Box Improv team. Develop and refine improvisation skills through theatre games and long and short-form improvisation exercises.

COM 2474  Playbill Editor  3 credits
Fall and Spring Semesters
A studio in playbill editing, this course introduces the student to the making of a Playbill, from first mock-up to final presentation of the playbills on Opening Night of the pertinent Theatre production. Through regularly scheduled once or twice weekly meetings with the instructor, and ongoing email submissions of the work-in-progress, the student will learn how to produce an actual playbill. Students will acquire several copies of the printed playbill for inclusion in their professional portfolios. Prerequisites: WRIT 1400, COM 2471/2472 and signature of the instructor.

COM 2475  Stage Crew  2 credits
Fall and Spring Semesters
Participation in the mounting of a college theatre production, this course affords the student the opportunity to develop some of the skills and teamwork that are part of the theatrical process, through practical hands-on application. Opportunities include stage lighting, sound, painting, building, costumes, makeup, props, etc. This course meets the General Education Active Learning requirement.

COM 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 ENG 2476.) This course meets the General Education Arts Breadth requirement and the Reading/Writing Enhancement requirement. Prerequisite: WRIT 1400.

COM 2492  Introduction to Film: The History of Film  3 credits
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. This course meets the General Education Humanities Breadth requirement and the Information Literacy Enhancement requirement.

COM 2493  Introduction to Film: Art and Form  3 credits
Spring Semester
An introductory course in film aesthetics and theory. Films will be analyzed in terms of narrative structure and mise-en-scene (cinematography, sets and costumes, performance). The course will focus on the ways that film communicates, examining form and function, technology, film criticism, and examples of significant genres and directors – especially those of the 1950s through the 2000s. Six to eight American and international films will be screened. This course meets the General Education Humanities Breadth requirement and the Information Literacy Enhancement requirement.

COM 2496  Italian Cinema  3 credits
Spring Semester
This course will examine the artistic, historical, and cultural themes of Italian cinema from neo-realism to the present. It focuses on film as a vehicle of communication through which themes in Italian culture are explored. Taught in English. All films have English subtitles. (Same course as ITAL 2496). This course meets the General Education International/Global Interdependence requirement. Prerequisite: Sophomore standing or permission of instructor.

COM 2498  Film Criticism  3 credits
Alternate Years
Alternate Years
Surveys representative examples of various styles and genres of motion pictures to enable students to recognize and evaluate the creative processes and criticism that are unique to film. (Same course as SA 2498). This course meets the General Education Humanities Breadth requirement and the Reading/Writing Enhancement requirement.
COM 2501  Multimedia Journalism  1 credit  
Practicum I  
Fall and Spring Semesters
A course in which students write, edit and produce editorial content -- including textual stories, blogs, and audio, video and photojournalism -- for the student media publications curriertimes.net and The Currier Times. Students author news articles, features, and personal columns, on topics ranging from campus living, sports, fashion, politics, food, music and more. Students are required to attend weekly news meetings.  
Prerequisite: COM 2900.

COM 2502  Multimedia Journalism  1 credit  
Practicum II  
Fall and Spring Semesters
Described in COM 2501. Course may be repeated.  
Prerequisite: COM 2501.

COM 2510  Intermediate Radio Practicum  1 credit  
Fall and Spring Semesters
Continuation of COM 1510 at an intermediate level.  
Prerequisite: First semester sophomore standing.

COM 2520  Intermediate Radio Practicum  1 credit  
Fall and Spring Semesters
Continuation of COM 2510.  
Prerequisite: Second semester sophomore standing.

COM 2530  Intermediate Radio Practicum  1 credit  
Fall and Spring Semesters
Continuation of COM 2520.  
Prerequisite: First semester junior standing.

COM 2540  Intermediate Radio Practicum  1 credit  
Fall and Spring Semesters
Continuation of COM 2530.  
Prerequisite: Second semester junior standing.

COM 2560  WMLN-FM Director/Assistant Director  2 credits  
Fall and Spring Semesters
Open only to students appointed to the position of director or assistant director at WMLN-FM. Students may not enroll in practica at the same time.  
Fee.  
Prerequisites: COM 2570 and permission of the Director of Radio.

COM 2560  WMLN-FM Director/Assistant Director  2 credits  
Fall and Spring Semesters
Open only to students appointed to the position of director or assistant director at WMLN-FM. Students may not enroll in practica at the same time.  
Fee.  
Prerequisites: COM 2570 and permission of the Director of Radio.

COM 2560  WMLN-FM Director/Assistant Director  2 credits  
Fall and Spring Semesters
Open only to students appointed to the position of director or assistant director at WMLN-FM. Students may not enroll in practica at the same time.  
Fee.  
Prerequisites: COM 2570 and permission of the Director of Radio.

COM 2570  WMLN-FM Director/Assistant Director  2 credits  
Fall and Spring Semesters
Open only to students appointed to the position of director or assistant director at WMLN-FM. Students may not enroll in practica at the same time.  
Fee.  
Prerequisites: COM 2560 and permission of the Director of Radio.

COM 2580  Broadcast Sales and Marketing Research  3 credits  
Offered periodically within a three-year academic cycle
A comprehensive examination of broadcast and cable advertising methods. This course covers account development, effective selling strategies, and client relations. There is also discussion of audience analysis, campaign planning, and promotion. Students will prepare sales presentations for classroom analysis.

COM 2580  Broadcast Sales and Marketing Research  3 credits  
Offered periodically within a three-year academic cycle
A comprehensive examination of broadcast and cable advertising methods. This course covers account development, effective selling strategies, and client relations. There is also discussion of audience analysis, campaign planning, and promotion. Students will prepare sales presentations for classroom analysis.

COM 2580  Broadcast Sales and Marketing Research  3 credits  
Offered periodically within a three-year academic cycle
A comprehensive examination of broadcast and cable advertising methods. This course covers account development, effective selling strategies, and client relations. There is also discussion of audience analysis, campaign planning, and promotion. Students will prepare sales presentations for classroom analysis.

COM 2590  WMLN-FM Director/Assistant Director  2 credits  
Fall and Spring Semesters
Open only to students appointed to the position of director or assistant director at WMLN-FM. Students may not enroll in practica at the same time.  
Fee.  
Prerequisites: COM 2570 and permission of the Director of Radio.

COM 2590  WMLN-FM Director/Assistant Director  2 credits  
Fall and Spring Semesters
Open only to students appointed to the position of director or assistant director at WMLN-FM. Students may not enroll in practica at the same time.  
Fee.  
Prerequisites: COM 2570 and permission of the Director of Radio.

COM 2590  WMLN-FM Director/Assistant Director  2 credits  
Fall and Spring Semesters
Open only to students appointed to the position of director or assistant director at WMLN-FM. Students may not enroll in practica at the same time.  
Fee.  
Prerequisites: COM 2570 and permission of the Director of Radio.

COM 2590  WMLN-FM Director/Assistant Director  2 credits  
Fall and Spring Semesters
Open only to students appointed to the position of director or assistant director at WMLN-FM. Students may not enroll in practica at the same time.  
Fee.  
Prerequisites: COM 2570 and permission of the Director of Radio.

COM 2590  WMLN-FM Director/Assistant Director  2 credits  
Fall and Spring Semesters
Open only to students appointed to the position of director or assistant director at WMLN-FM. Students may not enroll in practica at the same time.  
Fee.  
Prerequisites: COM 2570 and permission of the Director of Radio.
Students are introduced to the basic theories of television production while practicing production skills in the television studio. Students will produce, script, and serve as crew members on talk show programming that will air on CC8.

This course meets the General Education Arts Breadth requirement. 

Prerequisite: COM 1010 or permission of instructor.

COM 2769 Desktop Publishing: Adobe InDesign 3 credits

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, DES 2769).

Prerequisite: Any 3-credit AC course.

COM 2770 Digital Film Fundamentals 3 credits

The student will develop practical, aesthetic, and storytelling skills by making a series of silent and non-synchronous sound films. Students will learn to record images using a digital single lens reflex (DSLR) camera, and to record sound with a digital audio recorder. Students will also learn the fundamentals of non-linear digital editing. Emphasis will be on learning to use filmmaking equipment, and developing strong visual and sound language skills, with the goal of applying the tools of lighting, composition, sound, and editing to create compelling, cinematic stories. This course meets the General Education Arts Breadth requirement.

Prerequisite: AC/COM 2761, or permission of instructor.

COM 2780 Digital Documentary and Moviemaking 3 credits

Offered periodically within a three-year academic cycle

Students will produce documentaries and movie shorts using HD and 3D digital video field equipment. They will research, script, storyboard, shoot, and edit projects while learning specific production techniques unique to these genres.

Prerequisite: AC/COM 2761.

COM 2790 Principles of Public Relations 3 credits

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 MRKT 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 1400 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 efficiency in research, (5) expose fallacies, and (6) make more rational personal decisions. Prerequisite: COM 1010.

COM 3400  Peer Coaching in Communication  3 credits  Spring Semester
This course is designed to prepare students to work as Speech Associates in the Curry College Speaking Center. The content of the course will address four primary areas: an examination of rhetorical background and theory, an understanding of the special nature of peer coaching, training in pedagogy and specific skills of public speaking, and training in the daily operating procedures of the Curry Speaking Center. The nature of this course is specialized and it will be taught as a seminar course relying heavily on regular contributions by individual students. Prerequisite: Instructor’s signature.

COM 3430  Corporate Social Responsibility  3 credits  Alternate Years
Offered periodically within a three-year academic cycle 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 2790.
COM 3440  Public Relations Case Studies  3 credits
Spring Semester
This course focuses on specific areas of public relations practice including crisis management, employee communications, issues management and consumer product marketing to provide the student with an understanding of how public relations impacts an individual's or a company's success. Public relations case studies will be analyzed, dissected, and discussed.
Prerequisite: COM 2790.

COM 3450  Communication Internship/  1-9 credits
Field Experience  Fall and Spring Semesters
Provides students with “hands-on” experience working in field placement. Learning contract and reflection paper are required as well as weekly journals, seminar participation and ePortfolio items. This course meets the General Education Active Learning requirement.
Prerequisite: EXP 2340 with a grade of C, appropriate cumulative average, and signature of director of field experience. Some concentrations also require a concentration-specific course be taken prior to beginning any internship. Check with concentration coordinator for more information.

COM 3470  Theatre Workshop  3 credits
Fall and Spring Semesters
This course brings a theatre professional to the College for one semester to work with students in a particular field of specialization. May be repeated up to six times under different specializations.

Acting for the Camera
(Prerequisite: COM 1410 or COM 1710)

Acting Behind the Mask
(Prerequisite: COM 1410)

Children’s Theatre
(Prerequisite: COM 1410, waived for Education students)

Improvisation
(Prerequisite: COM 1410)

Musical Theatre
(Prerequisite: Sophomore Standing)

Stage Combat
(Prerequisite: COM 1410)

Theatrical Design
(Prerequisite: COM 1410)

COM 3476  Scriptwriting II  3 credits
Every Year
A continuation of Scriptwriting (COM / ENG 2476), this course brings original scenes and brief one acts from the printed page to staged readings, providing individual support in the creative act of scriptwriting.
(Same course as ENG 3476). Signature Required
Prerequisite: COM/ENG 2476.

COM 3480  Theatre Supervisory Board  2 credits
Fall and Spring Semesters
Students take production responsibility in one of the following areas: publicity, box office, stage managing, stage construction and design, costumes, make-up, props, lighting, or general management. May be repeated.
Prerequisite: COM 2471/2472/2473 or permission of instructor.

COM 3490  Directing Seminar  3 credits
Spring Semester
Through exercises and scene work, students learn to apply various directing techniques to the staging of scenes or brief one acts.
Prerequisite: COM 1410, or permission of director of theatre.

COM 3506  Media Law and Ethics  3 credits
Alternate Spring Semesters
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.

COM 3510  Advanced Radio Practicum  1 credit
Fall and Spring Semesters
A continuation of COM 2540; at an advanced level. Fee.
Prerequisite: First semester senior standing.

COM 3520  Advanced Radio Practicum  1 credit
Fall and Spring Semesters
A continuation of COM 3510. Fee.
Prerequisite: Second semester senior standing.

COM 3525  Advanced Radio Announcing  3 credits
Offered periodically within a three-year academic cycle
Continues the development and expansion of on-air presentations, utilizing different radio formats. Must be prepared to host a weekly or biweekly program on WMLN-FM.
Prerequisite: COM 2050 with a grade of “B-” or better.
Co-requisite: Registration in a radio practicum.
COM 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 ENG 3545). This course meets the General Education Humanities Breadth requirement. Prerequisite: Six (6) credits of Writing/English at the 1000-level.

COM 3550  Radio and Television  3 credits  Station Management
Offered periodically within a three-year academic cycle Studies the organization and management of radio and television stations, as well as administration, programming, technical, sales problems, and physical facilities. Prerequisite: COM 1710 or permission of instructor.

COM 3560  WMLN-FM Management  2 credits  Supervisors
Fall and Spring Semesters
Open only to WMLN-FM station manager, program director, and operations director. These positions are appointed. Students may not enroll in practica at the same time. Fee. Prerequisite: Permission of the Director of Radio.

COM 3570  WMLN-FM Management  2 credits  Supervisors
Fall and Spring Semesters
Open only to WMLN-FM station manager, program director, and operations director. These positions are appointed. Students may not enroll in practica at the same time. Fee. Prerequisites: COM 3560 and permission of the Director of Radio.

COM 3580  WMLN-FM Management  2 credits  Supervisors
Fall and Spring Semesters
Open only to WMLN-FM station manager, program director, and operations director. These positions are appointed. Students may not enroll in practica at the same time. Fee. Prerequisites: COM 3570 and permission of the Director of Radio.

COM 3590  WMLN-FM Management  2 credits  Supervisors
Fall and Spring Semesters
Open only to WMLN-FM station manager, program director, and operations director. These position are appointed. Students may not enroll in practica at the same time. Fee. Prerequisites: COM 3580 and permission of the Director of Radio.

COM 3600  Broadcast Law  3 credits  Alternate Spring Semesters
Includes the legal aspects of broadcasting, and current developments in rules, laws, and the philosophy of broadcast regulation and deregulation. Case studies are explored and problems in broadcast law are presented. Prerequisite: COM 1710 or permission of instructor.

COM 3645  Video Games: Theory and Analysis  3 credits  Alternate Fall Semesters
A critical study of games and gaming in human cultures over time, with a special focus on the modern Video Game industry. Students will explore the history and economics of gaming while also discussing and analyzing the impact and interplay of games on psyche and society alike. Prerequisite: One course in COM at the 2000-level or above, or permission of instructor.

COM 3650  Media, Culture and Society  3 credits  Offered periodically within a three-year academic cycle
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 2290 or permission of instructor.

COM 3651  Sports and Media  3 credits  Alternate Years
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, BUS 2520, or BUS 2264.

COM 3652  Gender Communication  3 credits  Alternate Years
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).
COM 3740  Advanced Television Production  3 credits
Alternate Spring Semesters
Students will produce and direct advanced projects in the television studio. Emphasis will be placed on scripting, set design, and leadership/teamwork skills in creating live-on-tape productions including “how to” programming and public service announcements.
Prerequisite: COM 2740.

COM 3750  Television Practicum  1 credit
Fall and Spring Semesters
Students will produce, direct, and host various programs for CC8, the Curry College television station. A regularly scheduled newscast, “Curry Prime Time Report,” will also be produced under faculty and student supervision.
Prerequisite: COM 2740 or permission of instructor. Students may repeat TV Practicum.

COM 3751  TV On-Air: Hosting and Interviewing  3 credits
Alternate Spring Semesters
This class will explore the skills necessary to be an effective on air talent in the studio. Special emphasis will be placed on vocal delivery and interviewing techniques for studio-based productions.
Prerequisite: COM 2740.

COM 3752  TV On-Air: Broadcast Reporting  3 credits
Fall and Spring Semesters
Designed for students who have taken Video Field Production, this class will explore the skills necessary to be an effective on-air talent in the field. Special emphasis will be placed on news reporting, interviewing, vocal delivery, and scriptwriting/production skills as it pertains to single-camera field production.
Prerequisite: COM 2760 or permission of the instructor.

COM 3753  TV On-Air: News Anchoring and Performance  3 credits
Alternate Spring Semesters
Students will study vocal inflection, facial expression, and scriptwriting techniques needed to be effective in front of the camera. Projects will include anchoring newscasts and producing/scripting/performing in live-on-tape sitcoms. Leadership/teamwork skills will be tested under tight deadlines.
Prerequisite: COM 2740.

COM 3754  Golden Age of Television  3 credits
Offered periodically within a three-year academic cycle
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.

COM 3755  Television Directing  3 credits
Alternate Spring Semesters
Students will learn how to direct multiple-camera advanced studio productions including live newscasts and situation comedies. Site visits to see actual directors and hands-on projects will show students the visual, writing and production procedures necessary to create quality live programming.
Prerequisite: COM 2740.

COM 3760  Film Production: RED Camera  3 credits
Alternate Spring Semesters
This is an intensive hands-on movie production course using the industry-standard RED camera. Professional-level production techniques will be emphasized as students study the steps from prep to post-production. Students will learn film budgeting, rental procedures, and crew dynamics.
Fee.
Prerequisite or Corequisites: COM 2760 or AC/COM 2761 or COM 2780 or permission of instructor.

COM 3805  Film Topics  3 credits
Documentary Film  3 credits
Offered periodically within a three-year academic cycle
Documentaries were among the earliest films made, attempts to capture and preserve real life events. From Robert Flaherty’s Nanook of the North to Spike Lee’s The Day the Levees Broke, the documentary has played a critical role in preserving the people, places, and events in our society. Through screenings and discussions, this course examines the documentary genre from the late 1800’s to the present, focusing on its creative, social, political, and entertainment influences.
Prerequisite: Any film course or junior standing.

Film Directing  3 credits
Offered periodically within a three-year academic cycle
Students will learn basic to intermediate film directing techniques for narrative filmmaking projects. Students will shoot projects with DSLR high-definition cameras and have access to other filmmaking accessories. Lighting, audio, working with actors and scripting techniques will also be discussed.
Prerequisite: AC/COM 2761 or permission of instructor.
Communication

COM 3900  American Broadcasting Issues  3 credits
Course will cover vital issues facing broadcasters in the United States. Focus will be on deregulation, re-regulation, free speech (violence and obscenity), scarce resources, free enterprise and public interest.

COM 3902  Communication Issues  3 credits
Senior Seminar  Fall and Spring Semesters
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 COM 3970.

COM 3970  Communication  3 credits
Theory and Research  Fall and Spring Semesters
The course surveys some of the core theories and research practices that undergird the field of Human Communication. It introduces students to the concepts, terminology, methods and tools necessary to read, critique, and conduct research. Topics include the intimate relationship between theory and practice, the nature of inductive and deductive procedure, and key differences between social scientific and humanistic inquiry. Students encounter the notion of “informal research,” which puts them in a position to consider their own role as nascent theory-builders. They then learn the core research traditions established in the field that spurred the development of the theories to be studied. Topics include the practical applications of theory, and how the communication process creates and constitutes meaning, individual and group identity, power and even culture itself. Students learn how to formulate and ask good questions and draw relatively bias-free conclusions when reading about or doing communication research. They categorize and interpret evidence, determine the reliability of data, and challenge assumptions embedded in particular theories or research.
Prerequisites: COM 2230 and COM 2290.

COM 4050  Independent Studio  1-8 credit
Fall and Spring Semesters
Within the first ten days of the semester, a student of at least junior class standing contracts in writing with a faculty tutor in the communication area for a supervised individual project. A copy of any tape, film, or written work produced for the studio is deposited permanently in the office of the area coordinator before the final grade is given.
Prerequisites: Junior class standing declared communication major or minor, 2.8 cumulative average in communication, nine credits at the 2000- or 3000-level in communication, and permission of the communication area chairperson and the tutor.

COM 4100  Independent Reading  1-3 credits
Fall and Spring Semesters
Students who wish to do a reading in a special topic not covered by any course or wish to deal in depth with a specific topic may, under the guidance of a faculty member from that area, elect Independent Readings.
Prerequisites: Sophomore, junior, or senior standing, a 3.0 average in the subject area, and at least a 2.7 cumulative average.

COM 4560  Practical Internship  3-12 credits
Fall and Spring Semesters
Provides experience in the media in a specific position. Required are a contract, a journal, a critical paper, and regular meetings with the on-campus supervisor.
Prerequisites: EXP 2340, appropriate cumulative average, and signature of director of field experience.
COMMUNITY HEALTH & WELLNESS MAJOR

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.

Pre or 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>
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</thead>
<tbody>
<tr>
<td>BIOL 1075</td>
<td>Anatomy &amp; Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1085</td>
<td>Anatomy &amp; Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1175</td>
<td>Anatomy &amp; Physiology I Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1185</td>
<td>Anatomy &amp; 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>
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<tr>
<td>HW 1000</td>
<td>Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

* May be taken pass/fail

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Credits

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>
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<tbody>
<tr>
<td>HW 1001</td>
<td>Principles of Public Health &amp; Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HW 2000</td>
<td>Foundations of Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HW 2010</td>
<td>Health Behavior, Education, and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HW 2200</td>
<td>Social Determinants</td>
<td>3</td>
</tr>
<tr>
<td>HW 3000</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HW 3010</td>
<td>Senior Seminar in Health &amp; Wellness</td>
<td>3</td>
</tr>
</tbody>
</table>

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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. Upon approval of the coordinator and instructor, students may use a course that is not listed in this catalog.

Academic Enrichment

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE 2000</td>
<td>Peer Teaching in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>AE 2150</td>
<td>Study Abroad Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Biology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2010</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2120</td>
<td>Biology of the Mind</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2030</td>
<td>Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2060</td>
<td>Introduction to Exercise Science Physiology</td>
<td>3</td>
</tr>
</tbody>
</table>
# Community Health and Wellness

**Black Studies**
- BLKS 2012 Race and Religion in America 3
- BLKS 2330 African-American History 3
- BLKS 3050 Race, Class, Gender, and Health 3

**Business Administration**
- BUS 2263 Health Care Law 3
- BUS 2410 Sports and Recreation Management 3

**Communication**
- COM 2020 Intercultural Communication 3
- COM 2150 Health Communication 3

**Community Health and Wellness**
- HW 1500 Stress Reduction Based on Mindfulness 3
- HW 2150 Introduction to Holistic Health 3
- HW 2520 Nutrition 3
- HW 3020 Current issues in Health & Wellness 3
- HW 3050 Race, Class, and Gender 3

**Criminal Justice**
- CJ 2120 Restorative Justice Community and Incarceration 3
- CJ 2402 Domestic Violence 3
- CJ 3404 Sociology of Violence 3

**Physical Education**
- PE 1217 The Science of Weight Management 3
- PE 2500 Physical Awareness: A Wellness Approach 3

**Philosophy and Religious Studies**
- PRS 2410 Environmental Ethics 3

**Psychology**
- PSY 2060 Aging and the Life Cycle 3
- PSY 2070 Motivation 3
- PSY 2100 Adolescent Psychology 3
- PSY 2106 Psychology of Women 3
- PSY 2125 Substance Use Counseling 3
- PSY 2200 Behavior Disorders in Children 3
- PSY 2220 Death, Dying and Bereavement 3
- PSY 2330 Drugs and Behavior 3
- PSY 2400 Human Development 3
- PSY 2450 Human Sexuality 3
- PSY 2500 Behavior Change: Theory and Practice 3
- PSY 2800 Social Psychology 3
- PSY 3100 Psychology of Learning 3
- PSY 3120 Counseling Theory 3
- PSY 3130 Brain and Behavior 3
- PSY 3350 Health Psychology 3

**Sociology and Social Work**
- SOC 2060 Aging and the Life Cycle 3
- SOC 2220 Death, Dying and Bereavement 3
- SWK 2310 Intro to Social Work Practice 3
- SOC 2402 Domestic Violence 3
- SWK 2410 Working with Individuals 3
- SOC 2420 Working with Groups 3
- SOC 2470 Sex, Gender and Sexuality 3
SOC 2650  Sociology of Health and Health Care  3
SOC 3390  Crisis Intervention  3
SOC 3404  Sociology of Violence  3
SOC 3610  Communities  3

Women’s and Gender Studies
WGS 2000  Gendered Lives  3

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.

COMMUNITY HEALTH & WELLNESS MINOR
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 discipline.

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:
  HW 1000  Personal Health
  SCI 1020  Human Body*

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

Requirements for the Community Health & Wellness Minor (select 2 of the following):
  HW 2000  Foundations of Community Health
  HW 2010  Health Behavior, Education, and Promotion
  HW 2200  Social Determinants
  HW 3000  Epidemiology

In addition, students must select 6 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.
Community Health and Wellness

HW 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 General Education Wellness requirement.

HW 101  Principles of Public 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 place 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.

HW 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.

HW 2000  Foundations of Community Health  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. 
Prerequisite: HW 1000.

HW 2010  Health Behavior, Education, and Promotion  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. 
Prerequisite: HW 1000.

HW 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. 
Prerequisite: HW 1000 and sophomore standing, or permission of instructor.

HW 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. 
Prerequisite: HW 1000 or junior standing.

HW 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
Community Health and Wellness

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).

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

HW 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.

Prerequisite: MATH 1150, HW 2000, and HW 2010, or permission of the instructor.

HW 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.

Prerequisite: HW 2000, HW 2010, HW 2020, and HW 3000, or permission of the instructor.

HW 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: HW 1000.

HW 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 BLKS 3050, WGS 3050).

Prerequisite: HW 1000 and junior standing.

HW 4560 Senior Practicum in Health 3-9 credits Spring Semester

Working in a selected agency with a preceptor, each student will develop, implement, and evaluate at least one health program. Emphasis will be placed on assessment, planning, implementing, and evaluation of health promotion programs, agency/community assessments, and professional collaboration at a beginning level. Additional learning activities will be utilized, as they become available within each agency. (Only 3 credits may count as an elective in the major).

Prerequisite: HW 1000, 1001, 2000, 2010, 2200, 3000.

HW 4560SM Senior Practicum in Health 0 credits Spring Semester

This weekly, one-hour seminar is taken in conjunction with HW 4560: Senior Practicum.
The Creative Writing Minor is for all students that want to strengthen their abilities at narrative storytelling. Students are introduced to varying genres and different modes of literary expression, the intent of which is to foster student growth while enabling students to write their truth.

**Creative Writing Minor**

Students may earn a minor in Creative Writing by taking four courses at the 2000- & 3000-level. These courses consist of:

<table>
<thead>
<tr>
<th>Requirements for the Creative Writing Minor:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chose four of the following electives*:</td>
<td>12</td>
</tr>
<tr>
<td>CRW 2100  Reading and Writing the Short Story</td>
<td>3</td>
</tr>
<tr>
<td>CRW 2300  Creative Writing I</td>
<td>3</td>
</tr>
<tr>
<td>CRW 2310  Creative Writing II</td>
<td>3</td>
</tr>
<tr>
<td>CRW 2350  Writing Poetry</td>
<td>3</td>
</tr>
<tr>
<td>CRW 3490  Memoir and Life Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

* Students are required to take at least one course at the 3000-level.

**CRW 2100  Reading and Writing the Short Story  3 credits**

This course examines the nature and breadth of the short story and introduces the student to the craft of writing short fiction. 

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

**CRW 2300  Creative Writing I  3 credits**

Explores in theory and practice the nature, value and the techniques of prose and poetry writing. *This course meets the General Education Arts Breadth and Reading/Writing Enhancement requirements.*

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

**CRW 2310  Creative Writing II  3 credits**

Continues CRW 2300. *This course meets the General Education Arts Breadth and Reading/Writing Enhancement requirements.*

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

**CRW 2350  Writing Poetry  3 credits**

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 General Education Arts Breadth and Reading/Writing Enhancement requirements.*

*Prerequisite:* Six (6) credits of Writing/English at the 1000-level or permission of instructor.

**CRW 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 in terms of their own experiences. Emphasis on writing scenes that typify one’s life.

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

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.

**Curriculum**

Core courses in the Criminal Justice major are designed to expose students to the range and variation of crime and criminal behavior, the criminal justice systems, and the administration of justice that attempt to control and mitigate social problems both domestically and globally with an emphasis on social justice and human rights. Students will review: the major systems of social control, policies, and practice; consider the social and personal consequences of crime and criminal behavior on victims; look at the issues of juvenile justice and corrections, including the history and practice and the range of institutions meant to treat offenders; understand the nature and causes of crime, crime typologies, offenders, and victims; examine criminal law and procedure, understanding how the courts work and how legal decisions are made; examine the history, theory, and practice of police organizations, including internal views that consider police subculture; discuss issues of ethics in law enforcement and criminal justice; explore how individual human differences such as race, class and gender relate to the criminal justice system; consider the implications of systems and policies on social justice and human rights; and be grounded and informed in methods, both quantitative and qualitative, for conducting and analyzing criminal justice research and theory.

Elective courses in the major are designed to provide a detailed focus on some area of criminal justice and consider the broader theoretical issues of crime and other significant social problems. Related requirements are courses found outside of the major in other disciplines that have strong relevance for criminal justice.

Upon completion of this program, majors will have an understanding of the importance of an effective criminal justice system in a just society. Majors, and to a lesser extent minors, will be exposed to the primary components of criminal justice systems, both domestically in the Anglo-American legal tradition, and globally in other major legal traditions, with a focus on justice as a goal.

For the criminal justice course offerings, CJ 1000 provides 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 apply theory critically in specific cases and consider the consequences of various theories on social policy and strategies for social change.

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

**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
### Criminal Justice

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

**Criminal Justice Electives:**  
Six credits, one each at the 2000- and 3000-level.  
(May also be used to fill a concentration.)  
6

**Requirements in Related Areas:**  
MATH 1150  
Statistics I  
3  
OR  
CJ/SOC 1140  
Quantitative Data Analysis for the Social Sciences  

**Related requirements outside of the Criminal Justice Major**  
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 for foreign language sequences. Students who, in addition to the Criminal Justice major, are also a major or minor in another discipline are exempt from Criminal Justice Related Requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>AC 2010</td>
<td>Identity Theft</td>
</tr>
<tr>
<td>BLKS/SOC 2000</td>
<td>Contemporary Black Worlds</td>
</tr>
<tr>
<td>BLKS/P&amp;H 2330</td>
<td>African-American History</td>
</tr>
<tr>
<td>BLKS/P&amp;H 2450</td>
<td>Introduction to African-American Cultures</td>
</tr>
<tr>
<td>BLKS/HW/WGS 3050</td>
<td>Race, Class, Gender and Health</td>
</tr>
<tr>
<td>BUS 2610</td>
<td>Crisis Management</td>
</tr>
<tr>
<td>COM 2007</td>
<td>Sign Language</td>
</tr>
<tr>
<td>COM 2010</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>COM 2020</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>COM 2100</td>
<td>Managerial Communication</td>
</tr>
<tr>
<td>COM 2112</td>
<td>Conflict Management</td>
</tr>
<tr>
<td>COM 2130</td>
<td>Nonverbal Communication</td>
</tr>
<tr>
<td>COM 2180</td>
<td>Leadership Communication</td>
</tr>
<tr>
<td>COM 2230</td>
<td>Writing for Communication</td>
</tr>
<tr>
<td>COM 2320</td>
<td>Effective Listening</td>
</tr>
<tr>
<td>COM 3040</td>
<td>Persuasion</td>
</tr>
<tr>
<td>ED 2455</td>
<td>Programming for Positive Youth Development</td>
</tr>
<tr>
<td>ED 2600</td>
<td>Introduction to Special Education</td>
</tr>
<tr>
<td>ENG 2000</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>ENG 2480</td>
<td>Writing for the Professions</td>
</tr>
<tr>
<td>FSC 1700</td>
<td>Forensic Photography</td>
</tr>
<tr>
<td>FSC 2700</td>
<td>Intro to Forensic Science</td>
</tr>
<tr>
<td>IT 2216</td>
<td>Network Security</td>
</tr>
<tr>
<td>P&amp;H 2200</td>
<td>Political Tactics</td>
</tr>
<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>
</tr>
<tr>
<td>P&amp;H 2390</td>
<td>American Constitutional Issues</td>
</tr>
<tr>
<td>P&amp;H 2400</td>
<td>Politics of Deception</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>PRS 2210</td>
<td>Ethics</td>
</tr>
<tr>
<td>PRS 2400</td>
<td>The Ethics of War and Peace</td>
</tr>
</tbody>
</table>
### Criminal Justice

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRS 2470</td>
<td>Social and Political Philosophy</td>
</tr>
<tr>
<td>PRS 2530</td>
<td>Faith and Fanaticism</td>
</tr>
<tr>
<td>PSY 2100</td>
<td>Adolescent Psychology</td>
</tr>
<tr>
<td>PSY 2125</td>
<td>Substance Use Counseling</td>
</tr>
<tr>
<td>PSY 2200</td>
<td>Behavior Disorders in Children</td>
</tr>
<tr>
<td>PSY 2205</td>
<td>Dysfunctional Families</td>
</tr>
<tr>
<td>PSY 2250</td>
<td>Family Life</td>
</tr>
<tr>
<td>PSY 2300</td>
<td>Abnormal Psych</td>
</tr>
<tr>
<td>PSY 2310</td>
<td>Psychology of Criminal Behavior</td>
</tr>
<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>SOC 2050</td>
<td>Social Problems</td>
</tr>
<tr>
<td>SOC 2200</td>
<td>Race and Ethnicity</td>
</tr>
<tr>
<td>SWK 2310</td>
<td>Introduction to Social Work</td>
</tr>
<tr>
<td>SWK/WGS 2410</td>
<td>Working with Individuals</td>
</tr>
<tr>
<td>SOC/SWK 2420</td>
<td>Working with Groups</td>
</tr>
<tr>
<td>SOC/WGS 2470</td>
<td>Sex, Gender &amp; Sexuality</td>
</tr>
<tr>
<td>SOC/WGS 2760</td>
<td>Wealth, Poverty, and Social Class</td>
</tr>
<tr>
<td>SOC/SWK 3390</td>
<td>Crisis Intervention</td>
</tr>
<tr>
<td>SOC 3610</td>
<td>Communities</td>
</tr>
<tr>
<td>SWK 3000</td>
<td>Advocacy in Social Work Practice: Community</td>
</tr>
<tr>
<td>WGS 2000</td>
<td>Gendered Lives</td>
</tr>
</tbody>
</table>

Any foreign language course

*Please note, some of the above courses may have a prerequisite.*

### Concentrations in Criminal Justice

Courses may be used to meet elective and related requirements.

**Survivor/Witness/Victim Advocacy Concentration**

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:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ/SOC 2350</td>
<td>Human Diversity in Criminal Justice</td>
</tr>
<tr>
<td>CJ 3300</td>
<td>Justice and Human Rights Advocacy</td>
</tr>
<tr>
<td>SWK 2310</td>
<td>Introduction to Social Work</td>
</tr>
<tr>
<td>SOC/SWK 3390</td>
<td>Crisis Intervention</td>
</tr>
</tbody>
</table>

**Choose one of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ/SOC 2160</td>
<td>Urban Life: Culture and change</td>
</tr>
<tr>
<td>CJ 2170</td>
<td>Population, Immigration, and Crime</td>
</tr>
<tr>
<td>CJ/SOC 2402</td>
<td>Domestic Violence</td>
</tr>
<tr>
<td>SWK 2410</td>
<td>Working with Individuals</td>
</tr>
<tr>
<td>SOC/SWK 2420</td>
<td>Working with Groups and Communities</td>
</tr>
<tr>
<td>CJ 3212</td>
<td>Community Policing: Case Studies and Problem Solving</td>
</tr>
</tbody>
</table>

**12 credits**

**3 credits**
Criminal Justice

CJ/SOC 3404  Sociology of Violence  3
CJ/SOC 3640  Deviance and Social Control  3

Total: 15 credits

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.

Internships:
Criminal Justice majors are encouraged to do internships in Criminal Justice, CJ 3450, in practitioner settings and are required to take the requisite CJ 3450 SM Criminal Justice Internship Seminar. Students may earn only three credits for each internship/field experience.

Prerequisites for an internship include:
Completion of EXP 2340 or SOC/CJ 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.
## CRIMINAL JUSTICE MAJORS SUGGESTED/SAMPLE CURRICULUM PLAN

### FIRST YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 1000</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>CJ 2100</td>
<td>Corrections or CJ 2350 Human Diversity in CJ (Prerequisite: CJ 1000)</td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Statistics I</td>
</tr>
</tbody>
</table>

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 2000</td>
<td>Criminology (Prerequisite: CJ 1000)</td>
</tr>
<tr>
<td>CJ 2020</td>
<td>Criminal Law (Prerequisite: CJ 1000) *Spring Only</td>
</tr>
<tr>
<td>CJ 2350</td>
<td>Human Diversity in Criminal Justice or CJ 2100 Corrections (Prerequisite: CJ 1000)</td>
</tr>
<tr>
<td>CJ 2100</td>
<td>Corrections (Prerequisite: CJ 1000)</td>
</tr>
<tr>
<td>CJ 2212</td>
<td>Policing (Prerequisite: CJ 1000)</td>
</tr>
<tr>
<td>CJ 2----</td>
<td>Elective</td>
</tr>
</tbody>
</table>

### JUNIOR YEAR

- **Must officially declare major**
  - CJ 2030 | Criminal Procedure *Fall Only*  
  - *(Prerequisites: CJ 2000, CJ 2020, CJ 2100, CJ/SOC 2350 and Junior standing)*

- Criminal Justice Related Requirement

- Criminal Justice Related Requirement

### SENIOR YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 3----</td>
<td>Elective</td>
</tr>
<tr>
<td>CJ 2600</td>
<td>Research Methods (Prerequisites: MATH 1150 and CJ 2000)</td>
</tr>
<tr>
<td>CJ 3300</td>
<td>Justice and Human Rights Advocacy (Prerequisite: CJ 2350)</td>
</tr>
</tbody>
</table>
| CJ 3900     | Capstone: Senior Seminar  
  - *(Prerequisites: CJ 2000, CJ 2600 and 9 credits of 2000 or 3000-level CJ courses, Senior standing)*  
  - Should be taken Spring term. |

*This is a sample plan. Individual progress through the major will vary. Students should work closely with their Academic Advisors to chart academic progress through the major.*
**CJ 1000**  
**Introduction to Criminal Justice Systems and the Administration of Justice**  
**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.*

**CJ 1140**  
**Quantitative Data Analysis for the Social Sciences**  
**Fall and Spring Semesters**  
This course provides students with an understanding of how social science research is conducted and how one systematically evaluates quantitative research reported in the social scientific 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 social science data. (Same course as SOC 1140). *This course meets the General Education First Year Core Quantitative Literacy requirement.*  
*Prerequisite: Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.*

**CJ 2000**  
**Criminology**  
**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**  
*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**  
**Restorative Justice: Community 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**
Offered periodically within a three-year academic cycle
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 General Education Diversity 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 2190  Transnational Crime and Corruption  3 credits**
Offered periodically within a three-year academic cycle
The engine powering the global economy produces winners and losers, and the winners are not always the ‘good-guys.’ Conservative estimates place the global drug trade at 2-3 percent of total world GDP. To put this in perspective, there are only seven national economies that hold a higher percentage of global GDP. This course will explore the deviant, darker side of globalization forces, where political, economic, and social life intersects with the transnational crime and corruption. Specifically, students will explore the causes and consequences of the rise of criminal states in the post-Cold War international system, its implications for countering illicit trade and transnational crime and corruption, and the impact on the U.S. criminal justice system at the Federal, state, and local levels. This course meets the General Education International/Global Interdependence requirement. Prerequisite: Sophomore standing.

**CJ 2200  Criminology Goes to the Movies  3 credits**
Offered periodically within a three-year academic cycle
This course will examine the history and application of criminological theory through the portrayal of criminal behavior in film. Students will use readings and weekly viewing assignments to reveal how academic and popular explanations of crime have evolved over the past century. Classic films as well as more current fare will be used in this examination. Special attention will be paid to the reflexive nature of popular films as they are both influenced by and influence public opinion surrounding the causes of criminal behavior. Finally, the course will address how these explanations vary based on race, gender, and the socioeconomic status of those being portrayed.

**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 2340  Developing a Foundation for Success: Wellness, Internships and Employment  3 credits**
Offered Periodically Within a 3-Year Academic Cycle
This course is designed to provide Sociology/Criminal Justice students and others with an increased understanding of wellness...
that maximizes their potential to successfully seek out internship and employment opportunities. This three credit course will examine eight areas of wellness (emotional, environmental, financial, intellectual, occupational, physical, social and spiritual) with a focus on emotional, financial, intellectual, occupational and social wellness as they relate to developing successful strategies for exploring and securing satisfying sociology and criminal justice internship and employment opportunities, managing and balancing multiple responsibilities, forming meaningful relationships within and outside the professional work environment and managing stress. Additional wellness issues specific to human service and/or criminal justice professions are also highlighted. This course meets the General Education Wellness Requirement. This course OR EXP 2340 Introduction to Experiential Learning is a pre-requisite requirement in order to complete a for-credit SOC/CJ Internship. (Same course as SOC 2340).

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 General Education Diversity requirement. Prerequisite: CJ 1000 or SOC 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).

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, IT 2500).

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. (Same course as SOC 2600). Prerequisites: MATH 1150 and CJ 2600.

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. (Same course as IT 2620).

CJ 2697 Terrorism and Homeland Security 3 credits
Offered periodically within a three-year academic cycle.
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 2700 Financial and Legal Aspects of Crime 3 credits
Offered Periodically Within a 3-Year Academic Cycle
In the first half of the class, students will be introduced to Financial Transactions and fraud scheme. Recognizing the wide variety of threatening internal and external fraud schemes,
including asset misappropriation schemes, fraud by vendors, and corruption is essential to detecting and deterring fraud. The course will explore internal controls to deter fraud as well as other financial matters. In the second half of the class, the course will ensure students familiarity with the many legal ramifications of conducting fraud examinations, including criminal and civil law, rules of evidence, the rights of the accused and accuser, and expert witness matters. The course will explore U.S. Law Enforcement tools such as U.S. Federal Legislation Related to Fraud, RICO, Mail Fraud, Federal Corruption Statutes. Students will explore Tax Fraud and Securities Fraud as well as the money laundering and bankruptcy fraud. This is the first of two courses required to receive the Certificate in White-Collar Crime. Restricted to rising Juniors.

CJ 2705 Fraud Examination, Prevention and Deterrence
Offered Periodically Within a 3-Year Academic Cycle
In the first half of the course, students will explore interviewing questions, taking statements, obtaining information from public records, tracing illicit transactions, evaluating deception, report writing, and utilizing open source and private databases. Students will follow the investigative process of fraud examinations. After preparation and research, students will explore techniques to conduct interviews as well as conduct several actual interviews during the course. Students practically apply the final step in the investigation: process-report writing. In this process, students will examine the different techniques and types of fraud reports. In the second half of the course, students will explore fraud detection methods. Recognizing the wide variety of threatening internal and external fraud schemes, including asset misappropriation schemes, fraud by vendors, and corruption is essential to detecting and deterring fraud. The course will explore internal controls to deter fraud, as well as other auditing and accounting matters. Restricted to rising Juniors.

CJ 3008 Seminar: Selected Topics in Criminal Justice
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 3205 Law and Society
Offered periodically within a three-year academic cycle
Examines the origin, development, adaptation, and enforcement of the law in social and cultural contexts, critically considering the role of law as an impediment to or catalyst of social change. The course examines law in our everyday life, including its’ relevance to economic and privacy issues, as well as how law on the books compares to law in action. This course also examines the role of legal actors: judges, attorneys, lobbyists and other advocates, and their relationship to policymaking, as well as in facilitating social and cultural change.
Prerequisite: Any 2000-level Criminal Justice course.

CJ 3212 Community Policing: Case Studies and Problems Solving
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 or permission from instructor or Department Chairperson.

CJ 3300 Justice and Human Rights Advocacy
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: Junior Status and CJ/SOC 2350.

CJ 3404 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 SOC 3404, WGS 3404).
Prerequisite: Any 2000-level Criminal Justice or Sociology course.

CJ 3450 Criminal Justice Experiential Learning (Internships)
3 credits
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.
Co-requisite: CJ 3450SM.
Prerequisites: Completion of EXP 2340 or CJ/SOC 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 3450 SM  Criminal Justice  0 credits
Internship Seminar
This course is required for all students doing an internship in Criminal Justice 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.
Co-requisite: CJ 3450.

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 3670  Hate Crimes and Hate Groups  3 credits
Offered periodically within a three-year academic cycle
This course examines the etiology of bias motivated crimes, characteristics and the social ecology that nurtures its existence and persistence. In addition, the course will discuss: various sociological and criminological theories in an attempt to understand the etiology of the violent behavior, its consequences on individual, groups and community; the evolution of bias crime laws and policy in the United States; and the social justice aspect of the topic.
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 2600, 21 credits of 2000 or 3000-level CJ courses and Senior Status.
**CYBERSECURITY MINOR**

A minor in Cybersecurity is designed to expose students to the technical, theoretical and practical aspects of the evolving field of cybersecurity. This minor complements careers in law enforcement, information technology and software development as well as several other major fields.

**Learning Outcomes of the Cybersecurity Minor:**

After earning the minor in cyber security students will

1. Apply knowledge of cyber security concepts, tools and technologies to computer systems.
2. Describe cyber security risks, threats and countermeasures and explore cyber defense strategies.
3. Apply knowledge of cybersecurity concepts, tools and technologies to prevent, detect, react, and recover from cyber-attacks.
4. Describe cybersecurity risks, threats, and related countermeasures and develop cyber defense strategies.
5. Examine the potential for technological advancements in creating opportunities for terrorists
6. Analyze U.S. policy regarding infrastructure protection and potential terrorist threats

**Requirements for the minor:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AC 2010</td>
<td>Identity Theft</td>
<td>3</td>
</tr>
<tr>
<td>CJ/IT/AC 2500</td>
<td>Cybercrime and the Terrorist Threat</td>
<td>3</td>
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<tr>
<td>CJ/IT 2620</td>
<td>Computer Forensics</td>
<td>3</td>
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<tr>
<td>CJ 2697</td>
<td>Terrorism and Homeland Security</td>
<td>3</td>
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<tr>
<td>IT 2212</td>
<td>Cybersecurity Awareness</td>
<td>3</td>
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<tr>
<td>OR</td>
<td>Network Security</td>
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<tr>
<td>IT 2216</td>
<td></td>
<td>3</td>
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<td><strong>Total</strong></td>
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**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.

**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 forensic exercises drawn from real cases. Students will review best practice models for digital evidence accountability and forensic report writing. (Same course as IT 2620).

**CJ 2697  Terrorism and Homeland Security  3 credits**

Offered periodically within a three-year academic cycle.

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 counter-terrorism policy.

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

**IT 2212  Cybersecurity Awareness  3 credits**
Offered periodically within a three-year academic cycle
This course will provide students with the knowledge needed to protect themselves and their devices from increasingly sophisticated cyber-attacks. Computer security has many challenges to face today's tech society. Does antivirus software protect us? What is and how do firewalls operate? Features inherent in Windows and IOS that can assist in prevention of attacks will be presented. Real-life user experiences, hands-on projects and case projects give students the opportunity to test their knowledge and apply what they have learned.

**IT 2216  Network Security  3 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.

Prerequisite: IT 2210 or permission of instructor.
Dance courses in a variety of styles and levels are offered through the Department of Fine and Applied Arts to all students. The study of dance enhances a student's liberal arts curriculum both as an art form and as a means to physical self-expression and fitness.

**DANCE MINOR**

Students may declare a minor in dance to complement a major in any other area of study. The combination of a dance minor with a major in Community Health and Wellness, Psychology, Studio Arts, or Business Administration, for example, may lead, respectively, to graduate study and/or careers in such fields as dance/health education, expressive therapies, or arts administration. A minor in dance may also enhance the preparation and competitiveness of students enrolled in the educator licensure majors.

A student who decides to declare the dance minor must do so through a member of the dance faculty, the coordinator of Dance, or the chairperson of Fine and Applied Arts.

The dance faculty works with the student to plan a sequence of courses most appropriate to individual background and goals. All dance courses may be repeated for additional credit.

In addition to the requirements listed below, the faculty encourages dance minors to elect an inter-area field experience that applies a knowledge of dance in a field placement appropriate to the student’s major.

**DANC___ or FA___**

Electives at the 1000-level or above                      6

Choose from the list below

**DANC___**

Dance electives at the 2000-level or above               9

15

**Available Electives:**

- **FA 1000**
  
  Introduction to Fine Arts (Hum)

- **FA 1500**
  
  Arts Immersion (Arts)

- **DANC 1010**
  
  Introduction to Ballet (Wellness / Arts)

- **DANC 1200**
  
  The Language of Movement (Wellness)

- **DANC 1302, 2302, 3302**
  
  Private Instruction in Ballet (Arts)

- **DANC 2030**
  
  Modern Dance (Wellness / Arts)

- **DANC 2050**
  
  Ballet I (Wellness / Arts)

- **DANC 2080**
  
  Ballet II (Wellness / Arts)

- **DANC 2100**
  
  Introduction to Choreography (Arts)

- **DANC 2300**
  
  World Dance History (Hum / Global / ILE)

- **DANC 2470, 2480**
  
  Dance Performance (Active Learning / Arts)

- **DANC 4050**
  
  Independent Studio: Dance
DANC 1010 Introduction to Ballet 3 credits Offered Periodically

Ballet is the foundation training for all performance dance styles. This is an entry level course and is intended to give students a strong fundamental background in the movement and verbal language of ballet. It develops the student’s technical ability to master the steps and movement patterns of ballet, develop strength, speed, artistic sensitivity and expressiveness. A kinesthetic approach to the relation between muscle control and technique is used to intensify the effectiveness of training. This course, therefore, is beneficial from a fitness as well as a dance perspective. Live piano accompaniment in class allows students to observe the interdisciplinary communication between the musician and the dancer. This course is appropriate for those who are studying ballet for the first time and is also recommended for more advanced students who may intend to teach dance in the future and wish to review the approach to teaching elementary ballet technique. Through class discussion and class research students will learn about and write about the history of ballet and its social, political and artistic relevance. The combined physical participation in class work and historic research is intended to create dancers who are investigating ballet both technically and artistically. They will achieve an understanding of how the elements of music, literature, cultural traditions and historical elements integrate into the creation of a ballet, which is a moving work of art. This course meets the General Education Wellness requirement or the General Education Arts Breadth requirement.

DANC 1200 The Language of Movement 3 credits Fall Semester

This course teaches basic body awareness, enhances coordination, and connects movement to self. Students will learn basic concepts of total body connectivity to encourage and/or re-awaken dynamic, fluid, integrated movement patterns. Each week will incorporate a warm-up that will provide a balance of strength, flexibility and aerobic training with an in-depth lesson on basic principles, languages or theories of movement. No previous dance experience necessary. This course meets the General Education Wellness requirement or the General Education Arts Breadth requirement.

DANC 1302, Private Instruction in Ballet 1.5 credits 2302, 3302 Fall and Spring Semesters

Weekly private instruction in dance, 45 minutes in length, beginning the first full week of classes. Instruction based on the individual student’s strengths, requirements and goals. Pointe work will be available for students when appropriate. Enrollment is limited. After registering for this course, the student initiates contact with dance faculty through the Fine and Applied Arts office to determine section and arrange lesson times. Registration at the 2000 and/or 3000 level additionally requires at least two registrations at the previous level and permission of the instructor. This course meets the General Education Arts Breadth requirement. This course may be repeated for credit. Fee.

DANC 2030 Modern Dance 3 credits Fall and Spring Semesters

A contemporary dance technique course with a focus on improving alignment, strength and range of motion. Students will utilize improvisation to deepen their understanding of the use of weight, texture, energy and shape. Longer movement sequences will emphasize musicality and performance quality. This course builds upon the fundamentals of modern dance and/or ballet technique with an emphasis on more extensive movement vocabulary. Students need to have mastered the basic skills taught in beginning technique levels in order to move to this more challenging level. (Live Accompaniment). This course meets the General Education Wellness requirement or the General Education Arts Breadth requirement.

DANC 2050 Ballet I 3 credits Fall Semester

Ballet is the foundation training for all performance dance. Ballet I develops the student’s technical ability to master the steps and movement patterns of ballet and develop strength, speed, artistic sensitivity and expressiveness. A kinesthetic approach to the relation between muscle control and technique is used to intensify the effectiveness of training. This course, therefore, is beneficial from a fitness as well as a dance perspective. Live piano accompaniment in class allows students to observe the interdisciplinary communication between the musician and the dancer. Through class discussion and class research, students will learn about and write about the history of ballet and its social, political and artistic relevance. The combined physical participation in class work and research about dance history is intended to create dancers who are moving towards achieving technical proficiency and who are enriched artistically. They will achieve an understanding of how of music, literature, cultural traditions and historic elements are integrated into a ballet, which is a moving work of art. This course meets the General Education Wellness requirement or the General Education Arts Breadth requirement.

DANC 2080 Ballet II 3 credits Spring Semester

Ballet II is the continuation of Ballet I and further develops the student’s technical ability to master more complex movement patterns and develop greater strength, speed, artistic sensitivity and expressiveness. A kinesthetic approach to the relation between muscle control and technique is used to intensify the effectiveness of training. This course, therefore, is beneficial from a fitness as well as a dance perspective. Live piano accompaniment in class allows students to observe the interdisciplinary communication between the musician and the dancer. Through class discussion and class research students will learn about and write about the history of ballet and its social, political and artistic relevance. The combined physical participation in class work and historical research is intended to create dancers who are proficient technically and enriched.
artistically. They will achieve an understanding of how music, literature, cultural traditions and historic elements are integrated to create a ballet, which is a moving work of art. This course meets the General Education Wellness requirement or the General Education Arts Breadth requirement.
Prerequisite: DANC 2050 or permission of instructor.

**DANC 2100  Introduction to Choreography  3 credits**
Fall Semester
This course studies the primary elements of movement - space, time and energy - and how they may be manipulated and organized to create meaningful dances. Students interested in choreographing for the annual Spring Dance concert must successfully complete this course. This course meets the General Education Arts Breadth requirement.

**DANC 2300  World Dance History  3 credits**
Fall Semester
This course focuses on dance history from a global perspective highlighting the significance of dance in cultures from Africa, India, Japan, Europe, Brazil and America. We will investigate the historic relevance of different types of dance through research, reading, viewing performance, and in-studio dance workshops. Experiential workshops throughout the semester will include dance forms such as Cambodian Classical Dance, Ballet, Capoeira, Butoh, African Dance, and Bharata Natyam. Research surrounding each dance form will examine how to view and discuss artistic expression as an embodiment of history; the cultural significance of a dance form; how traditions are passed down, defined and taught to future generations; and what happens when dance forms circulate between communities and across borders. Student research will focus on how dance transforms over time in relation to social, political, and economic change. This course meets the General Education International/Global Interdependence requirement or the General Education Humanities Breadth requirement and is Information Literacy Enhanced (ILE).

**DANC 2350  West African Dance  3 credits**
West African Dance incorporates traditional Mande culture, language, music, and dance as well as those of neighboring Guinea, Ivory Coast, and Senegal. This course includes vigorous movement with a focus on rhythm, songs, and culture as well as dance choreographies traditionally performed for rites of passage, courtship, and other cultural occasions. Class materials emphasize community building and individual potential. This course meets the General Education Arts Breadth requirement.

**DANC 2470  Dance Performance  1 credit**
Spring Semester
Course culminates in “Curry Dances”, the annual spring dance performance. Students are mentored through a performance process from rehearsal to stage and may choose to choreograph or perform in the work of invited guest artists or student choreographers. Course is intended for students to strengthen both their performance, and dance production skills. This course meets the General Education Active Learning requirement or the General Education Arts Breadth requirement.
Prerequisite: DANC 2100 or permission of instructor.
Co-requisite: Any other DANC course. Exceptions to co-requisite with permission of dance faculty.

**DANC 2480  Dance Performance  3 credits**
Spring Semester
This course culminates in “Curry Dances,” the annual spring dance performance. DANC 2480 is intended for students to not only strengthen artistic, choreographic and performance skills, but to act in a leadership capacity while producing a professional concert. Students will envision, plan, direct rehearsals, and organize the technical aspects of a production. This course meets the General Education Active Learning requirement or the General Education Arts Breadth requirement.
Prerequisite: DANC 2100 or permission of instructor. Co-requisite: Any other DANC course. Exceptions to co-requisite with permission of dance faculty.

**DANC 4050  Independent Studio: Dance  1-8 credits**
See description on page 31 of this catalog, under Independent Study.
UNDERGRADUATE MAJORS IN EDUCATION

Early Education and Care
(Infant, Toddler, and Preschool community settings)

Early Childhood Education
Early Childhood Teacher (PreK-2 in public school settings)

Elementary Education
(Elementary Education Grades 1-6 in public school settings)

Mathematics: Teacher 5-8 and 9-12
(Teacher of mathematics in middle and high schools in public school settings)

Special Education
(Teacher of Students with Moderate disabilities (PreK – Grade 8) in public school settings)

Out of School Time Education
(Group Leader in community based, out-of-school time educational settings and youth development programs)

Community Education
(Community Educator in programs supporting the health and well-being of children and families)

5th Year Masters of Education
(Accelerated dual degree program for undergraduate students)

UNDERGRADUATE EDUCATION CONCENTRATIONS / MINORS

Early Intervention
(Supporting at risk or developmentally delayed infants and toddlers)

Sports / Youth Recreation Programming
(Community based recreation programs and youth development programs)

Youth Advocacy
(Community agencies and programs supporting positive youth development)

Education (General) Minor
(Exploratory minor consisting of select education courses)

Math Education Minor
(Mathematics instruction in a variety of educational settings)

STEM Education Minor
(Focused minor in Science, Technology, Engineering and Mathematics geared aligned with standards for students in preschool – Grade 6 in public school and community education settings.

Science Education Minor
(Focused minor in Science aligned with standards for students in grades 5-8 in public school and community education settings)
Curry’s Undergraduate Education majors prepare students to work with children and their families in public schools and other community-based educational settings. Foundational understanding of children's physical, intellectual, emotional, and social development within a variety of cultural settings is enhanced through coursework and enriched through a variety of supervised fieldwork experiences. Education students are provided many opportunities from which they may gain an appreciation of the complexity of educational organizations and develop the skills and knowledge required to become effective members and leaders in these learning environments.

Graduates of the public school majors meet DEEC credentials or DESE initial licensure in their respective area for the Massachusetts Department of Elementary and Secondary Education in the following areas:

**Department of Early Education and Care (DEEC) - Infant, Toddler, Preschool, Out of School Time**

**Department of Elementary and Secondary Education (DESE) - Early Childhood (Pre-K-Grade 2)**

**Elementary (Grades 1-6), Special Education (Pre-K-Grade 8)**

**Mathematics (Grades 5-8; Grades 9-12)**

The Education majors are subject to revision based on any new policies or regulatory mandates as set forth by governing/accrediting state agencies and/or Curry College's Department of Education.

The Undergraduate Education program is committed to the development of professional dispositions for educators. For full details, look to The Education Major page on the Curry College website.

**APPLYING TO AN EDUCATION MAJOR**

Admission to Curry College does not automatically include admission to an education major. Undergraduate students interested in an education major apply to their prospective major in the fall semester of their sophomore year (December 1). The online application is available via the student portal.

Requirements for admission are as follows:

- Overall cumulative grade point exceeding 2.5. Students must maintain the 2.5 GPA requirement throughout their course of study.
- Minimum grade of C in all required education courses and courses identified as related requirements.
- Where applicable, a passing score on both subtests of the Massachusetts Communication Literacy Skills Test (CLST)
- Two recommendations
- Two recommendations from outside the Education Department

**TRANSFER STUDENTS**

Students transferring from another institution will be advised into appropriate courses during the advising process. At this time, the Education Department accepts three education courses for transfer from other institutions: Child Development, Educational Psychology, Introduction to Special Education. Additional courses for transfer may be considered. In all cases, students must submit both transcripts and course descriptions for review. If a course is aligned with the goals and learning outcomes of a Curry Education course, it will be approved for credit toward completion of an Education major.

**APPLYING FOR A MINOR IN EDUCATION**

Students interested in pursuing a minor in Education (General Education, Math Education, STEM Education, Science Education and Early Intervention) should seek guidance from a faculty member and then select the appropriate minor from the options on the Portal. See below for minors and concentrations.

**CONCENTRATIONS AND MINORS IN EDUCATION**

Education majors who wish to specialize in an area of interest can do so by completing the requirements of their perspective majors and any additional coursework within a concentration. Students in majors other than Education complete the courses within the concentration and then will apply for an Education minor in the specialized area.
EARLY INTERVENTION CONCENTRATION OR MINOR
This specialization prepares students to work in family-focused service organizations that support and promote the growth and development of children at risk of or with a diagnosed developmental delay (birth to age three) and their families. A required field experience or internship provides hands-on opportunities to link theory to practice. This program is a MA Department of Public Health approved program in Higher Education.

Pre-requisite:
PSY 1400  Child Development

Required Coursework:
ED 2160  Foundations in Early Intervention: Principles and Practice
ED 2235  Early Assessment & Intervention
ED 2230  Infants and Toddlers
ED 2420  School, Family, and Community
ED 2600  Introduction to Special Education
ED 4569  Practicum: Community Based Setting (Education majors only)

Or
Complete an Internship via discipline/major

SPORTS/YOUTH RECREATION PROGRAMMING CONCENTRATION OR MINOR
The Sports/Youth Recreation and Programming concentration/minor offers a rich blend of developmental theory, best practices in youth development, and business principles to prepare students for entry level positions in community based recreation programs and youth development programs.

Required Coursework:
ED 2455  Programming for Positive Youth Development
ED 2600  Introduction to Special Education
ED 3510  Community Leadership
BUS 1000  Introduction to Business
PSY 2100  Adolescent Psychology
SOC 2420  Working with Groups and Communities
SRM 2030  Sports and Recreation Facility and Event Management

YOUTH ADVOCACY CONCENTRATION OR MINOR
The Youth Advocacy concentration/minor provides students with interdisciplinary perspectives on the conditions for youth in communities as well as the societal and political factors which may contribute to the ways in which communities can respond to youth needs. The minor will allow students to gain an understanding of best practices in positive youth development as well as develop a skill set for working in a variety of settings with children and adolescents.

Required Coursework:
Education
ED 2455  Programming for Positive Youth Dev.
ED 2600  Introduction to Special Education
ED 3510  Community Leadership

Additional Coursework: Choose 9 credits from 3 different areas/disciplines
Psychology
PSY 2100  Adolescent Psychology
PSY 2250  Psychology of Family Life
PSY 2800  Social Psychology
### Sociology / Criminal Justice
- SWK 2410 Working with Individuals
- SOC 2420 Working with Groups and Communities
- SOC 3390 Crisis Intervention

### Politics and History
- P&H 1050 US Politics
- P&H 2500 State and Local Politics

### Communications
- COM 2020 Intercultural Communication
- COM 2180 Leadership Communication

### EDUCATION MINOR (General)
Students may choose from a set of approved courses (15 credits) which allows exploration in select coursework in Education. (Pre-requisite: PSY 1400 Child Development)

*Choose 15 credits from the following courses:*
- ED 1150 Exploring the World of Education
- ED 2160 Foundations in Early Intervention: Principles and Practice
- ED 2161 Educational Psychology
- ED 2230 Infants and Toddlers
- ED 2235 Early Assessment and Intervention
- ED 2301 Children in the Center in Nottingham
- ED 2354 Creative Arts in Early Childhood
- ED 2355 Children’s Literature: A Gateway to the World
- ED 2411 Strategies for the Effective Educator: Early Childhood
- ED 2412 Strategies for the Effective Educator: Elementary and Secondary
- ED 2420 School, Family and Community
- ED 2510 Guiding Behavior
- ED 2600 Introduction to Special Education
- ED 2700 Early Childhood Language Arts and Literacy
- ED 3510 Community Leadership

### MATHEMATICS EDUCATION MINOR
A minor in Math Education is available through the Math Department (see Mathematics section of this catalog). The Mathematics Education minor builds upon the three-course sequence of mathematics courses required of Education students seeking licensure to teach in public school settings and will prepare them to apply for an additional license as an elementary math specialist. Students seeking the minor will deepen their understanding of numerical, algebraic and statistical concepts by taking a minimum of two additional mathematics courses, and they will be exposed to constructivist pedagogy and best practices in mathematics instruction. While the minor is intended primarily for Education students, it is open to all students whose interests include working in an educational setting.

A grade of “C” or higher must be attained in all courses required for the mathematics education minor.

Any mathematics course at the 2000 level or above can substitute for one course in the Mathematics Education minor.

MATH 4000 Independent Research in Mathematics Education can substitute for any course in the Mathematics Education minor.
### Requirements for the Mathematics Education minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MATH1550</td>
<td>Quantification in School Mathematics</td>
<td>3</td>
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<tr>
<td>MATH2550</td>
<td>Number Theory and Relationships for Teachers</td>
<td>3</td>
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<tr>
<td>MATH3250</td>
<td>Pedagogy and Specialized Instruction in Mathematics</td>
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<tr>
<td>MATH 1150</td>
<td>Statistics I</td>
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<td>MATH 1190</td>
<td>College Algebra</td>
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<td>MATH 2130</td>
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<tr>
<td>MATH 2140</td>
<td>Calculus II</td>
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</table>

**STEM EDUCATION MINOR**

A minor in STEM Education is available through the Science Department (see Science section of this catalog). The STEM Education minor builds upon the three course sequence of science and mathematics courses required of Education students seeking licensure to teach in public school settings and will begin to prepare them to apply for an additional license as an elementary school science specialist (Grades Prek-6). Students seeking the minor will deepen their understanding of concepts outlined in the Massachusetts Curriculum Frameworks for Science Technology and Engineering and they will be exposed to inquiry-based pedagogy and best practices in science and mathematics instruction. While the minor is intended primarily for Education students, it is open to all students whose interests include working in an educational setting.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 1057</td>
<td>Life Science for Educators</td>
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<tr>
<td>PHYS 1200</td>
<td>Physical Science for Educators</td>
<td>4</td>
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<tr>
<td>MATH 2550</td>
<td>Number Theory and Relationships for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2215</td>
<td>Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 2001</td>
<td>Intro to Robotics and Engineering Concepts (Lab)</td>
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<tr>
<td>SCI 1030</td>
<td>Astronomy</td>
<td>4</td>
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</table>

**SCIENCE EDUCATION MINOR**

A minor in Science Education is available through the Science Department (see Science section of this catalog). The Science Education minor builds upon the three course sequence of science courses required of Education students seeking licensure to teach in public school settings and will begin to prepare them to apply for an additional license as a middle school science specialist (Grades 5-8). Students seeking the minor will deepen their understanding of concepts outlined in the Massachusetts Curriculum Frameworks for Science Technology and Engineering and they will be exposed to inquiry-based pedagogy and best practices in science instruction. While the minor is intended primarily for Education students, it is open to all students whose interests include working in an educational setting.

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<tr>
<td>PHYS 1200</td>
<td>Physical Science for Educators</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2001</td>
<td>Intro to Robotics with Engineering Concepts</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 2010</td>
<td>Physics I: Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2215</td>
<td>Environmental Science</td>
<td>3</td>
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<tr>
<td>CHEM 1001/1002</td>
<td>Chemical Concepts</td>
<td>4</td>
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</table>
EARLY EDUCATION AND CARE MAJOR

Students interested in working with and teaching young children aged birth to aged five can pursue a major in Early Education and Care. Students prepare for future careers in programs for young children such as infant, toddler, or preschool aged children in childcare settings and community preschool programs. The Early Education and Care major emphasizes developmentally appropriate practice, leadership and administration of programs for young children, and the importance of working with children within the context of the family.

Overview:
• Meets MA Department of Early Education and Care (DEEC) Core Competencies for Early Education and Out of School Time care.
• Students may apply for Lead Teacher certification through the MA DEEC in Infant, Toddler and / or Preschool education. Additional elective coursework may be taken to pursue Director I certification.
• Opportunities for additional field work in related areas such as Early Intervention, Childcare Administration, and child/family centered community programs and agencies.
• In order to register for the Senior Capstone, ED 3850, students must have completed all required Early Education and Care courses (with no outstanding incompletes in the major). Students who do not meet this requirement must obtain the permission of the Department.

CORE REQUIREMENTS
(See Curriculum Map at the end of this section)

Prerequisite Coursework: Credits
PSY 1400 Child Development 3
ED 1150 Exploring the World of Education 3
ED 2161 Educational Psychology 3
ED 2230 Infants and Toddlers 3
ED 2411 Strategies for the Effective Educator Early Childhood 3
ED 2420 School, Family & Community 3
ED 2600 Introduction to Special Education 3
ED 3850 Current Issues in Education (Senior Capstone) 3

Required Coursework and Co-requisite Field Work:
ED 2450 Early Care Planning and Programming 3
ED 2342 Field Observation and Participation 2
ED 3115 Early Childhood Curriculum 3
ED 3451 Practicum I: Preschool Setting 3
ED 4560 Practicum II: Infant / Toddler Setting 6
ED 4560SM Practicum Seminar 0
Or
ED 4561 Practicum II: Preschool Setting 6
ED 4561SM Practicum II Seminar 0

Suggested Electives:
ED 2160 Foundations in Early Intervention: Principles and Practice
ED 2235 Early Assessment & Intervention
ED 2354 Creative Arts in Early Childhood
ED 2510 Guiding Behavior
ED 3200 Administration of Childcare Programs
ED 3510 Community Leadership
COM 2007 Sign Language
EARLY CHILDHOOD EDUCATION MAJOR

Students interested in working in public school settings with children Pre-Kindergarten (integrated preschools, Kindergarten, Grades 1 and 2) can pursue a major in Early Childhood Education. The Early Childhood Education major prepares students to teach young children in all disciplinary areas. In accordance with Massachusetts Department of Elementary and Secondary Education (DESE), this career path also requires completion of the Massachusetts Tests for Educator Licensure (MTEL).

Overview:
- The Early Childhood major broad liberal arts background rich in content and supports the content-specific regulations from the MA DESE.
- Students must pass both subtests (Reading and Writing) of the Communication Literacy Skills Test (CLST) as a requirement for being accepted to the Early Childhood major.
- Students must also pass two additional MTEL exams: Foundations of Reading Test (FOR) and the content specific test (Early Childhood: Early Childhood Subject Matter Test)
- Students must pass ALL required MTEL exams by December 1st of the senior year in order to enroll in full practicum/student teaching – an alternative pathway to a Major in Community Education is available at this junction and a 9th semester practicum completion plan may be elected.
- Once a student has successfully completed all college, program/major, and MTEL testing requirements the student may apply to DESE for an Initial License.

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CORE REQUIREMENTS

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<th>Prerequisite Coursework:</th>
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<td>Competencies for the Prospective Educator</td>
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<tr>
<td>PSY 1400</td>
<td>Child Development</td>
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<td>ED 1150</td>
<td>Exploring the World of Education</td>
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<td>Educational Psychology</td>
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<td>ED 2411</td>
<td>Strategies for the Effective Early Childhood</td>
</tr>
<tr>
<td>ED 2600</td>
<td>Introduction to Special Education</td>
</tr>
<tr>
<td>ED 2700</td>
<td>Early Childhood Language Arts and Literacy</td>
</tr>
<tr>
<td>ED 3150</td>
<td>Classroom Management</td>
</tr>
<tr>
<td>ED 3190</td>
<td>Classroom Assessment</td>
</tr>
<tr>
<td>ED 3190L</td>
<td>Assessment Lab: Reading</td>
</tr>
<tr>
<td>ED 3750</td>
<td>Sheltered English Immersion</td>
</tr>
<tr>
<td>ED 3985</td>
<td>Education Capstone: Integrating Research Based Practices</td>
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**Required Coursework and Co-requisite Field Work:**

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 3700</td>
<td>The Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>ED 3701</td>
<td>Field Observation and Participation</td>
<td>1</td>
</tr>
<tr>
<td>ED 3195</td>
<td>Fundamentals of Curriculum: Instructional Methods in Social Studies and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>ED 3196</td>
<td>Pre-Practicum I: Early Childhood</td>
<td>1</td>
</tr>
<tr>
<td>ED 3330</td>
<td>Early Childhood Curriculum: Instructional Methods in Science</td>
<td>3</td>
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<tr>
<td>ED 3331</td>
<td>Pre-Practicum II: Early Childhood</td>
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<td>ED 4570</td>
<td>Senior Practicum: Early Childhood</td>
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<td>ED 4570 SM</td>
<td>Senior Practicum Seminar</td>
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**Related SMK Requirements:**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1550</td>
<td>Quantification in School Mathematics</td>
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</tr>
<tr>
<td>MATH 2550</td>
<td>Number Theory and Relationships for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3250</td>
<td>Pedagogy and Specialized Instruction in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1057</td>
<td>Life Science for Educators</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1200</td>
<td>Physical Science for Educators</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2001</td>
<td>Robotics and Engineering Lab</td>
<td>1</td>
</tr>
<tr>
<td>P&amp;H 1010</td>
<td>US History I</td>
<td>3</td>
</tr>
<tr>
<td>P&amp;H 2700</td>
<td>Thinking Historically about Contemporary US</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1180</td>
<td>Introduction to Literary Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**ELEMENTARY EDUCATION MAJOR**

Students interested in working in public school settings with children Grades 1 - Grades 6 can pursue a major in Elementary Education. The Elementary Education major prepares students to teach children in general education classrooms in all subject areas. In accordance with Massachusetts Department of Elementary and Secondary Education (DESE), this career path requires completion of the Massachusetts Tests for Educator Licensure (MTEL).

**Overview:**

- The Elementary Education major provides a broad liberal arts background rich in content and supports the content-specific regulations from the MA DESE.
- Students must pass both subtests (Reading and Writing) of the Communication Literacy Skills Test (CLST) as a requirement for being accepted to the Elementary major.
- Students must also pass three additional MTEL exams: Foundations of Reading Test (FOR) and the Elementary content specific test, General Curriculum (03).
- The General Curriculum MTEL (03) is comprised of a Multi-subject subtest and a Mathematics subtest. A passing score on the Elementary Mathematics MTEL (53) will also satisfy the Mathematics subtest requirement.
- Students must pass ALL required MTEL exams by December 1st of the senior year in order to enroll in full practicum/student teaching—an alternative pathway to a Major in Community Education is available at this junction and a 9th semester practicum completion plan may be elected.
- Once a student has successfully completed all college, program/major, and MTEL testing requirements the student may apply to DESE for an Initial License.

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### CORE REQUIREMENTS

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<tr>
<td>AE 1300 Competencies for the Prospective Educator</td>
<td>1.5</td>
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<tr>
<td>PSY 1400 Child Development</td>
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<td>ED 1150 Exploring the World of Education</td>
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<table>
<thead>
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<tbody>
<tr>
<td>ED 2161 Educational Psychology</td>
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<tr>
<td>ED 2412 Strategies for the Effective Educator, Elementary - Secondary</td>
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<td>ED 2600 Introduction to Special Education</td>
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<td>ED 2700 Early Childhood Language Arts and Literacy</td>
<td>3</td>
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<tr>
<td>ED 3150 Classroom Management</td>
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<td>ED 3190 Classroom Assessment</td>
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<td>ED 3190 L Assessment Lab: Reading</td>
<td>1</td>
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<td>ED 3750 Sheltered English Immersion</td>
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<td>ED 3985 Education Capstone: Integrating Research Based Practices</td>
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<tbody>
<tr>
<td>ED 3700 The Teaching of Reading</td>
<td>3</td>
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<tr>
<td>ED 3701 Field Observation and Participation</td>
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<td>ED 3195 Fundamentals of Curriculum: Instructional Methods in Social Studies and Language Arts</td>
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<td>ED 3197 Pre-Practicum I: Elementary</td>
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<td>ED 3320 Elementary Curriculum: Instructional Methods in Science</td>
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<td>BIOL 1057 Life Science for Educators</td>
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</table>
SPECIAL EDUCATION MAJOR

Students interested in working as a special educator in public school settings with children Pre-Kindergarten (integrated preschools) through Grade 8 can pursue a major in Special Education. The Special Education major prepares students to teach all subject areas to children in inclusive settings as well as substantially separate classrooms. In accordance with Massachusetts Department of Elementary and Secondary Education (DESE), this career path also requires completion of the Massachusetts Tests for Educator Licensure (MTEL).

Overview:
- The Special Education major provides a broad liberal arts background rich in content and supports the content-specific regulations from the MA DESE.
- Students must pass both subtests (Reading and Writing) of the Communication Literacy Skills Test (CLST) as a requirement for being accepted to the Special Education major.
- Students must also pass three additional MTEL exams: Foundations of Reading Test (FOR) and the Elementary content specific test, General Curriculum (03).
- The General Curriculum MTEL (03) is comprised of a Multi-subject subtest and a Mathematics subtest. A passing score on the Elementary Mathematics MTEL (53) will also satisfy the Mathematics subtest requirement.
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<td>ED 2600 Introduction to Special Education</td>
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<td>ED 2700 Early Childhood Language Arts and Literacy</td>
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<td>ED 3105 Institute on Learning Differences</td>
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<td>ED 3150 Classroom Management</td>
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<td>ED 3190 Classroom Assessment</td>
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<td>ED 3190 L Assessment Lab: Reading</td>
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**Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 3750</td>
<td>Sheltered English Immersion</td>
<td>3</td>
</tr>
<tr>
<td>ED 3985</td>
<td>Education Capstone: Integrating Research Based Practices</td>
<td>3</td>
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</tbody>
</table>

**Required SMK Coursework and Co-requisite Field Work:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 3197</td>
<td>Pre-Practicum I: Elementary</td>
<td>1</td>
</tr>
<tr>
<td>ED 3350</td>
<td>Specialized Instruction for Children with Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ED 3415</td>
<td>Advanced Curriculum &amp; Assessment for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED 3455</td>
<td>Pre-Practicum II: Special Education</td>
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<tr>
<td>ED 3700</td>
<td>The Teaching of Reading / Field Observation</td>
<td>4</td>
</tr>
<tr>
<td>ED 3701</td>
<td>Field Observation and Participation</td>
<td>1</td>
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<tr>
<td>ED 4563</td>
<td>Senior Practicum: Special Education</td>
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<tr>
<td>ED 4563 SM</td>
<td>Senior Practicum Seminar</td>
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**Related SMK Requirements:**

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<tbody>
<tr>
<td>BIOL 1057</td>
<td>Life Science for Educators</td>
<td>4</td>
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<tr>
<td>ENG 1180</td>
<td>Introduction to Literary Studies</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1550</td>
<td>Quantification in School Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2550</td>
<td>Number Theory and Relationships for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3250</td>
<td>Pedagogy and Specialized Instruction in Mathematics</td>
<td>3</td>
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<tr>
<td>PHYS 1200</td>
<td>Physical Science for Educators</td>
<td>4</td>
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<tr>
<td>PHYS 2001</td>
<td>Robotics and Engineering Lab</td>
<td>1</td>
</tr>
<tr>
<td>PSY 2100</td>
<td>Adolescent Psychology</td>
<td>3</td>
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<tr>
<td>P&amp;H 1010</td>
<td>US History I</td>
<td>3</td>
</tr>
<tr>
<td>P&amp;H 2700</td>
<td>Thinking Historically about Contemporary US</td>
<td>3</td>
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</table>

**OUT OF SCHOOL TIME EDUCATION MAJOR**

Students interested in working with and teaching school-aged children in community-based, out of school time settings can pursue a major in Out of School Time Education. Students can prepare for careers as leaders/teachers/administrators in programs such as community-based youth organizations, before and after school programs and other out-of-school educational settings. The Out of School Time Education major emphasizes designing challenging and effective programs for children and youth-serving organizations.

**Overview:**

- Meets MA Department of Early Education and Care (DEEC) Core Competencies for Early Education and Out of School Time care and Group Leader qualifications
- In order to register for the Senior Capstone, ED 3850, students must have completed all required Education courses (with no outstanding incompletes in the major). Students who do not meet this requirement must obtain the permission of the Department.

**CORE REQUIREMENTS**

(See Curriculum Map at the end of this section)

**Prerequisite Coursework:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1400</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 1150</td>
<td>Exploring the World of Education</td>
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**Core Coursework:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2161</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 2412</td>
<td>Strategies for the Effective Educator: Elementary and Secondary</td>
<td>3</td>
</tr>
</tbody>
</table>
ED 2420  School, Family & Community  3
ED 2600  Introduction to Special Education  3
ED 3850  Current Issues in Education (Senior Capstone)          3

Required Coursework and Co-requisite Field Work:
ED 2455  Programming for Positive Youth Development  3
ED 2344  Field Observation and Participation: School Age or Youth  2
ED 3198  Curriculum for After School Programs  3
ED 3454  Pre-Practicum: After School Setting  3
ED 4566  Practicum: After School Setting  6
ED 4566SM Practicum Seminar 0

Suggested Electives:
ED 2510  Guiding Behavior
ED 3510  Community Leadership
ED 2354  Creative Arts in Early Childhood
ED 2355  Children’s Literature: Gateway to the World
ED 3200  Administration of Childcare Programs
PSY 2100  Adolescent Psychology

COMMUNITY EDUCATION MAJOR
Students interested in working in community-related educational settings should pursue a major in Community Education. Students can explore programs that serve children, families, and the community at large such as, but not limited to, youth advocacy programs, historical museums, children's museums, art museums, theater groups, recreational programs, parent groups, health related programs, family shelters, and other family support service organizations.

Overview:
• Students must minor in a related area that supports their career goals and aspirations.
• Minors must be approved by the Community Education Coordinator
• In order to register for the Senior Capstone, ED 3850, students must have completed all required Education courses (with no outstanding incompletes in the major). Students who do not meet this requirement must obtain the permission of the Department.

CORE REQUIREMENTS
(See Curriculum Map at the end of this section)

Prerequisite Coursework:                Credits
PSY 1400  Child Development  3
ED 1150  Exploring the World of Education  3

Core Coursework:
ED 2161  Educational Psychology  3
ED 2412  Strategies for the Effective Educator: Elementary and Secondary  3
ED 2420  School, Family & Community  3
ED 2600  Introduction to Special Education  3
ED 3510  Community Leadership  3
ED 3850  Current Issues in Education (Senior Capstone)          3
## Required Coursework and Co-requisite Field Work:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 2344</td>
<td>Field Observation/Participation: School-Age / Youth Setting</td>
<td>2</td>
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<tr>
<td>ED 2455</td>
<td>Programming for Positive Youth Development</td>
<td>3</td>
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<tr>
<td>ED 3510</td>
<td>Community Leadership</td>
<td>3</td>
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<tr>
<td>ED 4568</td>
<td>Practicum: Community Based Program</td>
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<td>ED 4568SM</td>
<td>Practicum Seminar</td>
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Students must minor in a related area that supports their career goals and aspirations.
## Suggested Curriculum Maps

### Early Education and Care, Out of School Time Education & Community Education

**Semester 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 1150 Exploring the World of Education</td>
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<tr>
<td>PSY 1400 Child Development</td>
<td>3</td>
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<tr>
<td>(Social Science Breadth)</td>
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<tr>
<td>Communication</td>
<td>3</td>
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<tr>
<td>(First Year Core 1)</td>
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</tr>
<tr>
<td>Reading Writing &amp; Research I</td>
<td>3</td>
</tr>
<tr>
<td>(First Year Core 3)</td>
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</tr>
<tr>
<td>Quantitative Literacy / Math</td>
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<td>(First Year Core 5)</td>
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<tr>
<td><strong>Total Credits</strong></td>
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**Semester 2**

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<tr>
<td>ED 2600 Introduction to Special Education</td>
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<tr>
<td>Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>(Breadth Requirement)</td>
<td></td>
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<tr>
<td>First Year Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>(First Year Core 2)</td>
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</tr>
<tr>
<td>Reading Writing &amp; Research II</td>
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<td>(First Year Core 4)</td>
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<td>Quantitative Literacy/Math</td>
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**Semester 3**

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<tr>
<td>ED 2161 Educational Psychology</td>
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<tr>
<td>ED 2411 Strategies for the Effective Educator:</td>
<td>3</td>
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<tr>
<td>Early Childhood</td>
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</tr>
<tr>
<td>ED 2412 Strategies for the Effective</td>
<td>3</td>
</tr>
<tr>
<td>Educator: Elementary and Secondary</td>
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**Semester 4**

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<tbody>
<tr>
<td>Arts</td>
<td>3</td>
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<tr>
<td>Humanities or Social Science</td>
<td>3</td>
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<tr>
<td>International/Global Interdependence</td>
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<tr>
<td>Elective</td>
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**Semester 5**

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<tbody>
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<td>Early Ed/Care</td>
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<tr>
<td>ED 2230 Elective</td>
<td>3</td>
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<tr>
<td>ED 2450 ED 2455</td>
<td>3</td>
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<tr>
<td>ED 2342 ED 2344</td>
<td>2</td>
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<td>Minor Req.</td>
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<td>Junior Inquiry &amp; Integration</td>
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**Semester 6**

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<td>ED 2420 ED 2420</td>
<td>3</td>
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<tr>
<td>ED 3115 ED 3198</td>
<td>3</td>
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<td>ED 3451 ED 3454</td>
<td>3</td>
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<tr>
<td>ED 2230 Elective</td>
<td>3</td>
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<tr>
<td>Junior Inquiry &amp; Integration</td>
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**Semester 7**

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<tbody>
<tr>
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<tr>
<td>ED 4560/4561 (either semester)</td>
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**Semester 8**

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<tr>
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<tr>
<td>ED 3850 ED 4568</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>3</td>
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<tr>
<td><strong>Total Credits</strong></td>
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</table>
## Sample Curriculum Plan
### Early Childhood Education (Licensure Pre-K-Grade 2)

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AE 1300 Competencies for the Prospective Educator</td>
<td>1.5</td>
</tr>
<tr>
<td>(if needed)</td>
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<tr>
<td>PSY 1400 Child Development (Soc. Sc)</td>
<td>3</td>
</tr>
<tr>
<td>ED 1150 Exploring World of Education</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 1400 Reading Writing Research 1</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1550 Quantification in School Mathematics (either semester)</td>
<td>3</td>
</tr>
<tr>
<td>GEN 1000 First Year Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>BIO 1057 Life Sciences for Educators (SCI)</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 1010 Fundamentals of Communication</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>AC 1030 Communication Technology</td>
<td>3</td>
</tr>
<tr>
<td>ED 2600 Introduction to Special Education (DIV)</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 1500 Reading Writing Research 2</td>
<td>3</td>
</tr>
<tr>
<td>GEN 1000 First Year Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>BIOL 1057 Life Sciences for Educators (SCI)</td>
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</table>

**Total Credits 16.5/17.5**

**First Year Core**
- GEN 1000
- WRIT 1400
- WRIT 1500
- COM 1010
- Quantitative Reasoning/Math

**International /Global Requirement**
- (3) within major
- (3) outside major

**Breadth Requirement**
- The Sciences (4)
- The Arts (3)
- The Humanities (6)
- The Social Sciences (6)
  - RWE  • QRE  • ILE

**Diversity / Inclusion Requirement**
- (3) within major
- (3) outside major

**General Education Capstone Requirement**
- Wellness
- Experiential Learning

#### SECOND YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 2161 Educational Psychology (ILE)</td>
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<tr>
<td>ED 2411 Strategies for the Effective Educator: Early Childhood</td>
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<tr>
<td>MATH 2550 Number Theory and Relationships For Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1180 Intro to Literary Types (HUM)</td>
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<tr>
<td>PH 1010 US History 1 (HUM)</td>
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</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>P&amp;H 2070 Thinking Historically about Cont. US</td>
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<tr>
<td>MATH 3250 Pedagogy and Specialized Instruction in Mathematics (QLE)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1200 Physical Science for Educators</td>
<td>4</td>
</tr>
<tr>
<td>ED 2700 Early Childhood Language</td>
<td>3</td>
</tr>
<tr>
<td>ED 2355 Children’s Literature</td>
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**Total Credits**
- 16
## THIRD YEAR

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<tr>
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<tbody>
<tr>
<td>ED 3700</td>
<td>The Teaching of Reading</td>
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<tr>
<td>ED 3701</td>
<td>Reading Field Observation &amp; Participation</td>
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<tr>
<td>ED 3190</td>
<td>Classroom Assessment</td>
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<td>JYI</td>
<td>Junior Year Inquiry</td>
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<tr>
<td>GE</td>
<td>Diversity/Minor Elective</td>
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<tr>
<td>GE</td>
<td>Requirement/Minor Elective</td>
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<td><strong>Total Credits</strong></td>
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<tbody>
<tr>
<td>ED 3195</td>
<td>Methods in Social Studies and Language Arts</td>
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<tr>
<td>ED 3196</td>
<td>Pre-Prac I: EC</td>
</tr>
<tr>
<td>ED 3150</td>
<td>Classroom Management</td>
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<tr>
<td>GE</td>
<td>Global Elective</td>
</tr>
<tr>
<td>GE</td>
<td>Arts</td>
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<tr>
<td>Minor Elective</td>
<td>3</td>
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<tr>
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## FOURTH YEAR

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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>ED 3330</td>
<td>Inquiry Based Science Methods</td>
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<tr>
<td>PHYS 2001</td>
<td>Intro to Robotics and Engineering Concepts</td>
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<tr>
<td>ED 3331</td>
<td>Pre-Prac II: EC</td>
</tr>
<tr>
<td>ED 3750</td>
<td>Sheltered English Immersion</td>
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<td>ED 3985</td>
<td>Senior Capstone</td>
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<tr>
<td>RWE</td>
<td>GE Requirement</td>
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<td>Minor Elective</td>
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<tbody>
<tr>
<td>ED 4570</td>
<td>Senior Prac: EC</td>
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<td>ED 4570 SM</td>
<td>Senior Prac Seminar</td>
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College Wide GEN ED credit load – 51 - 54
Early Childhood total credits – 124.5

## SAMPLE CURRICULUM PLAN

### ELEMENTARY EDUCATION (GRADES 1-6)

<table>
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<tr>
<th>FIRST YEAR</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>AE 1300</td>
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<tr>
<td>PSY 1400</td>
<td>Child Development (Soc. Sc)</td>
</tr>
<tr>
<td>ED 1150</td>
<td>Exploring World of Education</td>
</tr>
<tr>
<td>WRIT 1400</td>
<td>Reading Writing Research 1</td>
</tr>
<tr>
<td>MATH 1550</td>
<td>Quantification in School Mathematics</td>
</tr>
<tr>
<td>GEN 1000</td>
<td>First Year Inquiry OR</td>
</tr>
<tr>
<td>BIOL 1057</td>
<td>Life Sciences for Educators OR</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<table>
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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>COM 1010</td>
<td>Fundamentals of Communication</td>
</tr>
<tr>
<td>ED 2600</td>
<td>Introduction to Special Education</td>
</tr>
<tr>
<td>WRIT 1500</td>
<td>Reading Writing Research 2</td>
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<tr>
<td>MATH 2550</td>
<td>Number Theory and Relationships for Teachers: Numbers &amp; Numeration</td>
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<td>GEN 1000</td>
<td>First Year Inquiry</td>
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<tr>
<td>BIO 1057</td>
<td>Life Sciences for Educators</td>
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<tr>
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</table>
First Year Core
- GEN 1000
- WRIT 1400
- WRIT 1500
- COM 1010
- Quantitative Literacy / Math

Breadth Requirement
- The Sciences (4)
- The Arts (3)
- The Humanities (6)
- The Social Sciences (6)
  - RWE  
  - QRE  
  - ILE

International /Global Requirement
- (3) within major
- (3) outside major

Diversity / Inclusion Requirement
- (3) within major
- (3) outside major

General Education Capstone Requirement
- Wellness
- Experiential Learning

SECOND YEAR

Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2161 Educational Psychology</td>
<td>3</td>
<td>GE Arts</td>
<td>3</td>
</tr>
<tr>
<td>ED 2412 Strategies for the Effective Educator: EL/SEC MATH</td>
<td>3</td>
<td>P&amp;H 2070 Thinking Historically about Cont. US</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3250 College Mathematics: Pegagogy and Special Instruction in Mathematics (QLE) Geometry &amp; Data</td>
<td>3</td>
<td>PHYS 1200 Physical Science for Educators</td>
<td>4</td>
</tr>
<tr>
<td>ENG 1180 Intro to Literary Types (HUM)</td>
<td>3</td>
<td>ED 2700 Early Childhood Language Arts and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>PH 1010 US History I (HUM)</td>
<td>3</td>
<td>ED 2355 Children's Literature: A Gateway to the World (GLBL)</td>
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Total Credits 15

Spring Semester

Total Credits 16

THIRD YEAR

Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 3700 The Teaching of Reading</td>
<td>3</td>
<td>ED 3195 Methods in Social Studies and Language Arts</td>
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<tr>
<td>ED 3701 Reading Field Observation &amp; Participation</td>
<td>1</td>
<td>ED 3197 Pre-Prac I: EL</td>
<td>2</td>
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<tr>
<td>ED 3190 Classroom Assessment</td>
<td>3</td>
<td>ED 3150 Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>JVI Junior Year Inquiry</td>
<td>3</td>
<td>GE Diversity Elective</td>
<td>3</td>
</tr>
<tr>
<td>ILE GE Requirement/Minor Elective</td>
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Minor Elective

Total Credits 16

Spring Semester

Total Credits 17
### FOURTH YEAR

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 3320 EL Curriculum</td>
<td>3</td>
<td>ED 4564 Senior Prac: EL</td>
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<tr>
<td>ED 3332 Elementary Curriculum: Instructional Methods in Science Pre-Prac II: EL</td>
<td>3</td>
<td>ED 4564 SM Senior Prac Seminar</td>
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<tr>
<td>ED 3750 Sheltered English Immersion</td>
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<td>Minor Elective</td>
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<tr>
<td>ED 3985 Senior Capstone</td>
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</tr>
<tr>
<td>PHYS 2001 Intro to Robotics and Engineering Concepts</td>
<td>1</td>
<td></td>
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<td>RWE Gen Ed Requirement</td>
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<td><strong>Total Credits</strong></td>
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College Wide GEN ED credit load – 51 - 54  
Elementary total credits – 119.5

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### SPECIAL EDUCATION (PRE-K-GRADE 8)

#### FIRST YEAR

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AE 1300 Competencies for the Prospective Educator (if needed)</td>
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<tr>
<td>PSY 1400 Child Development (Soc. Sc)</td>
<td>3</td>
</tr>
<tr>
<td>ED 1150 Exploring World of Education</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 1400 Reading Writing Research 1</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1550 College Mathematics: Numbers &amp; Numeration</td>
<td>3</td>
</tr>
<tr>
<td>GEN 1000 First Year Inquiry</td>
<td>4</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>BIO 1057 Life Sciences for Educators</td>
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<td><strong>Total Credits</strong></td>
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**SPRING SEMESTER**

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<th>Course</th>
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<tr>
<td>COM 1010 Fundamentals of Communication</td>
<td>3</td>
</tr>
<tr>
<td>ED 2600 Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 1500 Reading Writing Research 2</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2550 College Mathematics: Algebra &amp; Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>GEN 1000 First Year Inquiry</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>BIO 1057 Life Sciences for Educators</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
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</tbody>
</table>

**First Year Core**

- GEN 1000
- WRIT 1400
- WRIT 1500
- COM
  - Quantitative Literacy / Math

**Breadth Requirement**

- The Sciences (4)
- The Arts (3)
- The Humanities (6)
- The Social Sciences (6)
- RWE  QRE  ILE

**International /Global Requirement**

- (3) within major
- (3) outside major

**Diversity / Inclusion Requirement**

- (3) within major
- (3) outside major

**General Education Capstone Requirement**

- Wellness
- Experiential Learning
### SECOND YEAR

**Fall Semester**
- ED 2161 Educational Psychology 3
- ED 2412 Strategies for the Effective Educator: EL/SEC 3
- MATH 3250 College Mathematics: Geometry & Data (QLE) 3
- ENG 1180 Intro to Literature (Hum) 3
- PH 1010 US History I 3

**Spring Semester**
- Gen Ed Arts 3
- P&H 2070 Thinking Historically about Contemporary US (Soc. Sc) 3
- PHYS 1200 Physical Science for Educators 4
- ED 2700 Early Childhood Arts and Literacy 3
- ED 2355 Children’s Literature: A Gateway to the World 3

| Total Credits | 15 | 16 |

### THIRD YEAR

**Fall Semester**
- ED 3700 The Teaching of Reading 3
- ED 3701 Reading Field Observation & Participation 1
- ED 3190 Classroom Assessment 3
- ED 3190 L Assessment Lab: Reading 1
- JYI Junior Year Inquiry Diversity Elective 3
- ILE Gen Ed Requirement 3

**Spring Semester**
- ED 3350 Teaching Students with Special Needs 3
- ED 3190 Pre-Prac I 2
- ED 3105 Institute on Learning Differences 2
- ED 3150 Classroom Management Global Elective 3
- PSY 2100 Adolescent Psychology 3

| Total Credits | 16 | 16 |

### FOURTH YEAR

**Fall Semester**
- ED 3415 Assessment for Special Educators 3
- ED 3455 Pre-Prac II: SP 1
- ED 3750 Sheltered English Immersion 3
- ED 3985 Senior Capstone 3
- RWE Gen Ed Requirement 3

**Spring Semester**
- ED 4563 Senior Prac: SP 9
- ED 4563 SM Senior Prac Seminar 3

| Total Credits | 13 | 12 |

College Wide GEN ED credit load – 51 - 54 credits

Special Education total credits – 124.5
ED 1150  Exploring the World of Education  3 credits Fall Semester
This course introduces students to the historical and theoretical influences in the field of education that affect current practice. It provides an overview of educational settings and professional organizations at the local, state and national levels and current trends through engagement in professional readings. This course includes an experiential component, which exposes students to educational settings through on-site observation visits, videos, guest lecturers, and field interviews.

ED 2160  Foundations in Early Intervention: Principles and Practice  3 credits Spring Semester
This course serves as an introduction to the early intervention process including referrals, service delivery, transition to public school services, the role of the service provider, evidence based practice, and family/child-centered services. Pre-requisite: ED 2230.

ED 2161  Educational Psychology  3 credits Fall and Spring Semesters
This course applies developmental theories and psychological concepts as a basis for informing teaching practice and developing effective learning environments. Topics include: cognitive and social development, individual learning differences, intelligence, factors affecting achievement and motivation. This course is taught from a constructivist perspective with an emphasis on the role of creativity and critical thinking in learning. This course meets the General Education Information Literacy Enhancement. Prerequisite: PSY 1400.

ED 2230  Infants and Toddlers  3 credits Alternate Fall Semesters
This course focuses on the care and teaching of infants and toddlers in-group settings. The typical and atypical developmental characteristics of children from birth to age three will be the basis for planning developmentally appropriate learning experiences, organizing the physical environment, and recognizing the importance of the teacher-child relationship. This course will fulfill the DEEC. Coursework requirement for Infant-Toddler Lead Teacher, and also serves as an elective for Education Majors. Prerequisites: PSY 1400, ED 2161.

ED 2235  Early Assessment and Intervention  3 credits Fall Semester
An introduction to researched based screening and assessment tools and intervention strategies found to be effective in evaluating and supporting the cognitive, linguistic, social, and emotional needs of young children, including children who are at risk of or have been diagnosed with developmental delay birth to age three. This course meets the General Education International/Global Interdependence requirement. Prerequisites ED 2160, ED 2230.

ED 2236  Early Assessment and Intervention  3 credits Spring Semester
This course introduces students to the historical and theoretical influences in the field of education that affect current practice. It provides an overview of educational settings and professional organizations at the local, state and national levels and current trends through engagement in professional readings. This course includes an experiential component, which exposes students to educational settings through on-site observation visits, videos, guest lecturers, and field interviews.

ED 2301  Children at the Center in Nottingham: Alice Yardley and the British Primary School  3 credits Spring Semester
Students in this short term study abroad course explore the innovative work of teachers in Nottingham, England, who helped establish the British Primary School approach, one that influenced educators across the US, Canada, Italy, and around the world. Creating schools where a “liberation of learning” could take place was the mission of Nottingham educator and author Alice Yardley. Yardley’s contribution and those of her colleagues to the history, practice and continuing implementation of child-centered, project-based, and Reggio-inspired early childhood education in England and abroad is examined. An active component of the course will be visits to schools in Nottinghamshire for children 3 through 12 years old, and to cultural and historical sites in the area. Assignments include reports on school visits, reflections on readings, and journal responses. Students will complete a final research paper on a topic of their own choosing upon return to the US. This course meets the General Education Global Interdependence or Active Learning requirements.

ED 2342  Field Observation & Participation: Early Education & Care  2 credits Fall Semester
Students complete 6 hour a week field experience in an out-of school time setting. Students work alongside practitioners in the field to better understand the components of effective environments for school age children and/or youth. This course meets the General Education Active Learning requirement. Prerequisites: ED 2600, junior standing in major. Corequisite: ED 2455.

ED 2344  Field Observation & Participation: Out of School Time Setting  2 credits Fall Semester
Students complete 6 hour a week field experience in an out-of school time setting. Students work alongside practitioners in the field to better understand the components of effective environments for school age children and/or youth. This course meets the General Education Active Learning requirement. Prerequisites: ED 2600, junior standing in major. Corequisite: ED 2455.

ED 2345  Creative Arts in Early Childhood  3 credits Alternate Spring Semesters
This course provides an overview of developmentally appropriate practices for integrating the creative arts in early education settings. The arts are explored as an important vehicle for enhancing self-esteem, literacy, physical development, and cognitive and socio-emotional development. Students will be expected to design developmentally appropriate activities for
young children, and to demonstrate an ability to integrate the arts into all areas of the curriculum.

Pre or Corequisite: ED 2411.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2355</td>
<td>Children’s Literature: A Gateway to the World</td>
<td>3</td>
<td>Spring Semester</td>
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<tr>
<td></td>
<td>This course will delve into the world of children's literature through a comprehensive investigation of genres from picture books to historical fiction (for children birth to age twelve) written by classic and contemporary authors. Students will gain knowledge of and evaluate literary elements and gain an appreciation for the aesthetic values of literature. Students will explore and evaluate text for controversial historical and contemporary issues, analyze text for cultural and gender bias, and examine methods to facilitate the development of children’s perspectives of the world. This entails cultivating critical thinking and increasing engagement through the integration of the curriculum and the extension of literature through writing. This course meets the General Education International/Global Interdependence requirement.</td>
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<td></td>
<td>Pre or Corequisite: ED 2411.</td>
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<tr>
<td>ED 2411</td>
<td>Strategies for the Effective Educator: Early Childhood</td>
<td>3</td>
<td>Fall and Spring Semesters</td>
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<tr>
<td></td>
<td>This course introduces beginning teachers to the essential elements of best practice in Early Childhood Education (Birth-Grade 3). Students will be introduced to a variety of instructional strategies including lesson planning, writing effective learning outcomes, differentiated instruction, and assessment. Students will develop and practice strategies to promote safe and effective learning environments. Emphasis will be on culturally responsive practices for all learners. Pre or Corequisite: ED 2161.</td>
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<td></td>
<td>Corequisite: ED 2342.</td>
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<tr>
<td>ED 2412</td>
<td>Strategies for the Effective Educator: Elementary and Secondary</td>
<td>3</td>
<td>Fall and Spring Semesters</td>
</tr>
<tr>
<td></td>
<td>This course introduces beginning teachers to the essential elements of best practice. Foundational historical knowledge of the laws relating to current practice, as well as prominent theorists and philosophers in Education will be discussed and reinforced. Students will be introduced to a variety of instructional strategies that promote intentional and effective planning; lesson planning, writing effective learning outcomes, differentiated instruction, and assessment. Students will develop and practice strategies to promote safe and effective learning environments. Emphasis will be on culturally responsive practices for all learners.</td>
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<td></td>
<td>Pre or Corequisite: ED 2411.</td>
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<tr>
<td>ED 2420</td>
<td>School, Family and Community</td>
<td>3</td>
<td>Spring Semester</td>
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<tr>
<td></td>
<td>This course will allow students to understand and view the child as a member of the family system and the greater social system. It will explore the structure of the contemporary families and will examine the issues and challenges impacting today's families. Emphasis is on parent-teacher relations, working with families from diverse backgrounds, and the role of the teacher and community agencies in providing family support. Prerequisites: PSY 1400, ED 2161.</td>
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<tr>
<td></td>
<td>Prerequisite: ED 2411.</td>
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<tr>
<td>ED 2450</td>
<td>Planning and Programming: Early Education &amp; Care</td>
<td>3</td>
<td>Fall Semester</td>
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<td></td>
<td>This course focuses on the principles of planning successful learning environments for young children. Emphasis will be placed on designing spaces that allow for optimal growth in children's physical, social, emotional and cognitive development. Design and arrangement of the physical space, creating developmentally appropriate transitions, routines and daily schedules, the value of play and its relationship to children's development, and the importance of teacher interactions in supporting play and learning will be addressed. This course includes a field observation and participation component in a setting for young children. Prerequisite: ED 2411. Corequisite: ED 2342.</td>
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<tr>
<td></td>
<td>Corequisite: ED 2342.</td>
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<tr>
<td>ED 2455</td>
<td>Programming for Positive Youth Development</td>
<td>3</td>
<td>Fall Semester</td>
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<tr>
<td></td>
<td>This course is intended to familiarize students with the various aspects of out-of-school time programming for children and youth including but not limited to after school programming and community/youth organizations. By examining the criteria for effective learning environments for children and youth, students will gain an understanding of the factors that contribute to programming for positive youth development. Students complete a six (6) hour a week field observation and participation field component in conjunction with this course in an after school program, or youth organization. Prerequisite: ED 2600. Corequisite: ED 2344.</td>
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<td></td>
<td>Pre or Corequisite: ED 2411.</td>
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<tr>
<td>ED 2510</td>
<td>Guiding Behavior</td>
<td>3</td>
<td>Alternate Fall Semesters</td>
</tr>
<tr>
<td></td>
<td>This course will provide students with an understanding of the factors that influence children's behaviors and develop positive strategies and techniques to help children become more competent problem solvers. Emphasis will be on a sound understanding of development and its relationship to behavior as well the impact of family and culture. Prerequisite: PSY 1400.</td>
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<td></td>
<td>Pre or Corequisite: ED 2411.</td>
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<tr>
<td>SPE 2600</td>
<td>Introduction to Special Education</td>
<td>3</td>
<td>Fall and Spring Semesters</td>
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<td>In this course students examine the full spectrum of disabilities, including the social-emotional, environmental, cognitive, and educational development of students at risk for developmental delays or mild/moderate disabilities. Throughout the course,</td>
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<td>Prerequisite: ED 2411.</td>
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</table>
students connect major federal and state laws and regulations to classroom structures and instructional/curricular accommodations and modifications. Requires a 10-hour observation project. This course meets the General Education Diversity requirement. Prerequisite or Co-requisite: ED 1150, PSY 1400.

**ED 2700 Early Childhood Language Arts and Literacy Development**
Spring Semester

In this course, students will focus on the development of literacy and the factors that influence communication skills in speaking, listening, reading, and writing. Students will learn to design developmentally appropriate learning experiences for literacy development. Methods of promoting interest in reading and writing will be discussed, as well as reading instruction methodologies for young children within a broad range of abilities and language learning differences. Pre or Corequisite: ED 2411 or ED 2412.

**SPE 3105 Learning Differences Institute 2 credits**
This weekend institute of advanced study is a collaborative effort between Curry College’s Education Department and the Program for Advancement of Learning (PAL). It is designed using learning modules focused on several important aspects of special education which will be taught by specialists with expertise in those select areas. Topics include frequently identified learning differences in school-aged children; language based learning disability, nonverbal learning disability, executive function, ADHD, and high functioning autism. Through a metacognitive lens, students will consider various learning strategies and assistive technologies found to facilitate learning and promote success. Pre-course readings and a field-based project are required.

**ED 3115 Early Childhood Curriculum: Preschool 3 credits**
Spring Semester

This course focuses on the planning and implementation of developmentally appropriate learning experiences for preschool aged children. Students will develop teaching strategies and techniques that will foster the development of children’s emerging skills in language and literacy, mathematical-logical thinking, science and social sciences. With an emphasis on active learning, students will develop strategies for extending children’s learning and understanding through dialogue and questioning. Prerequisites: ED 2342, ED 2450. Corequisite: ED 3451.

**ED 3125 Mathematics Curriculum 3 credits**
This course is designed to enable students to broaden their planning and teaching repertoire for mathematics learners (grades 1 - 12). The course will use the Massachusetts Curriculum Frameworks and local area curricula as guideposts for planning and teaching. Although students focus primarily on mathematics teaching and learning, they will consider interdisciplinary approaches to lesson planning and assessment. Research-based teaching strategies will be emphasized, and whenever possible, students will carry out and evaluate their related unit planning, teaching and assessment in their field placement. This course is required of all Licensure students in the Mathematics Education Major. Fee. Prerequisite: ED 3190. Corequisites: ED 3456 (Pre-Practicum II)

**ED 3150 Classroom Management 3 credits**
Spring Semester

This course focuses on three distinct areas of student support and success. The first focal area is on classroom management strategies that enhance student success in the inclusive classroom. The second focal area is on supporting/teaching prosocial behaviors that meet the social, emotional, and academic needs of all learners. The third focus will be on behavior management principles that support the individual student in the inclusive setting utilizing positive behavior supports and interventions. Teacher candidates will identify the academic, social/emotional, and behavioral challenges students experience in classrooms and environments and explore specific ways to create strong learning communities that support diverse learners. Candidates will examine current behavioral and therapeutic approaches that provide students feedback and promote their success.

**ED 3190 Classroom Assessment 3 credit**
Fall Semester

Students will explore the importance of assessment for classroom instruction and learning. Students will be given practical and theoretical foundations of assessing school age children. Implications of race, class, and language in resultant data will be emphasized. Co-requisite: ED 3193R or 3190R.

**Add 3190R Classroom Assessment Lab: Literacy 1 credit**
Fall Semester

This course provides students with theory and methodology in the teaching of reading. Individual differences (including, but not limited to, language and cultural difference) are an on-going component of all assessments and instructional practices. A required field lab is an integral part of this course. Co-requisite: ED 3700, 3190.

**ED 3193R Classroom Assessment Lab: Secondary 1 credit**
This course is designed to extend general discussions of formative and summative assessment in the mathematics classroom to secondary learners. Students will explore the range of assessments used in the secondary classroom to monitor student progress, plan individual interventions, and guide overall curriculum decisions. Co-requisite: ED 3190.
**ED 3194  Pre-Practicum I Mathematics**  
1 credit  
Students accepted into the Mathematics Education Major who are pursuing licensure will complete an early field experience in the third year of study. The early field experience will be 2 full days per week in an approved setting. This course meets the General Education Active Learning requirement.  
Prerequisites: ED 2342 or 2344; ED 2450 or 2455.  
Corequisite: ED 3190.

**ED 3195  Fundamentals of Curriculum: Instructional Methods In Social Studies and Language Arts**  
3 credits  
Spring Semester  
This course provides students the opportunity to examine philosophies, organization and planning for children in public schools. The general principles and practices of teaching social studies and language arts are presented. Lesson and unit planning is aligned with the Massachusetts Curriculum Frameworks. Through this course, prospective teachers will have opportunities to observe, reflect on and practice planning and teaching.  
Prerequisite: ED 3190 or 3195.  
Co-Requisite: ED 3196 or 3197.

**ED 3196  Pre-Practicum I: Elementary Early Childhood**  
1 credit  
Spring Semester  
Students accepted into the early childhood licensure major complete an early field experience in the third year of study. The early field experience is 2 full days per week in an approved classroom setting. This course meets the General Education Active Learning requirement.  
Prerequisite: ED 3700.  
Corequisites: ED 3190, ED 3195.

**ED 3197  Pre-Practicum I: Secondary**  
1 credit  
Spring Semester  
Students accepted into the elementary and special education licensure will complete an early field experience in the third year of study. The early field experience will be 2 full days per week in an approved setting. This course meets the General Education Active Learning requirement.  
Prerequisite: ED 3700.  
Corequisites: ED 3190, ED 3195.

**ED 3198  Curriculum for Afterschool Programs**  
3 credits  
Spring Semester  
This course will develop teaching strategies and knowledge of curriculum design related to school - age care and programs for youth. An overview of the developmental stages of middle childhood will provide the foundation for creating and implementing developmentally appropriate lessons and activities. Emphasis will be on providing creative and challenging experiences during out - of - school time for children. This course includes a field observation and participation component in a setting for young children or youth.  
Prerequisites: ED 2342 or 2344; ED 2450 or 2455.  
Corequisite: ED 3194.

**ED 3200  Administration of Childcare Programs**  
Alternate Spring Semesters  
3 credits  
This course is designed to acquaint students with the administrative elements in establishing and managing various childcare programs. Using the Massachusetts Department of Early Education and Care Regulations for Licensure of Group Care Programs, students become familiar with the administrative responsibilities associated with these regulations. Topics include, but are not limited to: health and safety issues and policies, staffing issues, working with parents, program quality and evaluation, and overview of business practices.  
Prerequisites: ED 2450 or 2455 or permission of instructor.

**ED 3250  Pedagogy and Specialized Instruction in Mathematics**  
Fall Semester  
3 credits  
This course emphasizes the factors that contribute to creating effective learning environments for increasing conceptual development in mathematics. Using content in geometry, measurement, probability, data analysis, and statistics as illustrative examples, students will design a unit of study that is developmentally appropriate for the population of students with whom they intend to work. Students will be charged with broadening and deepening their own college-level understanding of the content in an effort to both utilize data for instructional decision-making and to identify the structure and relationships between ideas that they will communicate to students. In addition, effective instructional methods, formative and summative assessment techniques, and intervention strategies will be explored. (Same course as MATH 3250).  
This course meets the General Education Social Science Breadth and Quantitative Literacy Enhancement requirements.  
Prerequisites: MATH 1550, MATH 2550.

**ED 3295  Fundamentals of Curriculum: Secondary**  
Spring Semester  
3 credits  
Students explore the fundamentals of contemporary curriculum through an examination and exploration of methods of instruction. This course requires students to observe and participate in general education Settings. The general principles associated with best practice in middle school and secondary classrooms are presented using student-selected content as a vehicle to deepen understanding of basic curriculum concepts. Students develop a mini-unit to demonstrate their knowledge of pre-requisite skills, expertise in establishing instructional objectives, and ability to plan developmentally appropriate lessons, including interventions to meet the needs of diverse learners. The Massachusetts Curriculum Frameworks serve as guideposts for planning. Students present their lessons to the class for peer review.
ED 3320  Elementary Curriculum: Instructional Methods in Science  3 credits
Fall Semester
This course is designed to enable students to broaden their planning and teaching repertoire for Grades 1-6 in the inclusive classroom. The course will use the Massachusetts Curriculum Frameworks and local area curricula as guideposts for planning and teaching. Although students will integrate all content areas of the curriculum into lesson planning and assessment throughout the course, students will focus on science, technology, and engineering (STE) content areas. Inquiry-based teaching strategies will be emphasized, and whenever possible, students will carry out and evaluate their related planning, teaching, and assessment in their field placement. Fee.
Pre-requisite: ED 3195
Co-requisites: ED 3332

ED 3330  Early Childhood Curriculum: Instructional Methods in Science  3 credits
Fall Semester
This course is designed to enable students to broaden their planning and teaching repertoire for the Grade PreK-2 inclusive classroom. The course will use the Massachusetts Curriculum Frameworks and local area curricula as guideposts for planning and teaching. Although students will integrate all content areas of the curriculum into lesson planning and assessment throughout the course, students will focus on science, technology, and engineering (STE) content areas. Inquiry-based teaching strategies will be emphasized, and whenever possible, students will carry out and evaluate their related planning, teaching, and assessment in their field placement. Fee.
Pre-requisite: ED 3195

ED 3331  Pre-Practicum II: Early Childhood  1 credit
Fall Semester
Students accepted to the early childhood licensure major complete a second pre-practicum field experience in the fall semester of the last year of study. The early field experience will comprise of 2 days a week in an approved setting, This course meets the General Education Active Learning requirement.
Prerequisites: ED 3195, ED 3196.
Corequisite: ED 3330.

ED 3332  Pre-Practicum II: Elementary  1 credit
Fall Semester
Students accepted to the elementary licensure major complete a second pre-practicum field experience in the fall semester of the last year of study. The early field experience will comprise 2 days a week in an approved setting, This course meets the General Education Active Learning requirement.
Prerequisites: ED 3195, ED 3197.
Corequisite: ED 3320, ED 3320R.

SPE 3415  Advanced Curriculum & Assessment for Diverse Learners K-8  3 credits
Fall Semester
This course will include assessments typically used in special education settings as well as the specialized instructional programs often indicated for students with special needs.
Prerequisites: ED 3190, senior standing.
Corequisite: ED 3455.

SPE 3416  Assistive Technology: Access to Learning  1.5 credits
Spring Semester
This Course is designed to support educators using instructional and assistive technology tools to support teaching and learning, as well as, communication. Instruction will be enhanced with the use of technology both inside and outside the classroom. Using a case study approach, students will identify an individual’s learning needs, and collect and analyze data about performance and achievement. A variety of low, mid and high technology tools and applications will be introduced and practiced. This course meets/exceeds the Department of Elementary and Secondary requirement (10 hours) Special Educators. Students will learn to implement Augmentative and Alternative Communication (AAC) while using the tools to address goals on Individualized Education Programs (IEPs) and Individual Family Service Plans (IFSPs).
Requirement: Junior standing the major or permission of the instructor

ED 3451  Practicum I: Preschool  3 credits
Spring Semester
Third year students in the Early Education and Care major & spend twelve hours per week in a preschool setting. This field experience allows students to apply concepts of curriculum development to lesson planning and implementation. Equates to nine months of work experience toward Department of Early Education and Care preschool teacher qualifications. This course meets the General Education Active Learning requirement.
Prerequisites: ED 2342 or ED 2344; ED 2450 or 2455.
Corequisite: ED 3115.

ED 3454  Pre-Practicum: After School Programs  3 credits
Spring Semester
Third year students in the Out-of-School Time major spend six hours per week in an out of school time setting. This field experience allows students to apply concepts of curriculum development to lesson planning and implementation. This course meets the General Education Active Learning requirement.
Prerequisites: ED 2342 or ED 2344; ED 2450 or 2455.
Corequisite: ED 3198.
**ED 3455 Pre-Practicum II: Special Education**  
1 credit  
Fall Semester

Students accepted to the special education licensure major complete a supervised field experience in the fall semester of their fourth year of study. The field experience will be 2 full days per week in an approved setting and will take place in conjunction with ED 3415. *This course meets the General Education Active Learning requirement.*

**Prerequisites:** ED 3190, ED 3197.  
**Corequisites:** ED 3415, ED 3415R.

**ED 3456 Pre-Practicum II Mathematics**  
1 credit  

Students accepted to the Mathematics Education Major who are pursuing licensure will complete a second pre-practicum field experience in the fall semester of the last year of study. The field experience will comprise 2 days a week in an approved setting.

**Prerequisites:** ED 3295, ED 3197.  
**Corequisite:** ED 3125.

**ED 3510 Community Leadership**  
3 credits  
Alternate Fall Semesters

This course will engage students in discussion and readings that explore effective leadership qualities for professionals who work in community-based education programs. It draws upon the disciplines of psychology, sociology and education in understanding the factors that contribute to sound community based initiatives that support the health and welfare of children and youth. Through direct interaction with service providers, students will gain a deeper understanding of how organizations meet the diverse needs of their communities. Topics include, but are not limited to, identifying community needs, working collaboratively with related service organizations, advocacy issues, and how to promote purposeful change.

**Prerequisites:** ED 2420, or permission of instructor.

**ED 3700 The Teaching of Reading**  
3 credits  
Fall Semester

This course provides students with theory and methodology in the teaching of reading. Individual differences (including, but not limited to, language and cultural differences) are an ongoing component of all assessment and instructional practices. A required field lab is an integral part of this course. This course also contains an Assessment Lab that promotes authentic practice using assessment tools for literacy. Students will determine and administer appropriate literacy assessments, analyze data, and develop an instructional plan to differentiate the lesson based on assessment data and student needs.

**Prerequisites:** ED 2411/ED 2412 or ED 2550; ED 2700.

**ED 3750 Sheltered English Immersion**  
3 credits  
Fall Semester

This course is designed to prepare teachers to shelter content in the SEI classroom by considering the individuality of English Language Learners including social and cultural considerations, second language acquisition processes, and English Language arts and Literacy development in the PreK-8 classroom. This course is aligned with the Massachusetts Curriculum Frameworks, the WIDA English Language Development Standards and envelops best practice in the field of ELL instruction.

**Prerequisites:** ED 2700, ED 3700.  
**Corequisites:** ED 3331, ED 3332, ED 3455.

**ED 3850 Current Issues in Education**  
3 credits  
Spring Semester

This course will explore multiple perspectives on current issues and trends in education, the impact of these issues and trends have on children and their development, and the role of the educator in promoting healthy development for all children. The course will link educational trends to current events in order to examine the issues contributing to the role of education in our communities and our nation. There is an emphasis on the diverse and complex needs of children and whether or not these needs are being addressed through current education practices.

**Prerequisites:** Senior standing in the major.

**SPE 3900 Collaboration and Consultation**  
3 credits

Offered periodically within a 3-year academic cycle

This capstone course is designed to examine issues of collaboration and consultation among professionals. The emphasis will be on collaboration in schools among special and general educators, Teachers and specialists (e.g. occupational therapists, speech language pathologists), with a strong emphasis on collaboration with parents and community agencies. The course will focus on the knowledge and skills necessary for successful collaboration, team building, and interdisciplinary work. In addition this course provides an opportunity for participants to engage in self-reflective practice. Participants will be encouraged to evaluate personal attitudes, attributes and skills, to compare personal thinking and experiences with others, and to engage in collaborative activities for application of theory to practice. Included are fundamentals of group processes, human behavior and interaction, and motivation as well as skills and knowledge necessary for successful collaboration and consultation with parents and professionals in the field.

**Prerequisites:** ED 3190, ED 3195, ED 3415.  
**Corequisites:** ED 4563, ED 4563SM.
ED 3905  Special Project in Education  3 credits
Requires an approved proposal for a field-based project designed to provide students the opportunity for in-depth investigation of a special topic. A major paper is required. The project may be linked to concurrent work in the field.

ED 3985  Seminar Education  3 credits
Capstone: Integrating Research Based Practices  Fall Semester
This capstone course enables students to consider, discuss, and debate educational issues related to teaching practices and theories of instruction. Students will design and implement library research projects which integrate their major area of study with education coursework and field experiences and then translate this research into action plans for their senior practicum.
Pre-requisite: Senior standing in the major

ED 4560  Practicum II: Infant/ Toddler Setting  Fall and Spring Semesters
Students in the Early Education and Care major may choose to complete practicum of 18 hours a week field placement in an infant/toddler setting. Students have the opportunity to plan and implement curricula that enhance all the areas of development as well as create learning environments that foster children's growth. Field hours may be counted toward required work experience for Massachusetts DEEC Lead Teacher certification/qualification for Infants and Toddlers. This course meets the General Education Active Learning requirement.
Prerequisites: ED 3451, ED 2230.
Corequisite: ED 4560 SM.

ED 4561  Practicum II: Preschool Setting  6 credits
Fall and Spring Semesters
Students in the Early Education and Care major complete an 18 hour a week field placement in a preschool setting. Students have the opportunity to plan and implement curricula that enhances all areas of development as well as create learning environments that foster children's growth and learning. Field hours may be counted toward required work experience for Massachusetts DEEC Preschool Lead Teacher certification/qualifications. This course meets the General Education Active Learning requirement.
Prerequisite: ED 3451.
Corequisite: ED 4561SM.

ED 4563  Senior Practicum: Special Education  9 credits
Spring Semester
Students will complete a five day a week practicum in a setting approved to meet the requirements for licensure as teacher of students with moderate disabilities (Pre-K-8). This course meets the General Education Active Learning requirement.
Prerequisite: ED 3415.
Corequisites: ED 3900, ED 4563SM.

ED 4564  Senior Practicum: Elementary  6 credits
Spring Semester
Students will complete a five day a week practicum in a setting approved to meet the requirements for licensure as Elementary Teacher, levels 1-6. This course meets the General Education Active Learning requirement.
Corequisites: ED 4564SM, ED 3985.

ED 4566  Senior Practicum: After School Setting  6 credits
Fall and Spring Semester
Students in the Out of School Time Education major complete a 9-hour a week field placement in an after school program setting. Students have an opportunity to plan and implement curricula that enhance all areas of development as well as create learning environments that foster children's growth and learning. Field hours may be counted toward required work experience for Massachusetts DEEC group leader or site coordinator via the Department of Early Education and Care. This course meets the General Education Active Learning requirement.
Prerequisites: ED 3198, ED 3454.
Corequisite: ED 4566SM.
ED 4566 SM Senior Practicum Seminar  0 credit  
Fall and Spring Semesters
This weekly, one-hour seminar is taken in conjunction with the Senior Practicum. Weekly assignments and discussions focus on various aspects of working with children and families. Topics of discussion may include, but are not limited to: professional role and responsibilities, communication & collaborating with parents, identifying community resources, leadership and advocacy. This course meets the General Education Active Learning requirement.
Corequisite: ED 4566.

ED 4568  Senior Practicum:  6 credits  
Community-Based Setting  
Fall and Spring Semesters
Students in the Community Education concentration of the Child, Youth, and Community Education major complete a 9-hour a week field placement in a community-related educational setting. Students gain work experience in programs, agencies and organizations that support the health, education, and wellbeing of the community and its member. This course meets the General Education Active Learning requirement.
Prerequisite: Senior standing in major.
Corequisite: ED 4568SM.

ED 4568 SM Practicum: Seminar  0 credits  
Fall and Spring Semesters
This weekly, one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of working with children and families. Topics of discussion may include, but are not limited to: professional role and responsibilities, communicating & collaborating with parents, identifying community resources, leadership and advocacy.
Corequisite: ED 4568.

ED 4570  Senior Practicum:  9 credits  
Early Childhood  
Spring Semester
Students will complete a five-day a week practicum experience in settings approved to meet the requirements for licensure as Early Childhood teacher (Pre K-2). Students will be placed in a Pre K setting and a 1-2 setting. This course meets the General Education Active Learning requirement.
Prerequisites: ED 3330, ED 3331.
Corequisites: ED 3985, ED 4570SM.

ED 4570 SM Senior Practicum Seminar  3 credits  
Spring Semester
This weekly seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of teaching in each of the early childhood settings.
Corequisites: ED 4570, ED 3985.

ED 4571  Senior Practicum, Secondary  9 credits  
Spring Semester
Students will complete a five day a week practicum in a setting approved to meet the requirements for licensure in their desired field: Mathematics (1-6), Mathematics (5-8), or Mathematics (8-12).
Corequisites: ED 4571SM (Senior Practicum Seminar), ED 3985.

ED 4571SM  Senior Practicum Seminar,  3 credits  
Secondary  
Fall and Spring Semesters
This weekly, one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of teaching.
Corequisites: ED 4571 (Senior Practicum), ED 3985.

SPE 5417  The IEP Process and Development  1.5 credits  
Spring Semester
This 1.5 credit course is intended to increase the ability of special educators to write Individual Education Programs that clearly articulate the performance levels, student needs, goals, objectives, and service delivery. Participants will develop knowledge of the guidelines and laws for Special Education and for the specific actions, accommodations, and components of service being provided. Participants will learn how to implement strategies for developing IEPs that are effective and to evaluate and analyze feedback and data sources.
When you major in English at Curry, you will explore the literary imagination of various writers of English, American, and global literature. You will work with department faculty in developing your skills in writing and analysis. As you learn about literary genres, historical periods and theoretical movements, you will discover the influences that shape our understandings of individuals, cultures, and societies. Outside of class, you may have the opportunity to write for the student newspaper, assist in editing and producing our forthcoming interdisciplinary journal, or become a member of the English club. Additionally, you will be encouraged to pursue internship and job opportunities that will make use of your communication and critical thinking skills, which are considered highly marketable in numerous fields of employment.

All English majors must complete 30 credit hours above the 1000-level. English majors must take a core curriculum of six courses (listed below) for a total of 18 credits. Four elective courses above the 1000-level, for an additional 12 credits, must be taken in order to complete the major. English majors pursuing concentrations must satisfy the additional requirements of their specific tracks.

**The English Major: Learning Outcomes**

Students will:

1. Demonstrate fundamental knowledge of works from different periods and genres within the evolving canon of English language texts.
2. Contextualize and connect specific texts with broader historical and cultural knowledge and perspectives.
3. Demonstrate critical reading skills for analyzing and evaluating a range of texts.
4. Produce focused, well-developed, analytical and argumentative writing that incorporates a variety of oral, printed, and/or visual texts.
5. Demonstrate proper documentation of primary and secondary sources.
6. Apply understanding of literary aesthetics to readings or their own creative work.
7. Comprehend a variety of literary terms and expressions derived from diverse cultural and social experiences, and realize the importance of gender, class, race, and geographical location as categories of literary analysis.
8. Develop analytical perspectives and enriched vocabularies that can be employed in other professions and disciplines.
9. Understand the value of studying the Humanities and recognize its contribution to other disciplines.

**Prerequisite for the English Major:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1180</td>
<td>Introduction to Literary Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Requirements for the English Major:**

Students majoring in any of the concentrations in English must include in their program all of the following six courses (18 credits). It is recommended that majors complete the six core courses in the following sequential order:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 2010</td>
<td>Major British Writers I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2020</td>
<td>Major British Writers II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2110</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2120</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3700</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3980</td>
<td>Capstone Course for English Majors</td>
<td>3</td>
</tr>
</tbody>
</table>

**English Electives:**

12 credits at the 2000- or 3000-level, or consult specific requirements for concentrations.

| Total        | 30 |

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**English**
Concentration in American Literature
This concentration gives the student a comparative perspective on the important questions and practical considerations that constitute literary studies across a broad spectrum of cultures and viewpoints in America. Complete four courses (12 credits) from the following list:

ENG 2140 Multicultural Literature in America
ENG 2150 African-American Literature
ENG 3110 American Novels
ENG 3800 Special Topics in Literature (if topic is appropriate to the concentration)

Requirements for the English minor: 12 credits of English courses, including the following:
ENG 1180 Introduction to Literary Studies

And any two of the following:
ENG 2010 Major British Writers I
ENG 2020 Major British Writers II
ENG 2110 American Literature I
ENG 2120 American Literature II
And one additional ENG course at the 2000-level or above.

ENG 1180 Introduction to Literary Studies 3 credits
Fall and Spring Semesters
Acquaints the student with the variety of literary texts and genres, including fiction, drama, and poetry. This course meets the General Education Humanities Breadth requirement.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 2010 Major British Writers I 3 credits
Fall Semester
Examines major British texts from Beowulf through the eighteenth century. This course meets the General Education Humanities Breadth requirement and some sections may be Reading/ Writing Enhanced.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 2020 Major British Writers II 3 credits
Spring Semester
This course examines the historical contexts of British literature from the nineteenth century to the present, as shaped by intersecting and competing claims of gender, class, culture, and national identity. This course meets the General Education Humanities Breadth requirement.
Prerequisite: Six (6) credits of Writing/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 General Education Humanities Breadth requirement. (Same course as WGS 2110).
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 2120 American Literature II 3 credits
Spring Semester
Surveys the literature of the United States since the mid-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 General Education Humanities Breadth requirement.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 2140 Multicultural Literature in America 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 the General Education Diversity requirement.
Prerequisite: Six (6) credits of Writing/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 BLKS 2150). This course meets the General Education Diversity requirement.
Prerequisite: Six (6) credits of Writing/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 General Education International/Global Interdependence requirement.
Prerequisite: Six (6) credits of Writing/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 General Education Diversity requirement.
Prerequisite: Six (6) credits of Writing/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.
Prerequisite: Six (6) credits of Writing/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 General Education Diversity requirement.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 3110  American Novels  3 credits
Spring Semester
This course examines the major themes of 19th- and 20th-century American novels, including slavery, racism, classism, and gender discrimination. Students will explore the various social, cultural, political, and philosophical movements that either influenced or responded to the selected works. This course meets the General Education Diversity requirement.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 3450  English Internship/Field  1-9 credits
Experience Fall and Spring Semesters
Requires a Field Experience contract.
Prerequisite: EXP 2340 and signature of Director of Experiential Education.

ENG 3700  Shakespeare  3 credits
Fall Semester
This course looks at representative Comedies, Tragedies, Poems, and the Final Plays to assess how much of our modern sensibility was pioneered by Shakespeare. We will consider the plays as performance and as literature. This course meets the General Education Humanities Breadth requirement and some sections may be Reading/Writing Enhanced.
Prerequisite: Six (6) credits of Writing/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 Writing/English at the 1000-level.

ENG 3980  Capstone Course for English Majors  3 credits
Spring Semester
An English major in the final year of study will complete ENG 3980 or produce a senior creative project or a literary research thesis. If a student requires the Capstone to graduate in a given year, and it is not available on the course schedule, the student may apply to the English Coordinator and/or Capstone Committee for permission to do significant additional research or creative work in a 3000- or 4000-level English course. While this capstone enhancement will satisfy the Capstone requirement, it will not bear additional course credit. As a culminating experience in the discipline, the student’s work should reflect the student’s growth and competency as an English major, demonstrating a command of the subject matter and its broader applications.
Prerequisite: Senior standing and major in English or permission of instructor.
Students with an interest in Environmental Science are strongly encouraged to consider the BA track of the Biology major.

**ENVIRONMENTAL STUDIES MINOR**

With the ever-increasing awareness of the impact of humans on the environment an informed citizenry is essential. The environmental studies minor is appropriate for students who wish to assume leadership roles in their communities, in business and government, and in conservation organizations. Students will acquire skills useful in the work place, including sampling techniques, collecting and understanding data, methods of effecting political change, and understanding regulatory compliance, with an emphasis on criticizing and synthesizing ideas and information.

**Requirements for Environmental Studies Minor:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1150</td>
<td>Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>AC____ Applied Technology</td>
<td></td>
</tr>
<tr>
<td>(one course or independent study utilizing data handling)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 2215</td>
<td>Environmental Science</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2310</td>
<td>Field Ecology</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>BIOL 2330 Aquatic Biology</td>
<td></td>
</tr>
<tr>
<td>PRS 2410</td>
<td>Environmental Ethics</td>
<td>3</td>
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<tr>
<td>or</td>
<td>P&amp;H 2270 Environment and Social Movements</td>
<td></td>
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<tr>
<td>P&amp;H 2200</td>
<td>Political Tactics</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>SOC 2095 Environmental Justice</td>
<td></td>
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<tr>
<td>or</td>
<td>SOC 2090 Climate Justice</td>
<td></td>
</tr>
<tr>
<td>SCI 2220</td>
<td>Occupational Health, Safety, and Environmental Affairs</td>
<td>3</td>
</tr>
</tbody>
</table>

**Recommendation:** Internship, Independent Study or Field Experience.

*alternatives may be discussed*
Experiential learning allows students to apply classroom learning to the world beyond and provides opportunities for net-working 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. Internships are one of the ways to incorporate this authentic learning experience into a college education.

Qualified students at Curry College may earn from one to 12 credits in a given semester for supervised internships, ordinarily in the area of the student’s major. The total number of credits a student may earn for experience-based learning is 30.

Prerequisite to participating in internships is successful completion of EXP 2340 - Introduction to Experiential Learning with a grade of C or higher. Each academic area may have other specific prerequisites; contact the director of the Center for Career Development for details. Sophomore standing is required as well as a 2.75 GPA cumulative average.

To obtain credit for internships, a student must submit an on-line Application through the portal and confirm an approved site and schedule. The student must also create three learning goals developed in cooperation with his/her supervisors and submit a final Learning Contract. Learning Contract guidelines are available on the portal or in the Center for Career Development.

The following courses are part of the Experiential Education curriculum. Courses are offered in traditional, hybrid and on-line formats as specified.

### Levels of Internships

<table>
<thead>
<tr>
<th>(SUBJECT AREA) 2340</th>
<th>(Brief descriptive title)</th>
<th>1-4 credits</th>
<th>May be repeated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observational (I)</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>(SUBJECT AREA) 3450</th>
<th>(Brief descriptive title)</th>
<th>1-9 credits</th>
<th>May be repeated</th>
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</thead>
<tbody>
<tr>
<td>Participant/Observation (II)</td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>(SUBJECT AREA) 4560</th>
<th>(Brief descriptive title)</th>
<th>3-12 credits</th>
<th>May be repeated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Practicum/Advanced Internship (III)</td>
<td></td>
<td></td>
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</tbody>
</table>

In general 3 credits of internship may count toward the major.

### Career Development

**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.

**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.
An appreciation of aesthetic experience is one of the educational goals of the mission of Curry College. The Department of Fine and Applied Arts offers to all Curry students an integrated experience in perceiving and appreciating the arts through Introduction to Fine Arts which meets the General Education Humanities Breadth requirement.

See also course listings under Art History, Dance, Music, and Studio Arts for other offerings in those disciplines.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semesters</th>
<th>Description</th>
</tr>
</thead>
</table>
| FA 1000     | Introduction to Fine Arts          | 3       | Fall and Spring    | A study of the fundamental integrating principles of artistic expression, in the visual arts, music, and dance with primary emphasis on the visual arts. The course involves the student in a wide variety of experiences in the arts, including a required field trip to the Museum of Fine Arts, Boston through the College’s museum membership. Students engage in reflective and analytical writing and discussions about the museum experience, slides, videos of dance and music performances, and other media which present the creative process in the various arts. Alternate sections emphasizing dance or music are so designated in the Course Selection Guide and course descriptions for specific semesters. This course meets the General Education Humanities Breadth requirement.

**Fee.**

| FA 1500     | Arts Immersion                     | 3       |                    | Visual Art, music, and dance are an expression of identity. There is no better way to experience, understand, and respect art than to participate in the process of creating it. This course will provide an introductory experience in the practice of all three disciplines and encourage exploration, self-reflection, and personal growth, while employing multiple modes of communication. This course meets the General Education Arts Breadth requirement.

| FA 1850     | Art Context: Art for Non-Majors    | 3       | Fall and Spring    | The purpose of this course is to introduce non-art majors to visual art. Students are introduced to the concept of art as visual expression of ideas, and to the visual vocabulary of art; the elements and principles of design. Students produce art and participate in discussion of art as it exists in historical and cultural context. This course meets the General Education Arts Breadth requirement.

| FA 2001     | Fine Arts Study Abroad I          | 1       | As needed          | Study abroad provides a powerful opportunity for students to encounter art from cultures other than their own. Prior to traveling, each student will participate in preparatory exercises, including rehearsals, individual research, design sketches, etc. Following the trip, students will reflect upon their travel experience in written form. This course meets the General Education Arts Breadth or General Education International/Global Interdependence requirement.

| FA 2002     | Fine Arts Study Abroad II         | 2       | As needed          | Study abroad provides a powerful opportunity for students to encounter art from cultures other than their own. Prior to traveling, each student will participate in preparatory exercises, including rehearsals, individual research, design sketches, etc. Following the trip, students will reflect upon their travel experience in written form and distill their individual experience into a substantial creative project related to art encountered while traveling. This course meets the General Education Arts Breadth or General Education International/Global Interdependence requirement.

| FA 2003     | Fine Arts Study Abroad III        | 3       | As needed          | Study abroad provides a powerful opportunity for students to encounter art from cultures other than their own. Prior to traveling, each student will complete one substantial creative project and participate in preparatory exercises, including rehearsals, individual research, design sketches, etc. Following the trip, students will reflect upon their travel experience in written form and distill their individual experience into a second substantial creative project related to art encountered while traveling. This course meets the General Education Arts Breadth or General Education International/Global Interdependence requirement.
The First-Year Studies program facilitates a successful transition to College by:

- Promoting active learning, a spirit of inquiry, problem solving, and wellness in order to maximize the potential for success
- Increasing self-awareness by examining and reflecting on values and learning styles, and personal goals and responsibilities
- Increasing respect for others through community building activities and exploring topics such as diversity, relationships, and active involvement in the college
- Strengthening skills that contribute to academic success
- Introducing students to the opportunities in higher education, including college resources, course requirements and fields of study

Courses in this area are intended for First-Year College students and transfers and may be offered independently or as part of a Living, Learning Community.

**FYS 1000 First-Year Transitions** 2 credits  
**Fall and Spring Semesters**

This course is designed to assist first-year students with the transition to the college experience. Students will be introduced to methods and resources to promote success in college, and have opportunities to discover how they learn, relate, and make choices. Topics will focus on academic development, value and belief systems, campus life, relationships, wellness, and the purpose and value of higher education. Open to first-year students and transfer students who have earned fewer than 15 credits at previous institutions.  *This course meets the General Education Wellness requirement.*

**FYS 1400 The Transfer Experience** 3 credits  
**Fall and Spring Semesters**

The Transfer Experience utilizes a learning and development framework to assist students both with their transition to Curry College and transitions that may occur throughout their lives. In the course students will be introduced to transition theory, transformative learning theory and identity development theory and will apply these theories to their own life experiences. Additionally students will be introduced to methods, resources and current research related to success in college and have opportunities to discuss how they learn, relate and make choices. The course will culminate with a project where students acting as knowledge-creators will develop an end product to aid in the transition of future transfer students. This class is team taught by a member of the faculty or professional staff and an upper-class student in an interactive manner. Open to transfer students who have earned more than 15 credits at previous institutions.

**FYS 1002 Discover – Community Action** 1 credit  
**Fall Semester**

This course explores issues related to inequality, justice, and social change. Through assignments, speakers, and projects students will have opportunities to uncover how they can be agents of change and make a difference in the world today.
Study of foreign language and culture offers many personal rewards. It strengthens language, memory, communication, and problem-solving skills and provides insights into our own language and culture. In addition, it expands our worldview and helps develop an appreciation of cultural values, traditions, and artistic expression. Language skills and cultural studies are essential for success in areas such as business, the arts, criminal justice, health and social services, national security, foreign affairs, international trade and tourism.

**French**

Study of French enriches students by providing an opportunity to understand a major European civilization. Because literature, art, and music are used in teaching French, students will not only learn a language but also gain an appreciation for the culture of France. Since one-third of English vocabulary words are derived from French, students will also improve their English vocabulary.

**Italian**

Italian Cinema explores themes in Italian culture through the medium of film.

**Spanish**

Spanish is the official language in 21 countries, making it the third most widely used language in the world. More than 10% of the United States is of Spanish-speaking descent and that number is increasing rapidly. The ability to communicate in Spanish and understand the cultures of the Spanish-speaking world is growing in importance for a variety of professions.

Students minoring in Spanish are encouraged to take a Spanish culture course and to consider studying abroad. Before credits/programs from outside Curry can be accepted toward a minor, they must be approved by the area coordinator.

**Learning Outcomes for the Spanish Minor:**

Upon completion of the Spanish Minor, students will be able to:

- Initiate and maintain conversations in Spanish on everyday topics in a variety of personal and professional situations.
- Compose short, informal writings in Spanish with comprehensible output.
- Read, comprehend and analyze a variety of simple texts in Spanish.
- Demonstrate an understanding of the diversity of cultures in the Spanish-speaking world, as well as the contributions of Spanish-speakers to world cultures.

**Requirements for Spanish Minor:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPAN 2010</td>
<td>Intermediate Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 2020</td>
<td>Intermediate Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3010</td>
<td>Spanish Composition &amp; Conversation I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3020</td>
<td>Spanish Composition &amp; Conversation II</td>
<td>3</td>
</tr>
</tbody>
</table>

12
FRENCH

FR 1010  Elementary French I  3 credits  Fall Semester
This course emphasizes the development of basic communication skills in the French language: listening, speaking, reading, writing, and comprehension. Attention is given to grammatical structure, oral pronunciation and vocabulary building. Students will also be introduced to French culture. No previous study of French required. Not open to native speakers. This course meets the General Education International/Global Interdependence requirement.

FR 1020  Elementary French II  3 credits  Spring Semester
The second semester of Elementary French continues the development of basic skills in the French language. Not open to native speakers. This course meets the General Education International/Global Interdependence requirement.

FR 2010  Intermediate French I  3 credits  Fall Semester
This course is designed to increase the student’s ability to communicate in natural situations with French-speaking people. Emphasizes conversation, reading, and writing within the context of French culture. Attention is given to grammatical structure. Not open to native speakers. This course meets the General Education International/Global Interdependence requirement.

FR 2020  Intermediate French II  3 credits  Spring Semester
The second semester of Intermediate French. Readings will include poetry and/or a short novel. Not open to native speakers. This course meets the General Education International/Global Interdependence requirement.

FR 2200  The Culture of France  3 credits  Spring Semester
What makes the French French? This course examines aspects of French ideology and culture such as: values, literature, education, the arts, society, politics, and religion. Taught in English. No previous study of French required. This course meets the General Education International/Global Interdependence requirement.

ITALIAN

ITAL 2496  Italian Cinema  3 credits  Spring Semester
This course will examine the artistic, historical, and cultural themes of Italian cinema from neo-realism to the present. It focuses on film as a vehicle of communication through which themes in Italian culture are explored. Taught in English. All films have English subtitles. (Same course as COM 2496). This course meets the General Education International/Global Interdependence requirement.

SPANISH

SPAN 1010  Elementary Spanish I  3 credits  Fall Semester
This introductory course is designed for students who have studied little or no Spanish. Through a wide variety of activities that develop real-world skills, the student will be introduced to the fundamental structure of the language. Presented through a cultural framework, the acquisition of speaking and listening skills is emphasized. Not open to native speakers. Heritage speakers must seek departmental approval.

SPAN 1020  Elementary Spanish II  3 credits  Spring Semester
The second semester of Elementary Spanish. Not open to native speakers. Heritage speakers must seek departmental approval.

SPAN 1030  Spanish for Health, Criminal Justice, and Social Services  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 meets the General Education International/Global Interdependence 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. Heritage speakers must seek departmental approval.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 2010</td>
<td>Intermediate Spanish I</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>SPAN 2020</td>
<td>Intermediate Spanish II</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>SPAN 2200</td>
<td>The Culture of Spain</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>SPAN 3010</td>
<td>Spanish Composition and Conversation I</td>
<td>3</td>
<td>Fall</td>
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<td>SPAN 3020</td>
<td>Spanish Composition and Conversation II</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>SPAN 3030</td>
<td>Intensive Practice in Spoken Spanish</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**SPAN 2010 Intermediate Spanish I (3 credits) Fall Semester**

This course is designed to build upon a student's basic proficiency in the Spanish language. A complete review of elementary grammar concepts and essential vocabulary sets the foundation for strengthening the student's communicative skills. Task-based activities encourage an integration of these skills in a functional use of the language. Videos, songs, and Web materials enhance the student's understanding of the cultural differences within the Spanish-speaking world. Not open to native speakers. Heritage speakers must seek departmental approval. This course meets the General Education International/Global Interdependence requirement.

Prerequisite: SPAN 1020 or two years of high school Spanish or departmental approval.

**SPAN 2020 Intermediate Spanish II (3 credits) Spring Semester**

The second semester of Intermediate Spanish. Not open to native speakers. Heritage speakers must seek departmental approval. This course meets the General Education International/Global Interdependence requirement.

Prerequisite: SPAN 2010 or two years of high school Spanish or departmental approval.

**SPAN 2200 The Culture of Spain (3 credits) Fall Semester**

Who are the real Spaniards and how does Spain relate to Latin America and the greater Hispanic world? Beginning with an overview of Spain's history, geography, language, and religion, this course will examine Spain's development and transformation into a thoroughly modern, creative, and dynamic nation. Through various media – readings, film, visual arts, and music – we will attempt to define this very old, yet at the same time, modern culture. Taught in English. No previous study of Spanish required. This course meets the General Education International/Global Interdependence requirement.

Prerequisite: Sophomore standing or departmental approval.

**SPAN 3010 Spanish Composition and Conversation I (3 credits) Fall Semester**

This course is designed to provide advanced training in oral and written expression to students with intermediate proficiency in Spanish. Emphasis will be on the improvement of speaking and writing skills in a variety of everyday situations, while developing functional vocabulary and reviewing grammar. Selected videos and readings provide a point of departure for composition and group discussion, as well as increasing cultural insights into the Spanish-speaking world. This course meets the General Education International/Global Interdependence requirement.

Prerequisite: SPAN 2020 or three years of high school Spanish or departmental approval.

**SPAN 3020 Spanish Composition and Conversation II (3 credits) Spring Semester**

The second semester of Spanish Composition and Conversation. This course meets the General Education International/Global Interdependence requirement.

Prerequisite: SPAN 3010 or departmental approval.

**SPAN 3030 Intensive Practice in Spoken Spanish (3 credits)**

Offered periodically within a three-year academic cycle. Stresses advanced oral expression in everyday situations, functional vocabulary, realistic dialogues, and practical situations. Some conversations may center on a discussion of readings in Spanish. Not open to native speakers.

Prerequisite: SPAN 3020 or departmental approval.
The Bachelor of Science in Forensic Science is an interdisciplinary program that blends the sciences with curriculum from criminal justice and psychology and prepares graduates for positions working as crime science or lab technicians, and specialized positions including crime scene investigation, Forensic DNA, Forensic chemistry, trace evidence, firearms examination, questioned document, fingerprints, arson, and drug analysis.

This degree is intended to provide students with a well-rounded, hands-on forensic science education in order to prepare students for entrance into a graduate-level educational program, and/or entry-level professional careers in public and private forensic laboratories, federal, state, or local government/law enforcement, military, homeland security and intelligence agencies.

Features of this program include curriculum that offers hands-on training with crime scene techniques and crime laboratory methodologies, simulated crime scene projects, and courses taught by current and/or former professional practitioners from various agencies and laboratories.

Grade Minimum: Forensic Science majors must earn a minimum grade of C- in all science pre-requisite and requisite courses.

Note: For course descriptions outside of Forensic Science please see the respective department listings.

Forensic Science Curriculum

PREREQUISITES:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL 1055</td>
<td>Introduction to Organisms (includes Laboratory)</td>
<td>4</td>
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<tr>
<td>BIOL 1065</td>
<td>Introduction to Molecules and Cells (includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1010, 1110</td>
<td>Introductory Chemistry I, with Laboratory</td>
<td>4</td>
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<tr>
<td>CHEM 1020, 1120</td>
<td>Introductory Chemistry II, with Laboratory</td>
<td>4</td>
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REQUIREMENTS FOR FORENSIC SCIENCE MAJOR:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>FSC 1700</td>
<td>Forensic Photography</td>
<td>3</td>
</tr>
<tr>
<td>FSC 2700, 2701</td>
<td>Forensic Science I (includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>FSC 2710</td>
<td>Forensic Science II (includes laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>FSC 3700</td>
<td>Forensic Science Case Investigations</td>
<td>3</td>
</tr>
<tr>
<td>FSC 4010</td>
<td>Independent Research in Forensic Science I</td>
<td>3</td>
</tr>
<tr>
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<td>Independent Research in Forensic Science II</td>
<td>3</td>
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<tr>
<td>BIOL 2040, 2140</td>
<td>Microbiology for Science majors (includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2100</td>
<td>Genetics (includes Laboratory)</td>
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<tr>
<td>CHEM 2030, 2130</td>
<td>Analytical Chemistry, with Laboratory</td>
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<tr>
<td>CHEM 2510, 2610</td>
<td>Organic Chemistry I, with Laboratory</td>
<td>4</td>
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<tr>
<td>CHEM 2520, 2620</td>
<td>Organic Chemistry II, with Laboratory</td>
<td>4</td>
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<tr>
<td>PHYS 2010</td>
<td>Physics I (includes Laboratory)</td>
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<td>PHYS 2020</td>
<td>Physics II (includes Laboratory)</td>
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<tr>
<td>MATH 1150</td>
<td>Statistics I</td>
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<td>MATH 2130</td>
<td>Calculus I</td>
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REQUIREMENTS IN RELATED AREAS:

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<tr>
<td>CJ 1000</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
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<tr>
<td>CJ 2018</td>
<td>Ethics and Law Enforcement</td>
<td>3</td>
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<tr>
<td>CJ 2030</td>
<td>Criminal Procedure</td>
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<tr>
<td>PSY 1030</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>PSY 2310</td>
<td>Psychology of Criminal Behavior</td>
<td>3</td>
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**Requirements for Forensic Science minor:**

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 1065</td>
<td>Introduction to Molecules and Cells (includes Lab)</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>BIOL 1075, 1175</td>
<td></td>
</tr>
<tr>
<td>CHEM 1010, 1110</td>
<td>Introductory Chemistry I, with Lab</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>CHEM 1001, 1002</td>
<td></td>
</tr>
<tr>
<td>CJ 1000</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1030</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>FSC 2700, 2701</td>
<td>Forensic Science I (includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>FSC 2710</td>
<td>Forensic Science II (includes laboratory)</td>
<td>4</td>
</tr>
</tbody>
</table>

**FSC 1700  Forensic Photography  3 credits**

Fall and Spring Semesters

Forensic Crime Scene Photography is a field of photography that deals with photographing crime scenes, corpses and evidences serving as a key part of police records for accidents and crime scenes. Forensic photographers must have the skills to utilize their cameras to capture a permanent visual record of any crime scene or accident. Their photographs must be detailed, and they must photograph every piece of evidence available at a scene. The final photographs can be used for evidence analysis and in court to attempt to prove or disprove what happened throughout the crime or accident. This course will utilize both lecture and lab activities. The photos are documented for use in investigations. Crime scene photographers are always allowed to enter the crime scene from the beginning in order to take detailed and accurate images. This course covers the operation of various photographic equipment and its application to criminal justice. Topics include cameras, analog and digital videography, proper light exposure, developing film and prints and preparing photographic evidence. Upon completion students should be able to demonstrate and explain the role of photography and proper film exposure and development techniques in crime scene investigation.

**FSC 2700, 2701  Forensic Science I  4 credits**

Fall 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, recognize, preserve, and process items of evidentiary value, 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. Relevant lab activities will focus on presented lectures and complimentary lab exercises focusing on identification of human remains, ballistics comparisons, fingerprint techniques, biometrics, drug identification, documentation and preparation for court testimony as well as expert witness qualification. This course meets for two hours of lecture and two hours of lab per week.

Prerequisite: FSC 2700, FSC 2701.

**FSC 2710  Forensic Science II  4 credits**

Spring Semester

This course will cover a variety of subjects within the field of forensic science and lab activities will focus on the collection and processing of evidence; the scientific methods used to identify items of evidence, Lectures will focus on scientific analysis and the application of forensic techniques to actual casework. Relevant lab activities will focus on presented lectures and complimentary lab exercises focusing on identification of human remains, ballistics comparisons, fingerprint techniques, biometrics, drug identification, documentation and preparation for court testimony as well as expert witness qualification. This course meets for two hours of lecture and two hours of lab per week.

Prerequisite: FSC 2700, FSC 2701.

**FSC 3700  Forensics Advanced Case Investigations  4 credits**

Every Year

This course, a continuation from Forensic Science I and II will emphasize the theories and fundamentals of the forensic investigative process. Topics include detailed crime scene and complex incident processing, information gathering techniques, collection and presentation of evidence, preparation of appropriate reports, court presentations, laboratory analysis of evidentiary items and other related topics. Upon completion students will be able to identify, explain and demonstrate the techniques of the investigative process, analysis and examination of evidentiary items, report preparation and courtroom presentation. This course closely examines the theories and fundamentals of the investigative process through case studies and practical exercises. This course also covers professional standards and ethics. Upon completion students should be able to identify, explain and demonstrate the application of investigative principles and professional standards and ethics.

Prerequisites: FSC 1700, FSC 2700/2701, and FSC 2710, and instructor permission.
FSC 4010  Independent Research          3 credits  in Forensic Science
Research I  Fall Semester
Students are required to conduct independent research analyses in a specialization area of interest; all projects must have a valid, original research component. Through this process, student will gain valuable research experience while gaining practical experience in forensic laboratory practices and methods, if an outside internship completed. This experience concludes a 3 year undergraduate program and with presentation at a campus event upon review of a written technical report, and formal evaluation. Prerequisite: Permission of instructor.

Research II  Spring Semester
Students will design, conduct, and revise applicable experiments relative to current case histories and previous experiments along with relating and comparing experimental evidence. Student will provide documentation of historical and technological advancements and impact upon the forensic sciences. This research could be conducted as part of an on- or off-campus research project, internship, or independent study. Prerequisite: Permission of instructor.
General Education Program

Curry College’s General Education Program is based on our belief in the power and potential of the liberal arts to prepare students to engage in successful careers and active citizenship with a global perspective. It is rooted in the Association of American Colleges and Universities Liberal Education & America’s Promise (LEAP) Challenge, and is designed to develop the skills needed to participate in the 21st century economy—skills that employers and professors value: global knowledge, effective written and oral communication, critical thinking, information literacy, quantitative reasoning, intercultural sensitivity, teamwork and ethical judgment. For more information on the program as a whole, see “General Education Curriculum” in Academic Policies and Procedures.

Most of the courses in the curriculum are taught within other disciplines, but two required courses are taught in an interdisciplinary and integrative way. The First Year Inquiry is the cornerstone course of the program. It introduces students to thinking in the liberal arts through examination of topical, relevant, real-world issues. The Junior Inquiry and Integration is the General Education Capstone. It reflects the breadth requirements in the liberal arts, and requires of students a more nuanced understanding of the interdisciplinary and connected nature of the liberal arts.

**GEN 1000  First Year Inquiry**  
3 credits  
Fall and Spring Semesters

This first-year course introduces students to the liberal arts through examination of topical, relevant, real-world issues through a focused disciplinary and broader interdisciplinary perspective. Using common readings, speakers, and information drawn from liberal arts disciplines, students will explore their own ideas and assumptions while discussing ways in which information offers deeper understanding and insight into their lived experiences - personal or educational. Additionally, throughout the course, information literacy and portfolio development will be introduced as students retrieve and evaluate information, and demonstrate their learning.

**GEN 1001  Curry Launch**  
1 credit  
Fall Semester

The 1 credit Curry Launch Seminar is designed to assist first year students with the transition to the college experience. Students will be introduced to the methods and resources to promote success in college and have opportunities to discover how they learn, relate, and make choices. Topics will focus on the purpose and value of higher education, academic development, organizational skills, Curry’s course learning management system, Curry’s electronic portfolio system, and wellness topics such as stress management, drug abuse, sexual assault, relationships, and personal well-being. Campus life and support systems for academics and wellness will be introduced. The course satisfies the General Education Wellness Requirement. No course pre-requisites.  
NOTE – Open only to first year students.

**GEN 3001  Junior Inquiry and Integration**  
3 credits  
Fall and Spring Semesters

This course emphasizes the integration of ideas and knowledge in Liberal Arts disciplines and is the culminating experience in the General Education curriculum at Curry College. A thematic approach using readings, discussions, and examinations of work included in the Portfolio, the course provides students with an in-depth, personal understanding of the many sensible if sometimes subtle connections among liberal arts disciplines, the value of a Liberal Arts education, and ways to integrate Liberal Arts learning further into their studies.  
Prerequisites: At least one course in each General Education Breadth area: Sciences, Arts, Humanities, and Social Sciences.
PROGRAM GOALS:
The Graphic Design program educates individuals to become highly skilled creative thinkers, knowledgeable designers and responsible professionals, empowering them to enter the marketplace confident and prepared for this ever-changing field of graphic design.

Program Learning Outcomes:
A. To utilize the principles of organization, composition, color, hierarchy, balance, contrast, emphasis, depth, rhythm, symbolism, and craft in execution to create a visual impact.
B. To be proficient with industry standard software.
C. To be able to choose typographic solutions for a variety of applications.
D. To apply working knowledge of graphic design history and theory.
E. To generate original concepts for an intended audience while maintaining a structured approach.
F. To produce quality professional pieces while paying attention to detail by showing the initiative necessary to work successfully within the confines of any given project.
G. To extend creative inquiries (Critiques).
H. To solve communication problems with a focus on positive ethical impact.
I. To work with diverse teams.
J. To embrace design as a vehicle for social change.
K. To recognize the importance of participating in events.

GRAPHIC DESIGN
We have built a Career Driven Graphic Design Program that Delivers Creative, Industry Focused Graduates.

A Bachelor of Science degree in Graphic Design focuses on mastering the principles, technology, and practical applications needed to produce industry-relevant design solutions. We prepare students for professions in the field of visual communications and digital design through critical thinking and creative examination of evolving forms of design.

The Graphic Design program at Curry College is a multi-faceted program that promotes mastery of traditional skills, as well as new technological skills through hands-on learning and exposure to a variety of computer programs and applications that integrates the latest technological systems.

We educate individuals to become highly skilled creative thinkers and problem solvers, knowledgeable designers, and responsible professionals, allowing them to enter the marketplace confident and prepared for the ever-evolving field of graphic design. We are close to world-class cultural attractions but, far removed from urban distractions.

Policies, Conditions and/or Fees Progression in Program:
• The Graphic Design program has a laptop and software subscription requirement, please contact the Department for specifications.
• Students are strongly encouraged to join AIGA (American Institute of Graphic Arts), the professional association for design.
• A minimum grade of C+ or higher is required for all program-specific required courses in this major (courses with a GD or SA prefix).
• An informal meeting with Graphic Design Faculty is required at the end of a student’s first year to review the work created in first-year classes to make sure the student is on track.
• The core Studio Arts (SA) courses including SA 1770, SA 1800, and SA 1790 must be completed by the end of the sophomore year in order to continue with Graphic Design classes or students must have the Department Chair’s permission to progress.
• Before proceeding to the junior year, all students must demonstrate they possess the skill level necessary for advanced studio work by: (1) achieving a CGPA of 2.5 or higher for the first two years of course work in the program and (2) by receiving a passing evaluation by a portfolio review panel at the end of the Sophomore year with outside critics. Petitions from students whose GPA falls below 2.5 but who are otherwise qualified for upper-division course work will on occasion be considered by the Program Faculty and Department Chair.
• Students are strongly encouraged to take the Adobe Certification Exams that are recognized by employers in the industry.
Graphic Design

External Design Competitions: All juniors and seniors are required to enter two (2) external design competitions each year for degree completion. Students are required to provide advisor a copy of submission for record.

The Graphic Design program reserves the right to retain work done in classes for possible inclusion in exhibitions. All final work must be submitted by the end of the term in original format plus PDF’s, to be used in exhibitions on the College website and to show accrediting agencies such as New England Association of Schools and Colleges (NEASC). Detailed information regarding how to submit these large files will be provided at the time they are due. Curry College cannot assume any responsibility for damaged or missing work.

Prerequisites:                                    Credits
GD 1500   Digital Essentials    3
SA 1770   Two-Dimensional Design    3
SA 1790   Light and Color    3
SA 1800   Drawing    3
GD 2797   Digital Photography    3

Major Requirements:
GD 2500   Graphic Principles I    3
GD 2575   Web Design & Development    3
GD 3500   Graphic Principles II    3
GD 3555   The Art of Typography    3
GD 3755   The Art of Typography II    3
GD 3765   Editorial Design    3
GD 3780   Web Design & Development II    3
GD 3785   Vector Graphics    3
GD 3790   Strategic Branding, a Comprehensive Approach    3
GD 3795   Package Design    3
GD 3980   Fine & Applied Arts Seminar    3
GD 4500   Internship/Professional Practice    3
GD 4570   Personal Branding for Social Media    3
GD 4650   Portfolio Development    3
GD 4900   Senior Degree Project    6

Art History Requirements:
AH 2920   History of Visual Arts    3
AH 2930   Contemporary Art OR AH 2935 Modern Art    3
AH 2970   History of Graphic Design    3

Other:
GD 4050   Independent Studio    3
(If the GPA Requirement of 2.85 in major or higher is not met, a student must substitute this course for GD 4500 Internship/Professional Practice).
**Graphic Design**

**GD 1500 Digital Essentials**
*Studio Class: (meets for 5 hours/week)*
*General Education/Arts Breadth Class*

*Fall Semester*

This course introduces the essential industry software programs for the visual artist: Adobe Photoshop, Illustrator, InDesign and XD. In addition to exploring each program individually, students learn how to integrate them in stages culminating in a final, production ready document. This course meets the General Education Arts Breadth requirement.

**GD 2500 Graphic Principles I**
*Studio Class: (meets for 5 hours/week)*

*Spring Semester*

This course is the first in a series of courses introducing creative brainstorming techniques for visual problem solving along with sustainable issues. Through experimentation with the Elements and Principles of Design, students will gain knowledge of processing information into solid design concepts.

*Prerequisite: GD 1500.*

**GD 2575 Web Design and Development**
*Studio Class: (meets for 5 hours/week)*

*Spring Semester*

The Web is a universal tool in today's communication where designers can express their conceptual skills. This studio allows students to learn web design software, the principles of web design, prototyping tools, testing and development of frameworks in the web environment while developing site navigation. Technical aspects of page design using HTML and CSS, responsive site construction and aesthetics will be explored.

*Prerequisite: GD 1500 Digital Essentials.*

**GD 2797 Digital Photography**
*Spring Semester*

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 AC 2797, SA 2797).

*Pre- or Corequisite: GD 1500 or SA 1770.*

**GD 3500 Graphic Principles II**
*Studio Class: (meets for 5 hours/week)*

*Fall Semester*

This class explores research methodologies from the designers' point of view. Students are challenged to develop strong and creative problem-solving skills for efficient communication.

*Prerequisite: GD 2500.*

**GD 3555 The Art of Typography**
*Studio Class: (meets for 5 hours/week)*

*Fall Semester*

This studio class examines the evolution of typography, type design, the anatomy of type, identifications, classifications and their proper use. Experimentation with typographic arrangement, hierarchy, expression, contrast, rules of legibility, readability and style - key aspects of type use and typographic decision making - are explored.

*Prerequisite: GD 2500.*

**GD 3755 The Art of Typography II**
*Spring Semester*

An advanced course that tackles more complex typographical problem-solving projects by exploring hierarchies and formal compositions using type as an element with the goal of helping students develop a personal typographic "voice".

*Prerequisite: GD 3555.*

**GD 3765 Editorial Design**
*Fall Semester*

This course focuses on the more difficult problems involved in producing high-quality work combining your abilities for creative typography, smart layouts and clever compositions.

*Prerequisite: GD 3500.*

**GD 3780 Web Design & Development II**
*Fall Semester*

In this course students continue their journey from initial consultation and discovery through content strategy and (UI) User Interface, (UX) User Experience considerations, to development, content creation, design, testing, for a modern, accessible, standards-compliant website and launch.

*Prerequisite: GD 2575.*

**GD 3785 Vector Graphics**
*Fall Semester*

This is an advanced course in Adobe Illustrator and includes more difficult techniques such as illustrations comprised of shapes, blending modes, and gradient mesh. Projects will be constructed entirely in Illustrator and/or with imported images from Adobe Photoshop using filters, posterizing, live trace, or hand tracing of images for conversion to vector based art. The use of Typography in Illustrator will be employed in producing quality projects for the portfolio.

*Prerequisite: GD 3500.*
Graphic Design

GD 3795   Package Design  3 credits
Studio Class: (meets for 5 hours/week)  
Fall Semester

This course provides a comprehensive introduction to practical and professional information for creating packaging designs that serve as the marketing vehicles for consumer products. Students receive real-world advice, step-by-step descriptions of the creative process, and all-important insights into the stakeholders, the design process, and the production process.

Prerequisite: GD 3500.

GD 3790   Strategic Branding, a Comprehensive Approach  3 credits
Studio Class: (meets for 5 hours/week)  
Spring Semester

In this studio course, students create identity systems and applications for a specified company or organization. Students will explore brand basics, the brand process, and the best practices for building a brand identity. Students explore the differences among branding for all types of corporate entities: product-driven companies, service-driven companies, nonprofit organizations, and civic and governmental institutions. The work is intended for inclusion in the final portfolio.

Prerequisite: GD 3500.

GD 3980   Fine and Applied Arts Seminar  3 credits
Fall Semester

The capstone course for the Graphic Design and Studio Arts majors focuses broadly on the nature of an integrated perspective on the arts, with specific attention to the various visual arts, such as graphic design, studio art and photography. It provides an opportunity for students to articulate their own informed philosophies of art while synthesizing their prior learning and experience. The course will focus on contemporary issues in the arts; for instance, public art, government funding, censorship, appropriation, and the making of judgments regarding the role of art in society. This course is the required capstone course for Graphic Design and Studio Art majors and is open to all other majors. (Same course as SA 3980).

Prerequisites: SA 1770, SA 1790, any 2000-level GD or SA course, and junior standing.

GD 4050   Independent Studio: Graphic Design  1 - 8 credits
Fall and Spring Semesters
See description on page 31 of this Catalog, under Independent Study.

GD 4500   Internship/Professional Practice (Active Learning)  3 credits
Fall/Spring/Summer

The internship program provides Graphic Design and Studio Arts majors with experience in a professional environment, helping to prepare them for entry into the job market. As members of a design team, interns put their technical and creative knowledge to work and have the opportunity to make professional connections within the design community. A minimum of one hundred and twenty (120) hours is required on the job. Although students are responsible for their own placement, direction and assistance is provided by the faculty and the Director of Career Services. All fieldwork is subject to prior approval by the Department Chair.

Prerequisite: Graphic Design and Studio Art Students must have earned at least 90 cumulative credit hours and a GPA of 2.85 in major or higher in order to participate.

GD 4570   Personal Branding for Social Media  3 credits
Spring Semester

This comprehensive course teaches the key digital marketing skills required for the modern work place. We will explore how to craft a strong, authentic personal brand that's consistent across multiple social media platforms. Learn how to create a profile that's tailored to your ideal industry, craft compelling content, and target your audience on top social media platforms.

Prerequisites: Limited to Graphic Design and Studio Arts Seniors.

GD 4650   Portfolio Development  3 credits
Fall Semester

This course addresses the dynamics of preparing a professional portfolio. Students will combine self-knowledge, with high caliber design materials, writing with interview techniques and industry knowledge to create a unique presentation of their work. The student will compile a fully-integrated digital portfolio and promotional materials and prepare for successful employment.

All students are expected to join AIGA and are required to participate in the AIGA Portfolio Night.

(Same course as SA 4650)

Prerequisites: senior standing for GD and SA Majors only.

GD 4900   Senior Design Project  6 credits
Spring Semester

The senior degree project will include the execution of a high-quality original body of work in the second semester of the fourth year, generally including a large body of work for display in the Graphic Design Senior Exhibition. This course is taught in a mentor/student format.

Prerequisites: Limited to Graphic Design Seniors.
**Graphic Design**

**Graphic Design Minor**

A minor involves a sequence of courses that focus on a particular area of study different from, and secondary to, the major. Courses collectively provide coverage and understanding of the subject area.

*Please Note: One course selected for a minor can be a program requirement in the student’s major. Requirements and General Electives can count towards a minor. In the event of duplication, the student must select an appropriate substitution for the same by completing a Degree Audit Adjustment form in consultation with Graphic Design Faculty in the minor and the Department Chair. Students should work closely with their advisor to determine if they will able to meet the requirements of both the major and the minor degree program.*

The Graphic Design Minor consists of four required courses and two electives.

Non-Fine & Applied Arts majors must take SA 1770 before taking any of the Graphic Design courses and one more elective. May be taken consecutively with GD 1500 Digital Essentials.

<table>
<thead>
<tr>
<th>Requirements:</th>
<th>(12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GD 1500</td>
<td>Digital Essentials (General Education/Arts Breadth class)</td>
</tr>
<tr>
<td>GD 2500</td>
<td>Graphic Principles I</td>
</tr>
<tr>
<td>GD 3500</td>
<td>Graphic Principles II</td>
</tr>
<tr>
<td>GD 3555</td>
<td>The Art of Typography</td>
</tr>
</tbody>
</table>

Select two (2) of the following electives:  
(6 credits)

<table>
<thead>
<tr>
<th>Select two (2) of the following electives:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GD 2575 Web Design and Development</td>
<td>3</td>
</tr>
<tr>
<td>GD 3755 The Art of Typography II</td>
<td>3</td>
</tr>
<tr>
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</tr>
<tr>
<td>GD 4650 Portfolio Development</td>
<td>3</td>
</tr>
</tbody>
</table>
The Curry College Honors Program develops leaders in the profession and in the community through a 24-credit interdisciplinary and multidisciplinary curriculum. Honors students complete 24 credits by taking Honors seminars, cohort classes in which Honors students learn alongside each other, or individualized courses whereby students “honorize” major, minor, or elective courses through the Honors Signature Assignment process outlined on the Honors Program portal page. ALL courses offered by the Honors Program fulfill General Education credits and meet the program’s learning outcomes (see below).

**HONORS PROGRAM LEARNING OUTCOMES**

We aim to develop extraordinary citizens who can effectively negotiate the challenges and opportunities of today's diverse global and digital culture. Upon completion of the Honors Program, students will successfully meet the following Program Learning Outcomes:

**DIVERSITY/SOCIAL JUSTICE**
- Demonstrate knowledge of differences and respect for diversity of identities and cultures.
- Demonstrate an awareness of their own assumptions, stereotypes, and biases when confronting differences.

**LEADERSHIP**
- Demonstrate social and intellectual leadership through active participation in campus activities and events.
- Illustrate collaborative and leadership skills practiced within the Honors learning community and within the major.

**SERVICE/CIVIC ENGAGEMENT/SOCIAL RESPONSIBILITY**
- Demonstrate a sense of social and civic responsibility through regular service to the greater Boston community and beyond.

**INTELLECTUAL CURIOSITY/SELF-MOTIVATED LEARNING**
- Demonstrate intellectual curiosity within the Honors interdisciplinary curriculum.
- Cultivate skills that enable self-directed learning practices to promote independent and continuous learning.
- Design and execute an original capstone project in the appropriate discipline or interdisciplinary field.

**CRITICAL/CREATIVE THINKING**
- Gather, evaluate, analyze, and apply information from a variety of sources to express evidence-based ideas, theories and positions in multiple formats.
- Engage in problem solving and alternative learning models to reflect on existing ideas and knowledge in original ways.

**REFLEXIVITY**
- Continually reflect on the strengths and weakness of individual learning processes and intellectual development to better understand and improve future learning.

*Students may enter the Honors Program in one of two ways:*

Entering First-Year students with a high school GPA of 3.0, combined SAT of 1000, and a critical reading score of at least 500 are invited to join the Honors Program at the time of their acceptance to the College. Students choosing to enter the program complete 24 credits in Honors study over the course of their academic career. Students transferring into the program will take an Honors elective to replace First Year Honors Inquiry.

**Required Honors Courses (16 of 24 credits)**

**GEN 1000 (FYH): First Year Honors Seminar** (meets GE FYI requirement)
**HON 2850: Identity** (meets GE Diversity Requirement)
**GEN 3001 (JYH): Junior Year Inquiry Seminar** (meets GE Capstone requirement)
**HON 3002: Honors Research I, or Research Methods course in students major or minor**
**HON 4010: Honors Project** (capstone course)

Students complete Honors elective courses by either taking an Honors designated section of a course in General Education curriculum, their Major, or their Minor or by contracting with a faculty member through the Honors Signature Assignment process. Guidelines, requirements, and deadlines for Honors contracted elective can be found on the Honors portal page. To remain in the Honors Program, student must maintain a 3.0 cumulative GPA. Students falling below that GPA will be placed on probationary status in the program and may be removed from the program if they are not able to raise their GPA after one semester. Students completing the Honors Program are recognized at Commencement.
**GEN 1000  First Year Inquiry Honors  3 credits**

Honors-Influences of Culture is the introductory course for the Honors Program at Curry College and is designed as an inquiry-based seminar. In large and small group settings, we will examine the meaning of culture and how this concept is used to delineate different customs and beliefs. We will look at the concept of culture critically, and consider ways of describing human belonging, association, and identity differences. We will consider various cultural experiences through case studies, films, and performances, and engage in discussions with multicultural communities within and beyond the United States.

**HON 2850  IDENTITY  3 credits**

This course investigates the concept of personal identity through a multi-disciplinary approach. The exploration of diversity will focus on how we conceptualize and articulate the complexities of identity as they apply to difference, diversity, and inequalities. Students will examine a range of case studies and materials that will explore “difference” with an emphasis on diversity/variation for the person in individual personality, their physical body, experience, social and cultural context and inequalities. Faculty members from various disciplines teach this course bringing the perspectives of their fields to a shared dialogue in class. Students synthesize and apply ideas through written brief reflections, discussions in class, group presentations, and a longer reflective essay that demonstrates an understanding of identity and an appreciation of diversity. This course meets the General Education Diversity requirement.

**GEN 3001  Junior Inquiry Seminar  3 credits**

This course emphasizes the integration of ideas and knowledge in Liberal Arts disciplines and the culminating experience in the General Education curriculum at Curry College. A thematic approach using readings, discussions, and examinations of work included in the Portfolio, the course provides students with an in-depth, personal understanding of the many sensible if sometimes subtle connections among liberal arts disciplines, the value of a Liberal Arts education, and ways to integrate Liberal Arts learning further into their studies.

**HON 3002  Honors Research I  3 credits**

Required if a student’s major or minor does not include a research methods course. Guided by a thesis writing rubric, students develop specific research questions, advance their facility for both hard copy and online inquiry, refine documentation skills, critically analyze varying perspectives on the thesis topic, construct a thematic narrative that traces the topic’s historical development until the present day, and further expand on the craft of scholarly writing. The outcome of this semester is an extensively researched review of literature based on an expansive array of sources. During this course, Honors students will be preparing for their Honors Project proposal. Prerequisite: Satisfactory completion of HON 2850.

**HON 4010  Honors Project  3 credits**

Honors Project is a culminating independent study course mentored by a faculty member and a second reader. The Honors student, faculty mentor, and second reader develop and execute a project that meets Honors Project requirements as outlined on the Honors Program portal page.

The remaining 9 Honors credits required to complete your degree With Distinction in Honors may be taken through Honors cohort courses offered each semester or through the Honors Signature Assignment process.
Individually Initiated Minor (IIM)

An individually initiated major (IIM) provides an opportunity for students to develop a major that demonstrates a depth of learning and a unique combination of two or more subject areas. With the assistance of faculty advisors, the student designs a coherent sequence of studies selected from academic areas or subjects listed in the College Catalog. Such study allows a student freedom in constructing a unique major that encourages creative synthesis of inter-relationships across disciplines. Adherence to the steps and deadlines outlined below is critical to timely completion of the student’s degree.

**Initiation of IIM request:**
The request for an IIM should originate in conversations between the student and the academic advisor. The advisor, along with the student, considers whether or not this curriculum plan makes sense in light of the student’s goal. The student should forward an IIM Intent form, with a signature from their advisor, to the Director of Academic Advising.

The IIM request must be submitted by the student to the Director of Academic Advising before completion of 60 credits of undergraduate work. Most often, this would be in the spring semester of the sophomore year. Transfer students entering with more than 60 academic credits must submit an IIM proposal in the first semester of matriculation at the College. Transfer students may need more than the usual number of semesters to complete the IIM requirements.

The student must submit to the Chair of the UCC a formal proposal for the IIM, completed on the IIM Curriculum Plan form, not later than the semester following completion of 60 credits. Proposals must be submitted at least one week before the October or February meetings of the UCC.

**Qualifications for the IIM:**
The student who is applying for an IIM should be a highly motivated student of above average academic ability. The student should demonstrate a cumulative grade point average of at least 3.0 over a minimum of 45 credits.

**Administration of the IIM Process:**
The student forwards the IIM Intent form, which is cosigned by the faculty advisor, to the Director of Academic Advising. The Director of Academic Advising will advise the student regarding faculty resources, considering expertise and advising loads of faculty, to provide support and advice on the development of the IIM curriculum plan. Once faculty have agreed to participate in a given IIM, their names will be forwarded, along with the IIM file, to the Chair of the Undergraduate Curriculum Committee (UCC), who will distribute the file to the IIM sub-committee of the UCC. From that point, the administration of the IIM process will be managed by the sub-committee, in consultation with the student and the faculty advisors. Prior to UCC consideration, all elements of the IIM plan must be approved by the chairpersons of the academic departments that are represented in the IIM.

Any changes in the IIM must be submitted by the student and the faculty advisor(s) to the UCC IIM sub-committee for approval. The revised IIM Curriculum Plan form must be submitted by one week before the next UCC meeting. Copies of the UCC-approved IIM are forwarded to the Director of Academic Advising and the Registrar.

**Structure of the IIM:**
The IIM should contain at least 45 credits, distributed across two or three academic areas. Each of two areas should be represented with 18-24 credits. If a third area is selected, it should be developed as the equivalent of a minor area of study, with 12 credits of course work beyond the introductory level. Pre-requisite courses will not count toward the IIM. The IIM must include a minimum of one 3000+ level course from each of the academic areas included in the major. The IIM must also contain an appropriate integrative capstone readings course or independent study to demonstrate that the goals of the curriculum plan have been achieved. Students will be encouraged to include independent education, such as Experiential Education internships and 4000 level independent learning experiences.

It is the responsibility of the Department Chairpersons, faculty advisors, and UCC to ensure that the IIM has academic integrity, meets the requirements and expectations of the respective departments, and fulfills the mission objectives of the College.

**IIM Forms:**
The IIM Intent and IIM Curriculum Plan forms are available from Academic Advising.
Individually Initiated Minor (IIMinor)
An individually initiated minor (IIMinor) provides an opportunity for students to develop a minor that demonstrates learning and a unique combination of two or more subject areas. With the assistance of faculty advisors, the student designs a coherent sequence of studies selected from academic areas or subjects listed in the College Catalog. Such study allows a student freedom in constructing a unique minor that encourages creative synthesis of inter-relationships across disciplines. Adherence to the steps and deadlines outline below is critical to timely completion of the student’s degree.

Initiation of IIMinor request:
The request for an IIMinor should originate in conversations between the student and the academic advisor. The advisor, along with the student, considers whether or not this curriculum plan makes sense in light of the student’s goal. The student should forward an IIMinor Intent form, with a signature from their advisor, to the Director of Academic Advising.

The IIMinor request must be submitted by the student to the Director of Academic Advising before completion of 75 credits of undergraduate work. Most often, this would be in the spring semester of the Sophomore year. Transfer students entering with more than 75 academic credits must submit an IIMinor proposal in the first semester of matriculation at the College. Transfer students may need more than the usual number of semesters to complete the IIMinor requirements.

The student must submit to the Chair of the UCC a formal proposal for the IIMinor, completed on the IIMinor Curriculum Plan form, not later than the semester following completion of 60 credits. Proposals must be submitted at least one week before the October or February meetings of the UCC.

Qualifications for the IIMinor:
The student who is applying for an IIMinor should be a highly motivated student of above average academic ability. The student should demonstrate a cumulative grade point average of at least 2.75 over a minimum of 45 credits.

Administration of the IIMinor Process:
The student forwards the IIMinor Intent form, which is co-signed by the faculty advisor, to the Director of Academic Advising. The Director of Academic Advising will advise the student regarding faculty resources, considering expertise and advising loads of faculty, to provide support and advice on the development of the IIMinor curriculum plan. Once faculty have agreed to participate in a given IIMinor, their names will be forwarded, along with the IIMinor file, to the Chair of the Undergraduate Curriculum Committee (UCC), who will distribute the file to the IIMinor sub-committee of the UCC. From that point, the administration of the IIMinor process will be managed by the sub-committee, in consultation with the student and the faculty advisors. Prior to UCC consideration, all elements of the IIMinor plan must be approved by the chairpersons of the academic departments that are represented in the IIMinor.

Any changes in the IIMinor must be submitted by the student and the faculty advisor(s) to the UCC IIMinor sub-committee for approval. The revised IIMinor Curriculum Plan form must be submitted by one week before the next UCC meeting. Copies of the UCC-approved IIMinor are forwarded to the Director of Academic Advising and the Registrar.

Structure of the IIMinor:
The IIMinor should contain at least 15 credits, distributed across at least two academic areas. A minimum of nine credits at the 2000 and 3000 level. The IIMinor must include a minimum of three credits at the 3000+ level.

It is the responsibility of the Department Chairpersons, faculty advisors, and UCC to ensure that the IIMinor has academic integrity, meets the requirements and expectations of the respective departments, and fulfills the mission objectives of the College.

IIMinor Forms:
The IIMinor Intent and IIMinor Curriculum Plan forms are available from Academic Advising.
The Bachelor of Science degree in Information Technology 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: Business Administration, Design, Criminal Justice 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.

**Grade Requirements for Information Technology majors:**
A grade lower than a C- in any of the core courses signals inadequate performance in the major. Students who receive a grade lower than a C- will be required to repeat the course.

**Learning Outcomes of the Information Technology Major:**
The Information Technology major will showcase best practices and proficiency in security, networking, programming, and data analysis and design.

1. Assist and lead in the creation of an effective project plan
2. Analyze the local and global impact of computing on individuals, organizations, and societies
3. Articulate professional, ethical, legal, security and social issues and responsibilities of information technology
4. Communicate effectively with a range of technical and non-technical audiences, including internal and external stakeholders
5. Function effectively on teams to accomplish a common goal
6. Critically assess and implement IT-based solutions
7. Recognize the need and availability of tools for engaging in lifelong professional development

**Bachelor of Science in Information Technology Curriculum Map**

**First Year Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 1010</td>
<td>Intro to Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>IT 1100</td>
<td>Foundations of Hardware</td>
<td>3</td>
</tr>
<tr>
<td>AC 1030</td>
<td>Communication Technology*</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 1400</td>
<td>Reading, Writing, Research I</td>
<td>3</td>
</tr>
<tr>
<td>GEN 1001</td>
<td>Curry Launch</td>
<td>1</td>
</tr>
<tr>
<td>GEN 1000</td>
<td>First Year Inquiry or Quantitative Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits for Fall** 16

**First Year Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 2100</td>
<td>Programming Logic</td>
<td>3</td>
</tr>
<tr>
<td>AC 2768</td>
<td>HTML and Design</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 1500</td>
<td>Reading, Writing, Research II</td>
<td>3</td>
</tr>
<tr>
<td>GE</td>
<td>Breadth (Quantitative Reasoning/Science)</td>
<td>4</td>
</tr>
<tr>
<td>GEN 1000</td>
<td>First Year Inquiry or Quantitative Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits for Spring** 16
Second Year Fall Semester
IT 2210  Networking  4
IT 2789  Programming and Problem Solving  4
AC 2020  Database Concepts  3
GE  Breadth  3
GE  Breadth  3

Total Credits for Fall 17

Second Year Spring Semester
IT 2300  Operating Systems  4
IT 3500  Object Oriented Programming  4
EXP 2340  Intro to Experiential Learning  3
GE  Breadth  3
Elective  General Elective/course in minor  3

Total Credits for Spring 17

Third Year Fall Semester
IT 3100  Project Management  3
IT 3805  Technology Seminar  3
Elective  General Elective/course in minor  3
GE  Diversity  3
GE  Breadth  3

Total Credits for Fall 15

Third Year Spring Semester
IT 2216  Network Security  3
IT 3800  Current Topics in Technology**  3
GEN 3001  Junior Year Inquiry & Integration  3
Elective  General Elective/course in minor  3
Elective  General Elective/course in minor  3

Total Credits for Spring 15

Fourth Year Fall Semester
IT 3450  Internship/Internship Seminar  3
IT  IT Elective  3
GE  International/Global  3
Elective  General Elective/course in minor  3

Total Credits for Fall 12

Fourth Year Spring Semester
IT 3900  Senior Seminar: This is IT! ***  3
IT  IT Elective  3
Elective  General Elective/course in minor  3
Elective  General Elective/course in minor  3
Elective  Any 1 Credit Course  1

Total Credits for Spring 13

TOTAL CREDITS FOR MAJOR
120

Legend
*General Education Communication  **General Education International/Global or Diversity
***General Education Active Learning
Requirements for the Information Technology Major:

Prerequisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>IT 1010</td>
<td>Introduction to Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>IT 1100</td>
<td>Foundations of Hardware</td>
<td>3</td>
</tr>
<tr>
<td>IT 2100</td>
<td>Programming Logic</td>
<td>3</td>
</tr>
<tr>
<td>IT 2789</td>
<td>Programming and Problem Solving</td>
<td>4</td>
</tr>
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Major Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 2210</td>
<td>Networking</td>
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</tr>
<tr>
<td>IT 2216</td>
<td>Network Security</td>
<td>3</td>
</tr>
<tr>
<td>IT 2300</td>
<td>Operating Systems</td>
<td>4</td>
</tr>
<tr>
<td>IT 3100</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>IT 3450</td>
<td>Internship and Seminar</td>
<td>3</td>
</tr>
<tr>
<td>IT 3500</td>
<td>Object Oriented Programming</td>
<td>4</td>
</tr>
<tr>
<td>IT 3800</td>
<td>Current Topics in Technology</td>
<td>3</td>
</tr>
<tr>
<td>IT 3805</td>
<td>Technology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>IT 3900</td>
<td>Senior Seminar: This is IT!</td>
<td>3</td>
</tr>
<tr>
<td>IT</td>
<td>2 electives (2000/3000 level)</td>
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Related Required Courses:

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<th>Title</th>
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<tbody>
<tr>
<td>AC 1030</td>
<td>Communication Technology</td>
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<tr>
<td>AC 2020</td>
<td>Database Concepts</td>
<td>3</td>
</tr>
<tr>
<td>AC 2768</td>
<td>HTML and Design</td>
<td>3</td>
</tr>
<tr>
<td>EXP 2340</td>
<td>Intro to Experiential Learning</td>
<td>3</td>
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<td></td>
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</tr>
</tbody>
</table>

INFORMATION TECHNOLOGY MINOR

A minor in Information Technology complements a variety of majors, including, but not limited to, Business Administration, Communication, Graphic Design and Criminal Justice.

Learning Outcomes of the Information Technology Minor:

The Information Technology minor will showcase best practices and proficiency in areas of IT as they relate to the global industry and acknowledge the importance of technological lifelong learning.

1. Analyze the local and global impact of computing on individuals, organizations, and societies
2. Articulate professional, ethical, legal and social issues and responsibilities
3. Communicate effectively with a range of technical and non-technical audiences, including internal and external stakeholders
4. Function effectively on teams to accomplish a common goal

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 1010</td>
<td>Intro to Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>IT 1100</td>
<td>Foundations of Hardware</td>
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</tr>
<tr>
<td>AC 2020</td>
<td>Database Concepts</td>
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<td>IT 2100</td>
<td>Programming Logic</td>
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</tr>
<tr>
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<td>Networking</td>
<td>3</td>
</tr>
<tr>
<td>IT 3900</td>
<td>Senior Seminar: This is IT!</td>
<td>3</td>
</tr>
<tr>
<td></td>
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</table>
### Information Technology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Semester</th>
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<tbody>
<tr>
<td>IT 1010</td>
<td>Introduction to Information Technology</td>
<td>3</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>IT 1100</td>
<td>Foundations of Hardware</td>
<td>3</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>IT 2100</td>
<td>Programming Logic</td>
<td>3</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>IT 2210</td>
<td>Networking</td>
<td>4</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>IT 2216</td>
<td>Network Security</td>
<td>3</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>IT 2300</td>
<td>Operating Systems</td>
<td>4</td>
<td>Spring Semester</td>
</tr>
</tbody>
</table>

**IT 1010 Introduction to Information Technology**

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.

**IT 1100 Foundations of Hardware**

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.

**IT 2100 Programming Logic**

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**

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.

**Prerequisite: IT 1100.**

**IT 2212 Cybersecurity Awareness**

Offered periodically within a three-year academic cycle

This course will provide students with the knowledge needed to protect themselves and their devices from increasingly sophisticated cyber-attacks. Computer security has many challenges to face today's tech society. Does antivirus software protect us? What is and how do firewalls operate? Features inherent in Windows and IOS that can assist in prevention of attacks will be presented. Real-life user experiences, hands-on projects and case projects give students the opportunity to test their knowledge and apply what they have learned.

**IT 2216 Network Security**

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.

**Prerequisite: IT 2210 or permission of instructor.**

**IT 2300 Operating Systems**

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.

**Prerequisite: IT 2789.**

**Pre or co-requisite IT 3500.**
IT 2400  The Energy of Silicon Valley  3 credits  
Alternate Spring Semesters

The Energy of Silicon Valley provides a real-world introduction to the technology boom of the San Francisco Bay area. Students will learn about the history and current status of this unique, fast-paced working environment, while networking and gaining insight into its corporate world. The class will visit Silicon Valley, California for one week, where daily sessions will include meeting corporate leaders, entrepreneurs, and venture capitalists. The course will also feature a series of classroom lectures and assignments. (Same course as AC 2400) 
Prerequisite: Junior or Senior standing and permission of instructor.

IT 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, CJ 2500).

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. (Same course as CJ 2620).

IT 2789  Programming and Problem Solving  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.
Prerequisite: IT 2100 or permission of instructor.

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.
Prerequisite: AC 2020.

IT 3100  Project Management  3 credits  
Fall Semester

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 AC/IT course.

IT 3450  Internship and Seminar  3 credits

This course is required for all students completing a technology internship and must be taken during the semester of the internship. Students must arrange an internship with the assistance of the seminar instructor. In addition to spending time each week on their internship, students will integrate their weekly on-campus course meetings and assignments, discuss practice based learning, review their internship experience, and document their learning in this weekly seminar. This course meets the General Education Active Learning Requirement.
Prerequisite: EXP 2340 and EXP 2350.

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.
Prerequisite: IT 2789.
IT 3800  Topics in Technology  3 credits
Spring Semester

This course is designed to have students explore and discuss; through guided topics, the growth of technology in our society. Technology has a global impact on our world. The United States and other countries are working towards technological advances and also dealing with the Impact of technology on our economy, environment, and educational systems, to name a few. Students will read articles, watch videos, research topics and create journals in the form of discussion boards and blogging. This course meets the General Education International/Global Interdependence requirement.

IT 3805  Technology Seminar  3 credits
Fall Semester

Technology seminar challenges students toward the end of their program of study to reflect, organize, synthesize, and communicate their accumulated knowledge concepts and skills learned in courses across the curriculum. This course will prepare students for their senior capstone project. The course will focus on conducting a literature review, identifying and summarizing IT related topics and collecting and analyzing data, proposal and analysis writing, research design, and presentation skills. Take part in various on-line seminars offered by professional organizations that target the changing needs in the IT field. Students will work as tutors for 1000 and 2000 level Applied Technology courses. Students will refine their major portfolios as well as practice and learn professional etiquette skills.
Prerequisite: 9 credits in AC or IT courses.

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. This course meets the General Education Active Learning requirement. (Same course as AC 3900). Prerequisites: 12 credits in 2000/3000-level IT courses and senior standing.
This minor is designed to prepare students for careers in advocacy, legal research, paralegal studies, and for those who wish to pursue graduate school in law. The Law and Society minor builds valuable critical thinking and analytical skills through the examination of legal systems, exploring philosophical, political, sociological, historical, and ethical approaches to legal issues. With a multidisciplinary approach that draws deeply on the liberal arts and social sciences, a law and society minor focuses on the law, legal institutions, and legal issues affecting society.

This is a 15-credit minor. Students must take all required courses. Students only need to take elective courses if they have not obtained the 15-credit minimum toward the minor due to exceeding the number of allowable double counted major/minor credits.

*Note: For course descriptions for the Law and Society minor please see the respective department listings.*

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
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<tr>
<td>CJ 1000  Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 2020  Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>P&amp;H 2310 U.S. Constitutional Law</td>
<td>3</td>
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<tr>
<td>PRS 2200 Logic</td>
<td>3</td>
</tr>
<tr>
<td>CJ 3205 Law and Society</td>
<td>3</td>
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<td><strong>Total</strong></td>
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**Electives (if needed)**

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<tr>
<th>Course Code</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>CJ 2030</td>
<td>Criminal Procedure</td>
</tr>
<tr>
<td>CJ 2204</td>
<td>Adjudication, Courts and Conflict Resolution</td>
</tr>
<tr>
<td>BUS 2250</td>
<td>Business Law</td>
</tr>
<tr>
<td>P&amp;H 1050</td>
<td>U.S. Politics</td>
</tr>
<tr>
<td>P&amp;H 2390</td>
<td>US Constitutional Issues</td>
</tr>
<tr>
<td>P&amp;H 3380</td>
<td>Public Policy in the United States</td>
</tr>
<tr>
<td>PRS 2210</td>
<td>Ethics</td>
</tr>
</tbody>
</table>
Firms use information systems at all levels of operation to collect, process, and store data. Management aggregates and disseminates this data in the form of information needed to carry out the daily operations of business. Everyone who works in business, from someone who pays the bills to the person who makes employment decisions, uses information systems. A car dealership could use a computer database to keep track of which products sell best. A retail store might use a computer-based information system to sell products over the Internet. In fact, many (if not most) businesses concentrate on the alignment of MIS with business goals to achieve competitive advantage over other businesses.

MIS professionals create information systems for data management (i.e., storing, searching, and analyzing data). In addition, they manage various information systems to meet the needs of managers, staff, and customers. By working collaboratively with various members of their work group, as well as with their customers and clients, MIS professionals are able to play a key role in areas such as information security, integration, and exchange. As an MIS minor, you will learn to design, implement, and use business information systems in innovative ways to increase the effectiveness and efficiency of your company.

**Program Learning Objectives:**
- Understand and apply core knowledge of systems analysis/design, data mining, databases, machine learning, website analytics, social media analytics, electronic commerce and web development.
- Identify requirements for information systems, translate those requirements into database designs and build databases based on the designs.
- Understand and apply basic web design and development principles in information systems.
- Communicate requirements to both business and IT professionals.

**Minimum Grade Policy for Business Department Majors/Minors**
This policy will apply to all majors and minors offered within the Business Department (Accounting, Business Administration, Marketing, MIS, and Sport Management). Students who are majoring or minoring in any program offered within the Business Department will be required to retake any pre-/co-requisite, elective, or required course offered by the Business Department if they earn below a grade of a C. Students are allowed to waive this policy for their first two grades of C-. The third C- and any subsequent grades of a C- will have to be retaken. Although students are not required to maintain a GPA of 2.5 to be a Business Department major, students who receive a cumulative GPA of less than 2.5 will be required to meet with the Academic Success Coordinator and commit to a specified plan for the following full semester to improve their grades.

**The MIS Minor:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 1000</td>
<td>Intro to Business or</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2100</td>
<td>Small Business Concepts</td>
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</table>

Choose 5 of the following electives.

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MIS 2010</td>
<td>Systems Analysis and Design</td>
</tr>
<tr>
<td>MIS 2020</td>
<td>Business Intelligence, Web and Social Media Analytics</td>
</tr>
<tr>
<td>MIS 2030</td>
<td>E-commerce</td>
</tr>
<tr>
<td>MIS 3040</td>
<td>Data Mining and Management</td>
</tr>
<tr>
<td>MIS 3050</td>
<td>Enterprise Systems Project Management</td>
</tr>
<tr>
<td>ACNT 2060</td>
<td>Forensic Accounting</td>
</tr>
</tbody>
</table>

Note: ONE of the above electives may be substituted with AC 2768 HTML and Design.
Note: The approval of S. Cooray must be obtained.
Management Information Systems (MIS)

MIS 1010  Managing with Information Systems  3 credits
Fall and Spring Semesters
This course teaches students about the manager's role in designing information systems that truly satisfy the information needs and strategies of the business. It teaches students how to effectively manage information and information systems. Some management efforts involve interviewing stakeholders to analyze a business challenge from different perspectives and map the steps of a business process that could solve the problem. This task leads to the identification of information requirements that should to be fulfilled by the proposed solution, as well as the assessment of how these requirements vary across management levels or functional areas. Students will learn how to map and design the flow of information requirements in business processes using appropriate software tools. Students will also learn about developments in technologies such as databases, artificial intelligence, ERPs, CRM's and collaborative project management tools. This is followed by students learning how to strategically evaluate these technologies and determine which may support the information requirements of a given situation.

MIS 2030  Electronic Commerce  3 credits
This course provides a strong grounding in the concepts of electronic commerce and the process of selling products and services online. We will examine the technology of the Internet and the emerging business models enabled by the Internet. This course will also teach students who are not programmers how to design and develop a simple e-commerce web application so that they have a better understanding of the issues associated with web development. Students will also learn about the key dimensions of e-commerce security and how technology can help secure Internet communications channels and organizational data. We will discuss the features and functionality of electronic billing payment systems and consider the ethical, social and political issues raised by e-commerce. Through these experiences students will gain an appreciation of the critical role that technology plays in bringing innovative products and services to the digital marketplace and enhancing the digital customer experience. This course meets the General Education International/Global Interdependence requirement for all majors.

MIS 3040  Data Mining and Management  3 Credits
Data that has relevance for managerial decisions is being collected at an incredible rate due to a variety of technological advances. Electronic data capture has become inexpensive as a by-product of innovations such as the Internet, e-commerce, the ‘internet of things’, electronic banking, bar-code readers, and intelligent machines. Such data is often stored in data warehouses and data marts specifically intended for management decision support. Data mining is a rapidly growing field that is concerned with developing techniques to assist managers to make intelligent use of these repositories. This course provides a comprehensive introduction to data mining problems and tools to enhance managerial decision making at all levels of the organization and across business units. We discuss scenarios from a variety of business disciplines, including the use of data mining to support customer relationship management (CRM) decisions, decisions in the entertainment industry, and professional sports teams. We will also explore techniques for using relational database applications in management environments. Students will learn basic database design, usage and analysis.
MIS 3050 Enterprise Systems  3 Credits
Project Management
This course is designed to provide the student with a thorough understanding of the role that enterprise systems play in an organization. Enterprise systems are now essential infrastructure to both large corporate entities, as well as to small-to-medium (SME) organizations, as they remove the need to have a large number of separate individual computer-based applications. Enterprise systems include Enterprise Resource Planning (ERP) systems, Supply Chain Management (SCM) systems, Customer Relationship Management (CRM) systems, Business Analytics, and other business process applications, that integrate a range of various applications into a single package. In this course students will learn how to plan, implement, and manage the integration of enterprise IS. Students will also learn to manage enterprise IS projects including how to put together a project charter, define project goals, and develop project teams, schedules, and budgets.
Prerequisites: MIS 1010 or IT
The field of Marketing has been and will continue to evolve over the next 10 years. Some marketing occupations will grow, some will become obsolete, and new positions will evolve. This program offers courses in Marketing Analytics, Consumer Behavior, and Digital Marketing to address the new and respects the traditional with courses such as Advertising, Marketing Management, and Sales Management. This program, along with the other degrees offered through the Business Department will emphasize the unique business, management, marketing and ethical principles and practices necessary to succeed in their industries. It ultimately will prepare professionals who are critical thinkers, interdisciplinary in their approach, and capable of effectively managing and performing in many different positions supporting various industries and markets. The BS Marketing curriculum will provide both skill-based and theoretical framework in business management with an applied practice to specific marketing areas.

Program Learning Objectives:
1. Students will be able to Integrate the functional areas of Marketing and the broader community to inform decision making
2. Students will be able to apply critical thinking and analytical techniques to solve real problems related to the Marketing discipline
3. Students will be able to recognize and apply ethical principles to leadership and management decisions
4. Students will be able to apply fundamental quantitative and qualitative support tools for decision making
5. Students will be able to demonstrate effective professional communication skills through writing, research, and presentations as individuals and as productive members of teams
6. Students will be able to define and describe the key marketing elements through the development and presentation of a strategic marketing plan

Minimum Grade Policy for Business Department Majors/Minors
This policy will apply to all majors and minors offered within the Business Department (Accounting, Business Administration, Marketing, MIS, and Sport Management). Students who are majoring or minorin in any program offered within the Business Department will be required to retake any pre-/ co-requisite, elective, or required course offered by the Business Department if they earn below a grade of a C. Students are allowed to waive this policy for their first two grades of C-. The third C- and any subsequent grades of a C- will have to be retaken. Although students are not required to maintain a GPA of 2.5 to be a Business Department major, students who receive a cumulative GPA of less than 2.5 will be required to meet with the Academic Success Coordinator and commit to a specified plan for the following full semester to improve their grades.

The Marketing Program:

Prerequisites
BUS 1000 Intro to Business
BUS 1610 Economics: Macro
BUS 1611 Economics: Micro
MIS 1010 Managing with Information Systems
ACNT 1010 Financial Accounting (Prerequisite: Math Assessment)
ACNT 1011 Managerial Accounting

Major Core Requirements:
MRKT 2000 Marketing Analytics
MRKT 2100 Digital Marketing
MRKT 2160 Consumer Behavior
MRKT 2520 Marketing Management
MRKT 3000 Marketing Research
MRKT 3980 Senior Seminar Marketing Policy
BUS 2000 Management Theory and Practice
BUS 2150 Quantitative Methods and Analytics¹
BUS 2250 Business Law
BUS 2550 Operations Management
BUS 2570 Financial Management
BUS 3930 Management of International Business
BUS 3950 Business Ethics Seminar

Electives (Choose 3):
SRM 2000 Sport and Recreation Marketing and Revenue Streams
MRKT 2110 Sales Management

¹ Required for Marketing Analytics
MRKT 2120  Retail Management
MRKT 2790  Public Relations
MRKT 3100  Advertising Management
MRKT 3450  Internship- Marketing
MRKT 3560  Global Marketing

Prerequisite or Corequisites:
MATH 1150  Statistics I (BUS 2150)

Requirements for the Marketing Minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1000  Intro to Business or</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2100  Small Business Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 2520  Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>Choose four of the following electives.</td>
<td>12</td>
</tr>
<tr>
<td>MRKT 2000  Marketing Analytics</td>
<td></td>
</tr>
<tr>
<td>MRKT 2008  Digital Marketing</td>
<td></td>
</tr>
<tr>
<td>MRKT 2160  Consumer Behavior</td>
<td></td>
</tr>
<tr>
<td>MRKT 3000  Marketing Research</td>
<td></td>
</tr>
<tr>
<td>MRKT 3980  Senior Seminar Marketing</td>
<td></td>
</tr>
<tr>
<td>MRKT 2110  Sales Management</td>
<td></td>
</tr>
<tr>
<td>MRKT 2120  Retail Management</td>
<td></td>
</tr>
<tr>
<td>MRKT 2790  Public Relations</td>
<td></td>
</tr>
<tr>
<td>MRKT 3100  Advertising Management</td>
<td></td>
</tr>
<tr>
<td>MRKT 3560  Global Marketing</td>
<td></td>
</tr>
<tr>
<td>MRKT 3450  Internship Marketing</td>
<td></td>
</tr>
<tr>
<td>SRM 2020  Sport and Recreation Marketing and Revenue Streams</td>
<td>18</td>
</tr>
</tbody>
</table>

MRKT 2000  Marketing Analytics  3 credits  Fall Semester
This course will take a digitally driven approach to marketing analytics, an exciting field undergoing explosive growth and high demand. The course will emphasize the practical methods used to measure, manage and analyze consumer information. Topics covered will include making sense of the digital media landscape, demand forecasting and predictive analytics, performance evaluation, and Google Analytics. Upon completion of this course, students will have gained the knowledge and skills that directly translates to modern marketing practices.

MRKT 2100  Digital Marketing  3 credits  Fall Semester
Companies are increasingly shifting marketing efforts to digital platforms such as search engines, social media and mobile technologies. These technologies influence customers, consumer behavior, purchasing and have an impact on firm performance. It is important for students to understand various digital strategies and familiarize themselves with some of the technologies underlying them.
Prerequisite: MRKT 2520.

MRKT 2110  Sales Management  3 credits  Spring 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: BUS 1000.

MRKT 2120  Retailing Management  3 credits  Fall 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: BUS 1000.

**MRKT 2160  Consumer Behavior  3 credits**
Offered periodically within a three-year academic cycle. This course will introduce the student to the field of consumer behavior and thus the roles that consumers play in the market place. Marketers who understand the needs and wants of the consumer along with their decision making process can create a marketing mix that will best serve the market, while increasing sales and profitability. The course will introduce the consumer decision process, with emphasis on consumer decision making, product/brand perception, learning, group influences, and marketing strategy implications.

Prerequisite: BUS 1000, MRKT 2520.

**MRKT 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 Administration majors.

Prerequisite: BUS 1000.

**MRKT 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).

**MRKT 3000  Marketing Research  3 credits**
Spring Semester
This course will introduce the marketing student to the areas of marketing research and marketing information systems. Coverage of marketing information system design and the marketing research process, including: research design and sources of information, data collection methods, sampling procedures, data analysis and interpretation, and the formal research report.

Prerequisites: MIS 1010, BUS 2150, MRKT 2000, MRKT 2520.

**MRKT 3100  Advertising Management  3 credits**
Spring Semester
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: MRKT 2520.

**MRKT 3560  Global Marketing Management  3 credits**
Offered periodically within a three-year academic cycle. This course will explore the opportunities and challenges in developing marketing strategies and programs for the world-wide marketplace. We will study how a firm must adapt the process of planning, producing, placing, and promoting its products globally, responding to factors like culture, macro and political climate, infrastructure and demographics. We will cover the material using a combination of lectures, case discussions, and current readings.

Prerequisites: BUS 1610 and MRKT 2520.

**MRKT 3980  Senior Seminar: Marketing Policy  3 credits**
Spring Semester
This course is designed to build upon previous learning outcomes and research assignments developed in all upper level marketing and business courses and provide a capstone experience for marketing majors by challenging them to apply the concepts, tools and techniques of strategic marketing to a series of case analyses and application of marketing strategies to develop a comprehensive marketing plan for an established or proposed company. Communication of such research and analysis will require students to prepare organized/structured written papers utilizing appropriate APA format and then present such findings to various audiences. Senior Standing Required.

Prerequisite: MRKT 2520, MRKT 2100, MRKT 3000.
Mathematics courses support students majoring in biology, management, nursing, psychology and other areas, and are also available as electives. Students broadly interested in the science/mathematics field can choose an individually initiated major or an appropriately designed physics major. The following courses satisfy the General Education First Year Core Quantitative Literacy Requirement: MATH 1150, MATH 1160, MATH 1190, MATH 1550, and MATH 2130.

Students are encouraged to select the core course that best matches their intended major.

- **MATH 1150 Statistics I:** For students in Accounting, Biology, Biochemistry, Business Administration, Communication, Community Health and Wellness, Criminal Justice, Information Technology, Nursing, Psychology, Public Health, Sociology. MATH1141/1142 is a by-placement-only course that is equivalent to MATH 1150 and will serve students described above.
- **MATH 1160 Topics in Contemporary Mathematics:** For students in Graphic Design, English, Philosophy, Politics and History, Studio Arts or who are Undecided and considering a major other than one that requires Statistics I
- **MATH 1190 College Algebra:** For students who are in Biochemistry or who are Undecided or would like a broader mathematics core for their educational careers
- **MATH 1550 Quantification in School Mathematics:** For students in Child, Youth, and Community Education; Early Childhood Education; Early Education and Care; Elementary Education; Mathematics Education; Special Education
- **MATH 2130 Calculus I:** For students in Biology (BS), Biochemistry, or who have a strong mathematics background and who would like a broader mathematics core for their educational careers.

**MATHEMATICS MINOR**

In a world increasingly dependent upon science and technology, the study of mathematics has become ever more important and, in many disciplines, essential. Women and men trained in mathematics are employed in industry, teaching, and research at all levels. Students who study mathematics gain an excellent background for collaboration with professionals in other disciplines such as economics, business, and criminal justice. Undergraduate mathematics also serves as a strong foundation for further studies in operations research, statistics, computer science, medicine and law, in addition to mathematics itself. The mathematics minor program at Curry College provides the foundation for further studies in applied fields and prepares a liberally educated person for related fields in which strong quantitative and problem-solving skills are needed.

**Credit Requirements**

Students can earn a minor in Mathematics by taking 15 credits of courses in Mathematics, not including MATH 1000: Problem Solving Strategies in Mathematics, MATH 1160: Topics in Contemporary Mathematics and MATH 1550: College Mathematics I: Numbers and Numeration. At least six credits must be earned at Curry College, and at least nine credits must be earned at the 2000-level or above.

**MATHEMATICS EDUCATION MAJOR**

The Mathematics Education (5-8 or 8-12) program is designed to prepare candidates with the subject matter knowledge and professional skills to effectively educate middle or secondary school aged students. The coursework and field assignments have been integrated throughout the program to meet Department of Elementary and Secondary Education licensure requirements and to prepare teachers to advance middle school and secondary students’ learning of mathematics content. Candidates are prepared to teach mathematics content appropriate for middle school and high school settings, and have skills in identifying student misconceptions and targeting differentiated instruction to meet the needs of a diverse array of students. Program completers will be endorsed for licensure and qualified to work in public and private schools serving students in grades 5-8 or 8-12.

*Individuals who complete the Mathematics Education program will be eligible to receive licensure in Massachusetts, but may not enjoy full reciprocity benefits for licensure in other states that have signed the NASDTEC Interstate Agreement with Massachusetts.*

**APPLYING TO AN EDUCATION MAJOR**

Admission to Curry College does not automatically include admission to an education major. Undergraduate students interested in an education major apply to their prospective major in the fall semester of their sophomore year (December 1). The online application is available via the student portal.
Requirements for admission are as follows:
- Overall cumulative grade point exceeding 2.5. Students must maintain the 2.5 GPA requirement throughout their course of study.
- Minimum grade of C in all required education courses and courses identified as related requirements.
- Where applicable, a passing score on both subtests of the Massachusetts Communication Literacy Skills Test (CLST)
- Two recommendations

**CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Pre-Requisite Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1150 Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1190 College Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Coursework – Subject Matter Knowledge**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2130 Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2140 Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2150 Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2200 History of Mathematical Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2550 Number Theory and Relationships for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3175 Modern Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3200 Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3250 Pedagogy and Specialized Instruction in Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Coursework – Professional Standards for Teachers**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2161 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 2412 Strategies for the Effective Educator - Elementary and Secondary</td>
<td>3</td>
</tr>
<tr>
<td>ED 2600 Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 3190 Classroom Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED 3295 Fundamentals of Curriculum - Secondary</td>
<td>3</td>
</tr>
<tr>
<td>ED 3750 Sheltered English Immersion</td>
<td>3</td>
</tr>
<tr>
<td>ED 3985 Integrating Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Coursework and Co-Requisite Fieldwork**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 3125 Mathematics Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED 3193R Classroom Assessment Lab - Secondary</td>
<td>1</td>
</tr>
<tr>
<td>ED 3194 Pre-Practicum I Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>ED 3456 Pre-Practicum II Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>ED 4571 Senior Practicum - Secondary</td>
<td>9</td>
</tr>
<tr>
<td>ED 4571SM Senior Practicum Seminar - Secondary</td>
<td>3</td>
</tr>
</tbody>
</table>

**Related Requirements**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1550 Quantification in School Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 2010 Introduction to Mechanics, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PSY 1400 Child Development</td>
<td>3</td>
</tr>
</tbody>
</table>
Mathematics

Mathematics Education Minor
The Mathematics Education minor builds upon the three course sequence of mathematics courses required of Education students seeking licensure and will prepare them to apply for an additional license as an elementary math specialist. Students seeking the minor will deepen their understanding of numerical, algebraic and statistical concepts by taking a minimum of two additional mathematics courses, and they will be exposed to constructivist pedagogy and best practices in mathematics instruction. While the minor is intended primarily for Education students, it is open all students whose interests include working in an educational setting.

A grade of “C” or higher must be attained in all courses required for the Mathematics Education minor. Any mathematics course at the 2000 level or above can substitute for one course in the Mathematics Education minor. MATH 4000 Independent Research in Mathematics Education can substitute for any course in the Mathematics Education minor.

Requirements for the Mathematics Education minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1550</td>
<td>Quantification in School Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2550</td>
<td>Number Theory and Relationships for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3250</td>
<td>Pedagogy and Specialized Instruction in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1190</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 2130</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>or MATH 2140</td>
<td>Calculus II</td>
<td></td>
</tr>
</tbody>
</table>

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MATH 1000  Problem Solving Strategies  3 credits in Mathematics  Fall and Spring Semesters
This course introduces students to the processes by which mathematicians define, approach, present, and critique solutions to real-world problems. The focus is on using deductive and logical reasoning to solve problems. This course does not satisfy the General Education First Year Core Quantitative Literacy requirement.

Prerequisites: Math Assessment Performance or permission of instructor.

MATH 1141/1142 Statistics with Problem Solving  4 credits  Fall Semester
This course combines a standard Statistics I course with a 1-credit supplemental instruction recitation (MATH 1142). Explores the collection, organization, analysis, and inference of data in multiple contexts through statistical methods. Requires students to discuss quantitative results, interpret multiple representations (symbolic, graphical, numerical, verbal) of quantitative information, and solve problems using quantitative methods, particularly linear regression and correlation, the construction of confidence intervals, and tests of hypotheses. This course meets the General Education First Year Core Quantitative Literacy requirement.

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

MATH 1150  Statistics I  3 credits  Fall and Spring Semesters
Explores the collection, organization, analysis, and inference of data in multiple contexts through statistical methods. Requires students to discuss quantitative results, interpret multiple representations (symbolic, graphical, numerical, verbal) of quantitative information, and solve problems using quantitative methods, particularly linear regression and correlation, the construction of confidence intervals, and tests of hypotheses. This course meets the General Education First Year Core Quantitative Literacy requirement.

Prerequisite: Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.
MATH 1160 Topics in Contemporary Mathematics 3 credits
Fall and Spring Semesters
This course considers a variety of topics that are not covered in a traditional secondary school mathematics course, such as: problem solving strategies; graph theory (networks); planning and scheduling; the mathematics of social choice and decision making; probability and statistics; and consumer finance models. The course is topical and not cumulative in nature. Past performance in mathematics courses will have little bearing on ability to succeed in this course. This course meets the General Education First Year Core Quantitative Literacy requirement. Prerequisite: Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

MATH 1170 East Asian Mathematics: An Alternate Approach 3 credits
Fall and Spring Semesters
Offered periodically within a three-year academic cycle. “Chinese mathematics” was defined by the Chinese in ancient times as the “art of calculation” (suan chu). This course is an overview, which includes a chronology of mathematicians and mathematical works from 1000 BC to 1970. The following topics will also be covered in the course: Chinese Remainder Problems, Nine Chapters on the Mathematical Art, Ta-Yen rule, Extracting Cube Roots, Mathematics Induction Method, and Chinese Postman Problems. Prerequisite: MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

MATH 1190 College Algebra 3 credits
Fall and Spring Semesters
This is a mathematical preparation for management, science, social science, and psychology. Emphasis on developing problems and solutions: mathematical modeling. Algebra extends to graphics, percentages, setting up and solving equations, linear and quadratic. Introduction to functions, polynomial, logarithmic and exponential. Applications include rate, time and distance problems, interest rates, cost analysis, demand and supply, and growth and decay processes. This course meets the General Education First Year Core Quantitative Literacy requirement. Prerequisite: High school algebra and geometry required. Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

MATH 1550 Quantification in School Mathematics 3 credits
Fall Semester
This course engages students in analyzing the structure of school mathematics, particularly the domain of numbers and numeration and measurement. Students explore systems of numeration, properties of number systems, and the conceptual underpinnings of arithmetic and computation from an advanced perspective. The development of problem-solving strategies and the clear communication of mathematical ideas are emphasized throughout the course. Students are challenged to present mathematics content in a variety of ways, particularly through scaffolding conceptual development from concrete to abstract representations. This course provides a college-level treatment of content areas of interest to prospective educators and to others interested in a survey of modern mathematical ideas. This course is required for Early Childhood Education, Special Education and Elementary Education majors. This course meets the General Education First Year Core Quantitative Literacy requirement. Prerequisite: MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

MATH 2130 Calculus I 3 credits
Fall Semester
Introduction to differential and integral calculus, stressing applications of the calculus to significant classes of real-world situation, with examples from the natural, social, and behavioral sciences. This course meets the General Education First Year Core Quantitative Literacy requirement. Prerequisite: MATH 1190, or equivalent background.

MATH 2140 Calculus II 3 credits
Spring Semester
Continuation of MATH 2130. Includes transcendental functions, applications of integration, probability density functions, Taylor’s series, and differential equations. Prerequisite: MATH 2130.

MATH 2150 Statistics II 3 credits
Fall Semester
This is a course in statistical inference that continues the study of estimation and hypothesis testing introduced in Statistics I. Topics include inference for means and proportions, one- and two-way tables for categorical data, analysis of variance, inference for simple regression and correlation, and an introduction to multiple regression. Prerequisite: MATH 1150.

MATH 2200 History of Mathematical Inquiry 3 credits
Fall Semester
Offered periodically within a three-year academic cycle. The domains and structure of modern mathematics were generated over the course of many centuries and through a variety of cultures. The development of mathematics occurred alongside the development of physics and astronomy, and provides inspiration to students of different disciplines. This course surveys major mathematical developments beginning with the accomplishments of the ancient Egyptians and continues up to the 17th century, when the basis of modern Calculus was set. This course considers how these developments have been influenced by the cultures and needs of different civilizations. This course meets the General Education International/Global Interdependence requirement.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2550</td>
<td>Number Theory and Relationships for Teachers</td>
<td>3</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>MATH 2900</td>
<td>Independent Research</td>
<td>1-3</td>
<td></td>
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<tr>
<td>MATH 3110</td>
<td>Discrete Mathematics</td>
<td>3</td>
<td></td>
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<tr>
<td>MATH 3120</td>
<td>Calculus III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 3130</td>
<td>Operations Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 3150</td>
<td>Statistics III</td>
<td>3</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>MATH 3175</td>
<td>Modern Algebra</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 3200</td>
<td>Mathematical Modeling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 3250</td>
<td>Pedagogy and Specialized Instruction in Mathematics</td>
<td>3</td>
<td>Spring Semester</td>
</tr>
</tbody>
</table>

This course builds and elaborates upon basic concepts introduced in MATH 1550. Topics include number theory, functions and algebra. The course focuses upon investigation and problem solving and involves the use of relevant manipulatives and technology. Emphasized are clear communication of mathematical ideas and an understanding of the connectedness of these ideas within and between mathematical concepts. This course is designed primarily for students preparing to teach elementary and middle school or work with children. 

Pre-requisite: MATH 1550.

Individually, independent research on selected topics in mathematics education. Pre-requisites: Students must have at least a 3.0 average in the subject area in which they seek to work and at least a 2.7 cumulative average. Instructor Permission.

This course explores widely applicable mathematical tools for computer and information science, including topics from logic, set theory, combinatorics, number theory, probability theory, and graph theory. It includes opportunities for students to practice reasoning formally and proving theorems. Pre-requisites: Two MATH courses at the 2000 level or higher.

This course is an introduction to the calculus of functions of several variables. It begins with studying the basic objects of multidimensional geometry: vectors and vector operations, lines, planes, cylinders, quadric surfaces, and various coordinate systems. It continues with the elementary differential geometry of vector functions and space curves. After this, it extends the basic tools of differential calculus - limits, continuity, derivatives, linearization, and optimization - to multidimensional problems. The course will conclude with a study of integration in higher dimensions, culminating in a multidimensional version of the substitution rule. Pre-requisite: MATH 2140.

This course is an introduction to the calculus of functions of several variables. It begins with studying the basic objects of multidimensional geometry: vectors and vector operations, lines, planes, cylinders, quadric surfaces, and various coordinate systems. It continues with the elementary differential geometry of vector functions and space curves. After this, it extends the basic tools of differential calculus - limits, continuity, derivatives, linearization, and optimization - to multidimensional problems. The course will conclude with a study of integration in higher dimensions, culminating in a multidimensional version of the substitution rule. Pre-requisite: MATH 2140.

This course builds upon topics covered in Statistics II, particularly multiple regression and analysis of variance, and completes the transition to the use of statistical software for data analysis. Topics in multiple regressions will include polynomial regression, the use of dummy variables, model building, and variable screening methods. Two-way ANOVA and the design of experiments will be covered, and topics will be selected from the following: logistic regression, time series modeling, and nonparametric tests. Pre-requisite: MATH 2150.

This course is an introduction to algebraic systems, definitions, and basic properties. There is an emphasis on group theory and a brief survey of rings, fields, and polynomial rings over a field. Pre-requisite: MATH 2140.

The focus of this course is on mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. The main goal of the course is to introduce students to both deterministic and probabilistic techniques useful in the mathematical description of physical events and situations. The main topics will be regression analysis, dimensional analysis, modeling with ordinary differential equations, and discrete and continuous methods of probabilistic modeling. Emphasis is on the use of models to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results. Pre-requisite: MATH 1150, MATH 2130, and MATH 2140.

The focus of this course is on mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. The main goal of the course is to introduce students to both deterministic and probabilistic techniques useful in the mathematical description of physical events and situations. The main topics will be regression analysis, dimensional analysis, modeling with ordinary differential equations, and discrete and continuous methods of probabilistic modeling. Emphasis is on the use of models to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results. Pre-requisite: MATH 1150, MATH 2130, and MATH 2140.

This course emphasizes the factors that contribute to creating effective learning environments for increasing conceptual development in mathematics. Using content in geometry, measurement, probability, data analysis, and statistics as illustrative examples, students will design a unit of study that is developmentally appropriate for the population of students with whom they intend to work. Students will be charged with broadening and deepening their own college-level understanding of the content in an effort to both utilize data for instructional decision-making and to identify the structure and relationships between ideas that they will communicate to students. In addition, effective instructional methods, formative and summative assessment techniques, and intervention strategies will be explored. (Same course as ED 3250). This course meets the General Education Social Science Breadth and Quantitative Literacy Enhancement requirements. Pre-requisites: MATH 1550, MATH 2550.
The study of music is available to all students through courses in a variety of styles and levels offered by the Department of Fine and Applied Arts. Musicology courses focused on specific genres are designed to increase aesthetic awareness and promote active listening. Courses in music performance and private instruction develop individual potential, providing lifelong opportunities for purposeful social experience. Beginners are encouraged to participate.

**MUSIC MINOR**

Students may also declare a minor in music, to complement a major in any other area of study. The combination of a music minor with various majors may lead to graduate study and/or careers in such fields as the expressive therapies or arts administration.

A student who decides to declare the music minor should do so through the portal. In addition to the requirements listed below, the faculty encourages music minors to elect an inter-area field experience that applies knowledge of music in a field placement appropriate to the student's major. Many students have found this pleasurable and beneficial for further career opportunities.

**Music Minor:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>FA 1000</th>
<th>Introduction to Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>three credits of MUS elective(s) at the 2000 level or above</td>
<td></td>
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</tbody>
</table>

**Choose six credits (two courses) from the following:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>MUS 2000</th>
<th>Western Classical Music</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MUS 2050</td>
<td>Sound and Healing</td>
</tr>
<tr>
<td></td>
<td>MUS 2100</td>
<td>Traditions of Sacred Sound</td>
</tr>
<tr>
<td></td>
<td>MUS 2370</td>
<td>Jazz</td>
</tr>
<tr>
<td></td>
<td>MUS 2430</td>
<td>Music in Film</td>
</tr>
<tr>
<td></td>
<td>MUS 2450</td>
<td>American Music</td>
</tr>
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<td></td>
<td>MUS 2550</td>
<td>Music of the World</td>
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<tr>
<td></td>
<td>MUS 2610</td>
<td>Concert Going in Boston</td>
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<tr>
<td></td>
<td>MUS 2650</td>
<td>The Musical: Discovering Diversity</td>
</tr>
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**Choose six credits from the following:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>MUS 23XX/33XX</th>
<th>Private instruction in Music (any instrument)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MUS 2310</td>
<td>Rock Band</td>
</tr>
<tr>
<td></td>
<td>MUS 2309/2311/2313</td>
<td>Sing!</td>
</tr>
<tr>
<td></td>
<td>MUS 2360</td>
<td>Music Theory: Songwriting or MUS 4050 Independent Studio in applied music</td>
</tr>
<tr>
<td></td>
<td>MUS 2700</td>
<td>Orchestra</td>
</tr>
<tr>
<td></td>
<td>MUS 2750</td>
<td>Concert Band</td>
</tr>
<tr>
<td></td>
<td>MUS 3350</td>
<td>Accelerando Chamber Chorale (MUS 2310, 2309, 2311, 2313, 2700, and 2750 3350 can be applied multiple times for a total of 4 credits)</td>
</tr>
</tbody>
</table>

**Total Credits:** 15
traits 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.

**MUS 2309 Sing!**  
1 credit  
Fall and Spring Semesters  
Open to all students, Sing provides a safe and fun introduction to singing. We rehearse, perform, and reflect on a wide variety of a cappella and accompanied choral repertoire from many cultures and historical periods. The group rehearses twice a week, though some practice of parts with recorded materials outside of class time may be required. Music reading ability is not necessary to join. Course may be repeated. This course meets the General Education Arts Breadth requirement, General Education Active Learning requirement, or General Education International/Global Interdependence requirement. Fee.

**MUS 2310 Rock Band**  
3 credits  
Spring Semester  
Rock and popular music surrounds us. It is the musical language of millions of people around the world. In this course, students will be grouped into ensembles and learn about form, harmony, melody, texture, dynamics, and other elements of music as they make music together. Active listening will provide inspiration, but the focus of this course is encouraging creativity through making music together. Ensembles may combine with students of PMI Voice and/or Sing for performances. While there are no pre-requisites for this course, participants should have at least rudimentary playing ability on at least one instrument. This course may be repeated. This course meets the General Education Arts Breadth requirement.

**MUS 2311 Sing!**  
2 credits  
Fall and Spring Semesters  
Open to all students, Sing offers students an opportunity to not only participate in a dynamic choral ensemble, but contribute to its ongoing plans. This course challenges students to define the ensemble's brand, set goals, select repertoire, and write program notes. Sing rehearses, performs, and reflects on a wide variety of a cappella and accompanied choral music from many cultures and historical periods. The group rehearses twice a week, though some practice of parts with recorded materials outside of class time may be required. Music reading ability is not necessary to join. Course may be repeated. This course meets the General Education Arts Breadth requirement, General Education Active Learning requirement, or General Education International/Global Interdependence requirement. Fee.
MUS 2313  Sing!  3 credits  
Fall and Spring Semesters
Sing offers an opportunity for students to apply their major to the challenges of leading and growing an arts organization. Students select and plan two to three special projects that may include leadership, personnel management, logistics, graphic design, publicity, recruitment, etc. Additionally, students in this course complete all of the assignments given to students in MUS 3309 and 3310, including selecting, rehearsing, and reflecting on music from a diverse body of cultures and historical periods. The ensemble rehearses twice a week, but additional planning meetings may be scheduled according to student availability and need. This course meets the General Education Humanities Breadth requirement, General Education Active Learning requirement, or General Education International/Global Interdependence requirement. Fee.

MUS 2360  Music Theory: Songwriting  3 credits  
Alternate Spring Semesters
Music theory provides a unique opportunity for creativity. Sequential exercises in ear training, notation, analysis, and score reading are presented in the context of composing songs, allowing for personalized instruction and self-expression. Concepts of melody, harmony, and rhythm are reinforced through creative and analytical experiences. This course meets the General Education Humanities Breadth requirement. Pre- or Corequisites: One semester of Private Music Instruction (any instrument, any level) or permission of instructor.

MUS 2370  Jazz  3 credits  
Alternate Years
The investigation of the diverse aspects of jazz approached primarily from an historical perspective. Designed for the liberal arts student, the course involves extensive listening in and out of class, and when possible a class trip to a Boston area jazz event. This course meets the General Education Humanities Breadth requirement.

MUS 2430  Music in Film  3 credits  
Alternate Fall Semesters
Through a chronological survey of music in movies, 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. Students will complete a series of hands-on-music-technology projects culminating in the composition of a brief film score. This course meets the General Education Humanities Breadth requirement.

MUS 2450  American Music  3 credits  
Alternate Spring Semesters
This course will survey American music from colonization to the present, including popular, classical, jazz, folk, and electronic forms. International influences on the development of American “style” will play a key role in assigned readings, discussions, and research projects. This course will require a great deal of listening out of class to assigned music in addition to analytic readings, research, and a field trip to historically important musical sites in Boston. All students must demonstrate facility in online research techniques. This course meets the General Education Humanities Breadth requirement and some sections may be Reading/Writing Enhanced.

MUS 2550  Music of the World  3 credits  
Alternate Fall Semesters
Music is a cultural phenomenon, and though certain elements appear universal, interpretations vary. This course allows students to interact with world cultures while exploring, analyzing, and enjoying diverse soundscapes through recorded music, film and readings. Students will explore relationships between music and personal identity, race, gender, politics, and society. Assignments will include either an on-site field project in the Boston area or a library/computer based research project. Topics will include popular, classical, and traditional styles from Polynesia, Africa, Latin America, Asia, Eastern Europe, and other locations. A critical discussion of the globalization and influence of western popular music will be a prominent theme. This course meets the General Education International/Global Interdependence requirement.

MUS 2610  Concert Going in Boston  3 credits  
Alternate Spring Semesters
This course will focus on the classical music world of Boston with some time spent on the jazz, pop and rock scene as well. There will be emphasis on the international origins as a tool for studying global connections and the importance to the social and cultural life of Boston. Students will examine the history of music in Boston and development of the world class Boston Symphony, the elite Boston and New England Conservatories as well as the establishment of the Berklee College of Music, the leading school of its type in the world. Students will learn about music, the training of musicians, concert protocol, what makes a great hall, the business of concerts and how most of these local institutions have been based on European models. The course will be a combination of lectures, guest speakers, and concerts in the classroom and off-campus. This course meets the General Education Humanities Breadth or International/Global Interdependence requirement. Busing Fee.
MUS 2650  The Musical: Discovering Diversity  3 credits
Alternate Fall Semesters

This course will focus on Broadway and Hollywood musicals with emphasis on its multicultural and international origins as a tool for studying diversity. Students will analyze the influences of European opetta on American musical entertainment including vaudeville, the Golden Age of musicals, rock musicals, mega musicals and shows with serious social messages. Discussions will include the standard form of musicals, types of song and dance, prominent performers and creators and the most significant musicals of each era. Attention will be given to the importance of immigration and social, political and cultural history on the development of musicals as well as multicultural and international issues embedded in the stories. This course meets the General Education Humanities Breadth requirement or the General Education Diversity requirement.

MUS 2700  Orchestra  1 credit
Alternate Years

Orchestra allows students to participate in a large, instrumental ensemble through a partnership with the Southeastern Philharmonic Orchestra. Rehearsals take place off campus. Student must arrange access to their own string, woodwind, or brass instrument (rental options are available, percussion instruments are provided). Some level of prior musical proficiency is required. This course may be repeated. This course meets the General Education Arts Breadth requirement. Fee.

MUS 2750  Concert Band  1 credit
Alternate Years

Concert Band allows students to participate in a large, instrumental ensemble through a partnership with the Randolph Community Band. Rehearsals take place off campus. Student must arrange access to their own woodwind, or brass instrument (rental options are available, percussion instruments are provided). Some level of prior musical proficiency is required. This course may be repeated. This course meets the General Education Arts Breadth requirement. Fee.

MUS 3350  Accelerando Chamber Chorale  1 credit
Alternate Years

Accelerando Chamber Chorale is an auditioned vocal ensemble performing a wide variety of literature including classical, jazz, contemporary a cappella, and gospel. Students are expected to learn notes and rhythms outside of class, allowing rehearsals to focus on matters of vocal technique, ensemble, and musicality. This course may be repeated. This course meets the General Education Arts Breadth requirement. Fee.

MUS 4050  Independent Studio: Music  1-8 credits

Offered on Demand See description on page 31 of this catalog, under Independent Study.
The vision of the School of Nursing is to develop leaders who use evidence-based knowledge to practice nursing with compassion, commitment, and creativity.

The mission of the School of Nursing is to prepare and advance the practice of nursing to provide safe and effective nursing care that achieves quality outcomes. The faculty educates nurses who gain and apply knowledge humanely, intelligently, and effectively in a complex changing world and who demonstrate continued involvement in learning, study, and research.

To achieve this mission, the School of Nursing provides a caring and innovative educational environment that promotes intellectual and social growth, synthesis of knowledge, and interpersonal and clinical expertise.

### Requirements for Nursing Major:

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>BIOL 1075</strong> Anatomy &amp; Physiology I</td>
<td>3</td>
</tr>
<tr>
<td><strong>BIOL 1175</strong> Anatomy &amp; Physiology I Lab</td>
<td>1</td>
</tr>
<tr>
<td><strong>BIOL 1085</strong> Anatomy &amp; Physiology II</td>
<td>3</td>
</tr>
<tr>
<td><strong>BIOL 1185</strong> Anatomy &amp; Physiology II Lab</td>
<td>1</td>
</tr>
<tr>
<td><strong>CHEM 1001</strong> Chemical Concepts</td>
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<tr>
<td><strong>CHEM 1002</strong> Chemical Concepts Laboratory</td>
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<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Credits</th>
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<tr>
<td><strong>NSG 1000</strong> Preparation for Health Care Professions</td>
<td>3</td>
</tr>
<tr>
<td><strong>NSG 2003</strong> Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td><strong>NSG 2013</strong> Conceptual Basis for Nursing Practice</td>
<td>5</td>
</tr>
<tr>
<td><strong>NSG 2046</strong> Nursing Care of Adults I</td>
<td>6</td>
</tr>
<tr>
<td><strong>NSG 2200</strong> Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td><strong>NSG 2242</strong> Simulations in Clinical Judgment and Evidence Based Nursing Interventions</td>
<td>1</td>
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<tr>
<td><strong>NSG 2500</strong> Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td><strong>NSG 3022</strong> Population Health in the Community</td>
<td>5</td>
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<tr>
<td><strong>NSG 3031</strong> Mental Health Nursing</td>
<td>5</td>
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<tr>
<td><strong>NSG 3038</strong> Nursing Care of Older Adults</td>
<td>3</td>
</tr>
<tr>
<td><strong>NSG 3041</strong> Evidence for Nursing Practice</td>
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<tr>
<td><strong>NSG 3051</strong> Nursing Care of Adults II</td>
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<tr>
<td><strong>NSG 3052</strong> Nursing Care of Children</td>
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<td><strong>NSG 3053</strong> Advanced Simulations Adult II</td>
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<td><strong>NSG 3055</strong> Maternity Nursing</td>
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<tr>
<td><strong>NSG 3470</strong> Health Policy and Finance</td>
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<tr>
<td><strong>NSG 3982</strong> Senior Seminar: Synthesis of Nursing Practice</td>
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<tr>
<td><strong>NSG 3985</strong> Progression to Practice</td>
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<td><strong>Total</strong></td>
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Related Requirements:

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<tr>
<th>Course</th>
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<tr>
<td>BIOL 2010</td>
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<td>PSY 2400</td>
<td>Human Development</td>
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<tr>
<td>MATH 1150</td>
<td>Statistics I</td>
<td>3</td>
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</table>

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 School of Nursing reserves the right to alter policies and/or curriculum at any time.
## SAMPLE CURRICULUM PLAN TRADITIONAL PROGRAM

### FIRST YEAR

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>BIOL 1075***</td>
<td>BIOL 1085****</td>
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### SECOND YEAR

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<td>NSG 2242</td>
</tr>
<tr>
<td>NSG 2200</td>
<td>NSG 2500</td>
</tr>
<tr>
<td>BIOL 2010**</td>
<td>MATH 1150**</td>
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<td>NSG 3031</td>
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<td>NSG 3052</td>
<td>NSG 3022</td>
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<td>NSG 3041</td>
<td>NSG 3038</td>
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### FOURTH YEAR

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</table>

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** Prereq for course later in major
*** Prereq for major
# FY CORE
## Breadth - All students take one RWE, one QLE, and one ILE course in their breadth requirements
### Wellness and Active Learning
NSG 1000  Preparation for Health Care Professions  3 credits
This course provides the nursing and exploratory health professions student with the foundation for success in nursing or other health professions. Using a variety of active learning strategies, students develop competency in health care terminology and quantitative literacy necessary for the health care setting. Strategies for success in baccalaureate nursing or for preparation for other health care professions are explored. This course places emphasis on written and oral communication skills and introduce the concepts of professionalism, professional development, and critical thinking. Selected historical topics and innovations in health care, including evidence based practice, are included. (Nursing and Exploratory Health students only or with instructor signature.)

NSG 2003  Health Assessment  4 credits
This course introduces nursing students to the theory and practice of health assessment and wellness promotion, including the identification and management of modifyable and non-modifiable risk factors. The focus is on expected findings and incorporates specific wellness practices across developmental levels with common variations highlighted. Functional, spiritual, psychosocial, cultural and physiological assessments are addressed. The impact of the environment, genetic and genomic influences, lifestyle choices and health literacy levels upon health status are explored. Students identify detrimental behaviors/attitudes/actions that suggest a lack of wellness in others. Using relevant technology, interviewing and history taking are presented within the context of the communication process to accurately compile health history data. Legal and ethical issues in managing health care data are explored and accountability for results of assessment is emphasized. Students develop a beginning competence with physical examination techniques of inspection, palpation, percussion, and auscultation. Structured learning activities and supervised laboratory sessions facilitate the development of skills and strategies to connect theory and practice. This course meets the General Education Wellness requirement. Fee.
Prerequisites: BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185, CHEM 1001, CHEM 1002.
Corequisites: NSG 2013, NSG 2200.

NSG 2013  Conceptual Basis for Nursing Practice  5 credits
This course introduces the student to the concepts central to the practice of professional nursing. Major concepts include professional communication and collaboration strategies. This course explores evidence for practice, nursing informatics, safety, and quality care. The student integrates theory, assessment skills, clinical reasoning, and evidenced based nursing interventions across the classroom, laboratory and clinical settings. Simulations are utilized to assist students in connecting classroom learning to the delivery of patient centered care. This course meets the General Education Active Learning requirement. Fee.
Prerequisites: BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185, CHEM 1001, CHEM 1002.
Corequisites: NSG 2003, NSG 2200.

NSG 2046  Nursing Care of Adults I  6 credits
This course emphasizes the development of the professional role of the nurse as a provider and manager of care. The student utilizes the nursing process to provide evidence-based care with a focus on the social, physical, psychological and spiritual responses of individuals and caregivers to disease processes, as well as health promotion. The student employs 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 are expected. The clinical component involves experience in an acute care environment, in which the nursing process is implemented in interdisciplinary collaboration with other healthcare professionals. Fee.
Prerequisites: NSG 2003, NSG 2013, NSG 2200.
Corequisites: NSG 2242, NSG 3038, NSG 2500.

NSG 2200  Pathophysiology  3 credits
This course examines selected pathophysiological concepts within a nursing framework. The course incorporates holistic aspects of disease processes. Concepts 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 are examined. Adaptive responses across the life span are addressed for each system.
Prerequisites: BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185, CHEM 1001, CHEM 1002.
Corequisites: NSG 2003, NSG 2013

NSG 2242  Simulations in Clinical Judgment and Evidence Based Nursing Interventions  1 credit
This course advances the student's practice of nursing using simulation. Clinical situations are presented in the simulated lab setting to assist students to utilize clinical reasoning and foster clinical judgment skills, for transfer into the clinical environment. Making connections between classroom content and related clinical applications to promote delivery of effective patient care is emphasized. Simulations will focus on quality, patient safety, risk identification and reduction. Opportunities for refinement of communication abilities including team building and collaboration skills are included. Fee.
Prerequisites: NSG 2003, NSG 2013, NSG 2200.
Corequisites: NSG 2046, NSG 2500.
The nursing process is applied to psychosocial, psychiatric, and the use of psychoactive medications. The course enables the student to develop self-awareness and gain interpersonal, intra-professional, and inter-professional communication skills. The nursing process is applied to psychosocial, psychiatric, and cultural considerations in the provision of patient-centered care. Clinical experience enhances an understanding of the presentation and management of psychiatric and psychosocial conditions.

**NSG 2500  Pharmacology  3 credits**
This course focuses on the basic principles of drug metabolism, the mechanisms of drug actions, and their application to clinical practice. Major drug classifications are 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 is explored. Evidence based knowledge forms the foundation for therapeutic pharmacologic interventions.

**Prerequisites:** NSG 2003, NSG 2013, NSG 2200.
**Corequisites:** NSG 2046, NSG 2242.

**NSG 3022  Population Health  5 credits**
This course focuses on levels of prevention and health promotion in the provision of nursing care in the community. Community/public health nursing, including its history, theory, attributes, standards, aggregates, roles and functions are explored. The student explores the various aspects in the care of the client community within the framework of the nursing process and core public health functions. Public health nursing issues such as social determinants of health, vulnerable populations, emergency preparedness, epidemiology, and environmental hazards are discussed. Clinical experiences allow the student to engage in the nursing roles of provider, manager, educator, and advocate within various community settings, virtual and simulation activities. The student conducts a comprehensive community assessment and formulate interventions for health education, health promotion, and risk reduction guided by the Healthy People Framework.

*This course meets the General Education Information Literacy Enhancement requirement.*

**Fees.**
**Corequisite:** all 2000 level NSG courses;
**Corequisite:** NSG 3031.

**NSG 3031  Mental Health Nursing  5 credits**
This course focuses on the nurse’s role as a provider and coordinator of emotional and psychological care for patients in an acute care setting. Content includes biological processes and the use of psychoactive medications. The course enables the student to develop self-awareness and gain interpersonal, intra-professional, and inter-professional communication skills. The nursing process is applied to psychosocial, psychiatric, and cultural considerations in the provision of patient-centered care. Clinical experience enhances an understanding of the presentation and management of psychiatric and psychosocial conditions.

**Fee.**
**Prerequisite:** all 2000 level NSG courses.
**Corequisite:** NSG 3022.

**NSG 3038  Nursing Care of Older Adults  3 credits**
This course enables students to explore aging concepts and their impact on nursing care of older adults and their families. Individualized patient-centered nursing care as the standard of practice for older adults is 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 health-care settings are discussed.

**Corequisites:** NSG 3022, NSG 3031 for traditional students only.
**Prerequisite:** PSY 2400.

**NSG 3041  Evidence for Nursing Practice  3 credits**
This course focuses on the formal process of acquiring and evaluating evidence that supports nursing practice. The student learns 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 is explored and discussed. Emphasis is 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 explores 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 are addressed. *This course meets the General Education Information Literacy Enhancement requirement.*

**Prerequisites:** MATH 1150, NSG 2046, NSG 2242, NSG 2500.

**NSG 3051  Nursing Care of Adults II  6 credits**
This course prepares the student for professional nursing practice in a tertiary care setting in collaboration with the interdisciplinary health care team. The student discusses evidence to achieve desired outcomes for patients with complex health problems. The student demonstrates clinical judgment and advanced competence in creating strategies for patient centered care. Strategies for patient advocacy in promoting patient preferences for care are evaluated. Evidence-based practice guides the delivery of patient care. The clinical experience allows the student to apply current evidenced based practice to patient and family care situations. The student is 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 is also emphasized. **Fee.**

**Prerequisites:** all 2000 level NSG courses, NSG 3031, NSG 3022.

**NSG 3052  Nursing Care of Children  5 credits**
This course introduces the role of the nurse in the care of children and families. The student will provide holistic and culturally competent evidence-based nursing care. Content focuses on the developmental, social, physical, psychological, and spiritual responses of children with emphasis on family-centered care. Health promotion and illness prevention are examined at each developmental stage. The role of the nurse as advocate, educator, and member of the interdisciplinary team is explored. The clinical experience emphasizes the nursing process, collaboration, communication and utilization of clinical judgement and decision-making skills.

**Prerequisites:** BIOL 2010, PSY 2400.
**Corequisite:** NSG 2046.
NSG 3053 Advanced Simulation in Nursing  1 credit
This simulation-based course focuses on the care of medically complex and/or critically ill patients. Students engage in a variety of simulated clinical scenarios to develop clinical reasoning, practice delegation, perform hands on skills, and grow as a member of a care team.

NSG 3055 Maternity Nursing  5 credits
This course focuses 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 is discussed. In the clinical component, the student provides care to a diverse population of mothers, infants, and families. Clinical experiences offer opportunities to use clinical reasoning and interdisciplinary collaboration when developing, implementing, and evaluating patient-centered care.
Prerequisites: BIOL 2010, PSY 2400.
Corequisite: NSG 2046.

NSG 3470 Health Policy & Finance  3 credits
This course provides the student with an overview of the 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 local and international regulators. Discussions of the impact of health financing and reimbursement in both public and private health care delivery organizations in the United States and countries around the world allows the student to develop insight into considerations for individual nursing practice. Through local, national, and international insight, the student advocates for patients in various healthcare systems. This course meets the General Education International/Global Interdependence requirement.
Prerequisite: all 2000 level NSG courses.
Corequisite: NSG 3051.

NSG 3982 Senior Seminar: Synthesis of Professional Nursing Practice  3 credits
This capstone course provides an opportunity for the student to synthesize previous learning and provides a forum in which the student articulates the meaning of a Curry College baccalaureate nursing degree. Major topics 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 is emphasized. Concepts of leadership, management and lifelong learning are integrated. This course assists the student to evaluate readiness for successful completion of the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Using an online adaptive NCLEX-RN preparation program, the student completes a series of practice NCLEX-style questions designed to identify areas of content mastery and areas of content deficits in need of further development. This course requires the student to complete NCLEX-RN Predictor Exit Examination(s).
Prerequisite: NSG 3051.
Corequisite: NSG 3985 for Traditional students.

NSG 3985 Progression to Practice  3 credits
This course provides the student with an opportunity to synthesize learning in a clinical experience that will prepare the student for entry into the profession. Weekly seminars allow self-reflection and collegial dialogue about professional practice. This course meets the General Education Active Learning requirement. Fee.
Corequisite: NSG 3982.
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 in the Spring or Fall semester. 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. 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.)

ACCEL Plan of Study Starting Fall 2020

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>13 credits</th>
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<tbody>
<tr>
<td>NSG 2000</td>
<td>Health Assessment</td>
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<tr>
<td>NSG 2015</td>
<td>Simulations in Clinical Judgment &amp; Evidence Based Nursing</td>
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<tr>
<td>NSG 2042</td>
<td>Nursing Care of Adults I</td>
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<td>NSG 2053</td>
<td>Nursing Care of Children</td>
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<td>NSG 2200</td>
<td>Pathophysiology</td>
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<th>TERM 2</th>
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<tbody>
<tr>
<td>NSG 2044</td>
<td>Clinical Nursing Care of Adults</td>
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<tr>
<td>NSG 2054</td>
<td>Clinical Nursing Care of Children</td>
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<tr>
<td>NSG 2055</td>
<td>Nursing Care of Childbearing Families</td>
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<tr>
<td>NSG 2242</td>
<td>Clinical Simulations in Judgment</td>
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<tr>
<td>NSG 2500</td>
<td>Pharmacology</td>
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<th>TERM 3</th>
<th>13 credits</th>
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<tr>
<td>NSG 3033</td>
<td>Mental Health Nursing</td>
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<tr>
<td>NSG 3034</td>
<td>Population Health in the Community</td>
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<tr>
<td>NSG 3038</td>
<td>Nursing Care of Older Adults</td>
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<tr>
<td>NSG 3041</td>
<td>Evidence for Nursing Practice</td>
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<th>TERM 4</th>
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<tr>
<td>NSG 3051</td>
<td>Nursing Care of Adults II</td>
</tr>
<tr>
<td>NSG 3470</td>
<td>Health Policy &amp; Finance</td>
</tr>
<tr>
<td>NSG 3982</td>
<td>Senior Seminar: Synthesis of Professional Nursing Practice</td>
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Total Credits for Program: 50 Credits

Required Background and Prerequisite Courses

Motivated students from any undergraduate major may apply to this program. However, those students who did not take the following courses in their undergraduate studies must complete these courses prior to or concurrent with their application to the ACCEL program.

- Anatomy & Physiology I* and II*
- Chemistry*
- Microbiology * (Laboratory sections must be completed for all the science courses)
- Statistics
- Human Growth and Development

* A grade of B- or better must be achieved in the prerequisite science courses.

Applications to the accelerated program will not be reviewed until at least 2 of the 4 science prerequisites are completed. Completion of the all prerequisite courses must be done prior to the start of the program. Students may be accepted on a provisional basis, pending successful completion of the prerequisite courses prior to the start of the program.
NSG 2000  Health Assessment for ACCEL  3 credits
This course introduces 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

NSG 2015  Simulations in Clinical Judgment and Evidence Based Nursing Interventions I
This course introduces the student to the practice of nursing through skill development and simulation. Assessment, clinical reasoning and the application of evidenced based nursing interventions are introduced. Simulations are presented to assist students in making connections between the classroom and patient care in the clinical setting. Nursing interventions focused on quality and safety are introduced. The student participates in team building, recognizing that interdisciplinary collaboration fosters safe, effective care. Use of the electronic medical record is introduced.

NSG 2020  Clinical Nursing Care of Adults  4 credits
This course introduces the student to the clinical nursing care of adults in acute care settings. The student assesses and manages 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 2022  Nursing Care of Adults 1  3 credits
This course introduces 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 focuses 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 prepares 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 are expected. The clinical component is NSG 2045 AC.

NSG 2024  Clinical Nursing Care of Adults  1.5 credits
This course focuses on providing family-centered nursing care to children in acute care settings. Clinical experiences offer students the opportunity to engage children and families while delivering evidence-based patient centered care. The student collaborates with interdisciplinary teams and develops communication, clinical judgment, and decision-making skills that assist in focusing on the varied aspects of the role of the professional nurse as it relates to care of children and families.

NSG 2025  Nursing Care of Children  2 credits
This course focuses on family-centered child health care. The social, physical, psychological, developmental, and spiritual responses of children and their families to illness and disease are emphasized, as well as health promotion and disease prevention at each developmental stage. The role of the nurse as advocate, educator, and as an accountable provider of care is discussed. The student begins to develop in the role of a collaborative interdisciplinary team member. *The clinical component of this course is NSG 2054.*

NSG 2027  Nursing Care of Childbearing Families
This course focuses on family-centered maternity care and women’s health during the childbearing years. The emphasis of the course is 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 is discussed. In the clinical component, the student provides care to a diverse population of mothers, infants, and families. Clinical experiences offer opportunities to use clinical reasoning and interdisciplinary collaboration when developing, implementing, and evaluating patient-centered care.

NSG 2028  Mental Health Nursing  3.5 credits
This course develops student knowledge regarding psychiatric and psychosocial aspects of patient care. Content focuses on the nurse’s role as a provider and coordinator of emotional and psychological care for patients in an acute care setting. Content includes the biological processes and considerations in the use of psychoactive medications. The course enables the student to develop self-awareness and gain skill in interpersonal, intra-professional and inter-professional communication. The nursing process guides psychosocial, and psychiatric care, with cultural considerations in the provision of patient-centered care. Clinical experience enhances student’s understanding of the presentation and management of psychiatric and psychosocial conditions.

NSG 2029  Population Health in the Community
This course focuses on levels of prevention and health promotion in the provision of nursing care in the community. Community public health nursing, including its history, theory, attributes,
standards, aggregates, roles and functions are explored. The student explores 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 allow the student to engage in the nursing roles as provider, manager, educator, and advocate within community settings. The student conducts a comprehensive community assessment and formulate interventions for health education, health promotion, and risk reduction guided by the Healthy People framework.

**NSG 3051 Nursing Care of Adults II**

This course prepares the student for professional nursing practice in a tertiary care setting and for collaboration with the interdisciplinary health care team. The student discusses evidence to achieve desired outcomes for patients with complex health problems. The student acquires clinical judgment and advanced competence in creating strategies for patient-centered care. Strategies for patient advocacy in promoting patient preferences for care are evaluated. Evidence-based practice guides the delivery of patient care. The clinical experience allows the student to apply current evidenced-based practice to patient and family care situations. The student is 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 is emphasized.
RN-BS Program
RN-BS PROGRAM REQUIREMENTS & SEQUENCE OF NURSING COURSES

The first course of the RN-BS curriculum must be NSG 2100: RN Transition to Baccalaureate Nursing. This course must be successfully completed prior to taking any other nursing courses.

The following 2000 level nursing courses must be completed before taking any 3000 level nursing courses. Students must be accepted degree students before they may register for their second semester of 2000 level nursing courses.

- NSG 2005: Health Assessment for the RN Student
- NSG 2201: Pathophysiology for the RN Student
- NSG 2501: Pharmacology for the RN Student

Students must be accepted degree students and have completed all 2000 level nursing courses before they may register for the two courses listed below:

- NSG 3470: Health Policy & Finance
- NSG 3042: Evidence for Nursing Practice for the RN Student

(Statistics must be completed prior to taking Evidence for Nursing Practice.)

Students must complete the following prerequisites before registering for NSG 3132 Population Health in the Community: for the RN Student

- All 2000 level nursing courses

Students must complete the following before registering for NSG 3986 Senior Seminar: Synthesis of Nursing Practice for the RN Student

- All prerequisites
- All 2000 level nursing courses
- NSG 3132 - Population Health in the Community for the RN Student (Students may take either Evidence for Nursing Practice for the RN Student or Health Policy & Finance with Senior Seminar: Synthesis of Professional Nursing Practice for the RN Student)

NSG 3986 - Senior Seminar: Synthesis of Professional Nursing Practice for the RN Student must be the final nursing course. No other nursing course may be taken after completion of NSG 3986. Only students completing all of their other degree requirements while enrolled in NSG 3986 may register for this course.

Any exceptions to the above sequence of courses must be reviewed and approved by the RN-BS Coordinator.
RN TO BS PROGRAM CURRICULUM PLAN

NSG 2100  RN Transition to Baccalaureate Nursing  4 credits
This course introduces 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, skills and attitudes regarding professional nursing are expanded. Strategies for successful transition into the role of baccalaureate student and learner are explored and supported. Information literacy is introduced. Clinical reasoning and decision-making skills are 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 a writing intensive course that incorporates several different styles of both reflective and academic writing activities. Students appreciate the role of informatics in their practice and current informatics applications that improve patient care outcomes. This course provides 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 2201  Pathophysiology for the RN Student  3 credits
This course provides the Registered Nurse with an understanding of pathophysiology that will inform clinical decisions to ensure optimal healthcare outcomes. Emphasis is placed on a review of normal physiological function followed by a critical analysis of structural and functional pathophysiologic processes across several levels: molecular, cellular, tissue, organ, and systems. Risk factors for disease and stress-related physiologic adaptive and compensatory responses are explored. Evidence-based research provides the basis for determining anticipatory, safe, and deliberate nursing care for common acute and chronic disease states. Opportunity to reflect how best to apply new knowledge to clinical practice is provided.
Prerequisites: NSG 2100 RN Transition to Baccalaureate Nursing

NSG 2501  Pharmacology for the RN Student  3 credits
This course will build on the registered nurse's prior knowledge of medications and focus on the application of principles of drug metabolism, the mechanisms of drug actions, and significance of evolving evidence related to drugs and their usage. 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 is applied to medication usage through exploration of complex pharmacologic interventions.
Prerequisites: NSG 2100.

NSG 3042  Evidence for Nursing Practice for the RN Student  3 credits
This course focuses on the formal process of acquiring and evaluating evidence that supports registered nurses’ practice in the workplace. The student learns 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 is 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 explores 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. This course is for registered nurses only.
Prerequisites: All 2000 level RN to BS courses and MATH 1150.

NSG 3470  Health Policy & Finance  3 credits
This course provides the student with an overview of the 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 local and international regulators. Discussions of the impact of health financing and reimbursement in both public and private health care delivery organizations in the United States and countries around the world allows the student to develop insight into considerations for individual nursing practice. Through local, national, and international insight, the student advocates for patients in various healthcare systems. This course meets the General Education International/Global Interdependence requirement.
Prerequisite: all 2000 level NSG courses.

NSG 3132  Population Health in the Community for the RN Student  4 credits
Theory: This course focuses on levels of prevention and health promotion and the provision of nursing care at the group, community and population levels. Community/public health nursing, including its history, theory, attributes, standards, aggregates, roles, and functions are explored. Students discuss topics such as social determinants of health, systems of health care, community assessment, teaching and learning processes, violence, culture, vulnerable populations, environmental hazards, communicable diseases, epidemiology, disaster management, genomics and global health that impacts population 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 in various community settings. Students engage in direct and/or indirect
Nursing 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 identify a community of interest, perform a community/population-focused assessment, analyze population health data, and identify a community health problem based on the Healthy People framework. Students collaborate with appropriate community agencies and key community leaders to develop a health promotion project. 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. Practice experience of 37.5 hours can be expected through real world and virtual experiences. Open to RN-to-BS Program students only.

**NSG 3986  Senior Seminar: Synthesis of Professional Nursing Practice for the RN Student**

This capstone course for the Registered Nurse student provides an opportunity to synthesize previous learning and provides a forum in which the student articulates the meaning of a Curry College baccalaureate nursing degree. Major topics 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 is emphasized. Concepts of leadership, management and lifelong learning are integrated. Students apply knowledge through a direct care experience that implements a clinical project begun in Population Health. (Clinical hours 37.5)

*Prerequisites: All 2000 and 3000 RN to BS courses must be taken after completion of NSG 3132*

**NSG 3290  Nursing Practice Experience for the RN to MSN Pathway**

This course is for the RN to MSN Pathway student who has completed the Population Health in the Community for the RN student course. To meet the course outcomes students will engage in clinical practice to demonstrate ongoing clinical knowledge, which will be the foundation for their MSN course work. Building on the community needs assessment completed in the NSG 3132 course, students collaborate with appropriate community agencies and key community leaders to develop and implement a health promotion/health education project that directly benefits the chosen community. The clinical component provides opportunities for students to bridge practice related competencies (new knowledge, skill refinement, and role development). This course will incorporate 37.5 hours of clinical practice to allow students to demonstrate clinical expertise in a specific clinical population of interest. Students apply knowledge through a direct care experience that implements the clinical project begun in the previous Population Health in the Community course.

*Prerequisites: NSG 2100 and completion of NSG 3132 RN to BS*
Curry College’s nationally recognized Program for Advancement of Learning (PAL) provides academic instruction and mentorship for college students with diagnosed learning disabilities and/or attention deficit disorders. The academic courses in the program facilitate students’ self-understanding and regulation of learning for strategic application and success at the post-secondary level. During the academic year, students work with faculty mentors whose educational scholarship and experience include transition studies, applied cognition, strategic learning, and emerging adult and adult development. Courses in PAL consist of curriculum with individualized approaches in the areas of metacognition, self-regulation, active learning, critical thinking and reasoning, decision-making, and language skills.

Admission to PAL is selective and requires additional documentation to be considered. For specific information on how to apply to PAL, please refer to the Admission section of this catalog. Students receive credit for participation in the first year of PAL and may continue in the program either full- or part-time, without credit, as long as needed. All PAL courses are graded on a Pass/Fail basis and carry an additional fee. PAL 1190 and 1200 are for students admitted to the Curry College PAL program.

**PAL1180 Summer PAL Online 3 credits**

This course is the online version of PAL 1180 Summer PAL. This is an intensive learning experience for entering first year students or transfer students who have been accepted into the Program for Advancement of Learning (PAL). Through this immersion style course, students have the opportunity to develop an understanding of themselves as learners within the context of higher education. This understanding is based in PAL’s core learning outcomes: metacognition, self-regulation, active and engaged learning, critical thinking and reasoning skills. Working with a PAL faculty mentor and a small group of peers, students will construct strength based strategies for written communication, reading, listening, note-taking, critical thinking, problem-solving, personal goal setting, organization and team-work. Activities include: developing an individual learning profile, attending mini-courses taught by Curry professors, experimenting with assistive technologies, and experiencing the rich learning resources of the Curry College community. Student learning culminates with a learning portfolio. Additional course fee applies.

**Signature of Director or Coordinator of PAL is required.**

**PAL 1190 The Learning Process I: Exploration, Insight, and Application 1.5 credits**

This course is the first in the two-course sequence for students admitted to Curry College through the Program for Advancement of Learning. Focused on the transition from high school learning expectations to those of college courses, PAL 1190 offers students a curriculum designed to foster an understanding of themselves as learners through faculty mentorship. Students are introduced to and explore learning strategies in the following core areas: metacognition, self-regulation, active and engaged learning, critical thinking and reasoning, receptive and expressive language. Students will create an educational plan, outlining: personal and academic long term goals, semester goals, learning strengths, challenges, and strategies. The faculty mentor and student collaborate on evaluating student progress towards these goals throughout the semester, culminating in a reflective student paper and faculty report, which outlines individualized recommendations for the PAL 1200, the second course in the sequence. Additional course fee applies.

**Signature of Director or Coordinator of PAL is required.**

**PAL 1195 Connections to Learning 3 credits**

This course provides opportunities for students to learn more about different ways of knowing as they delve deeply into their own personal learning, using current theories as well as previous academic and personal college experiences as the foundation for thoughtful reflections and goal setting. Various learning theories will provide a springboard for class discussions providing forums for sharing experiences and insights within a community of learners. Connections will be made between theory and practice, to further enhance metacognitive awareness. This course is designed to practice and reinforce diverse strategies and methods of learning in order to enhance and improve personal and academic success. Not open to students who have completed PAL 1180.
PAL 1200  The Learning Process II          1.5 credits
Insight, Strategic Development, and Application
Fall and Spring Semesters
This course builds on the learning insights and strategies developed in PAL 1190 while facilitating increasing independence and strategic learning in the areas of metacognition, self-regulation, critical thinking and reasoning, receptive and expressive language, and decision making. Students will revise their PAL 1190 educational plans, incorporating lessons learned in the previous semester as well as taking into account the current semester’s course expectations. The faculty mentor and student collaboratively evaluate student progress towards these goals throughout the semester, culminating in a reflective student paper and faculty report.
Prerequisite: PAL 1190. Additional course fee applies.
Signature of Director or Coordinator of PAL is required.

PAL 1210 Applied Strategic Learning I 0 credits
Fall and Spring Semesters
Open to students who have completed PAL 1190 and 1200, this course provides ongoing faculty mentorship in developing and applying strategic learning approaches for academic success in advancing course work. Students in PAL 1210 meet with their faculty mentors twice weekly for individualized instruction and collaboration. This course may be repeated.
Prerequisite: PAL 1200. Additional course fee applies.
Signature of Director or Coordinator of PAL is required.

PAL 1220 Applied Strategic Learning II 0 credits
Fall and Spring Semesters
Open to students who have completed PAL 1190 and 1200, this course provides ongoing faculty mentorship in developing and applying strategic learning approaches for academic success in advancing course work. Students in PAL 1210 meet with their faculty mentors once weekly for individualized instruction and collaboration. This course may be repeated.
Prerequisite: PAL 1200, 1900 or PAL 1210.
Additional course fee applies.
Signature of Director or Coordinator of PAL is required.

PAL 2000  Peer Mentoring and Coaching 3 credits
This course capitalizes upon meaningful insights that PAL students have created about their own learning and the effective use of Curry College resources. The course is nested in various theoretical perspectives including social psychology, education, and counseling psychology. These frameworks for understanding how to serve as effective peer mentors for first year students. Through reading, writing, discussion and some hands-on experience, the course provides practical knowledge about how to develop effective mentoring and coaching practices in their work with at-risk individuals with learning differences who are in emerging adulthood and employ generative mentoring models to gain insight into diverse communities. In particular, participants will identify root-cause and evidence-based interventions and foster resilience in their mentees. This course meets the General Education Diversity requirement.
Pre/co-requisites: Two of the following: PAL 1180, 1190, 1200 (or permission of instructor). Sophomore standing preferred.

PAL (Program for Advancement of Learning)
ADULT CENTER AT PAL

The Adult Center at PAL serves adults with learning disabilities while they are enrolled in college courses or preparing to enter or return to college. Participants may be enrolled concurrently in courses at Curry College or at other colleges. In order to provide the flexibility needed to accommodate our diverse adult student population and adjust to ongoing changes in our students’ academic goals and programs, the Adult Center at PAL offers a variety of course options. Since all PAL/ACP courses are individualized, the sequence of courses does not represent a progression through a fixed hierarchy of skills, strategies, or content. Rather, each PAL/ACP course involves individualized goals, processes, activities, and requirements. All PAL/ACP courses involve the development of an individualized educational plan at the beginning of each semester. The PAL professor, in collaboration with the student, determines the course objectives and content. Success in meeting the course objectives and requirements is assessed and reported at the end of the semester in a written evaluation. Students are graded on a pass/fail basis. Students can earn a maximum of six credits toward graduation for courses taken through the Adult Center at PAL. Courses should be selected in consultation with the Coordinator of the ACP and require the Coordinator's signature for registration.

Applicants to ACP must submit formal documentation of a learning disability, including results of a recent Wechsler Adult Intelligence Scale (WAIS-III or WAIS-IV) as well as achievement testing in reading, language and math. An interview with the Coordinator of ACP is recommended for more information or to inquire about eligibility for ACP.

PAL 1150ACP The Learning Process I 1 credit
Participation in the Adult Center at the Program for the Advancement of Learning for 50 minutes of individual and 1 hour of group sessions per week. In this introductory course, students become familiar with their learning profiles and their implications for learning and functioning. Students work collaboratively with an ACP Professor to begin to identify their learning strengths, acquire effective learning strategies, and explore the impact of LD/ADD on their lives both within and outside the academic environment. This course is particularly appropriate for meeting the transition needs of new adult students as they make the adjustment to college or begin other new educational ventures. Signature of the coordinator of ACP is required. Additional course fee applies.

PAL 1151ACP The Learning Process II 1 credit
Participation in the Adult Center at the Program for the Advancement of Learning for 50 minutes of individual and 1 hour of group sessions per week. This course is designed as a continuation of PAL 1150ACP. It provides students with continued exploration of their learning in making the adjustment to college or other new educational ventures. Signature of the ACP coordinator is required. Additional course fee applies. Prerequisite: PAL 1150ACP or PAL 1190ACP.

PAL 1160ACP The Learning Process III 1 credit
Participation in the Adult Center at the Program for the Advancement of Learning for 50 minutes of individual and 1 hour of group sessions per week. This course continues the process initiated in PAL 1150ACP and PAL 1151ACP and utilizes identified strengths to build strategies for independence, collaboration, and self-advocacy. It is designed to provide ongoing learning experiences to adult college students as they continue their college involvement. Signature of the coordinator of ACP is required. Additional course fee applies. Prerequisite: PAL 1151ACP.

PAL 1161ACP The Learning Process IV 1 credit
Participation in the Adult Center at the Program for the Advancement of Learning for 50 minutes of individual and 1 hour of group sessions per week. This course is designed as a continuation of PAL 1160ACP for adult college students as they continue their college involvement and progress to higher levels of learning. Signature of the ACP coordinator is required. Additional course fee applies. Prerequisite: PAL 1160ACP.

PAL 1190ACP The Learning Process: Comprehensive I 1.5 credits
Participation in the Adult Center at the Program for the Advancement of Learning for a total of three hours per week involving a combination of individual and group sessions. This course provides students with a foundation for understanding their learning profiles (patterns of strengths and needs); facilitates development of metacognitive strategies for learning; develops an understanding of the teaching process; assists students in acquiring skills in language processing, critical and creative thinking, time management, and visual/spatial organization. It also gives students the opportunity to explore the impact of LD/ADD on their lives in and outside of the academic environment and includes reflection on social/emotional issues. Signature of the ACP coordinator is required. Additional course fee applies. Prerequisite: PAL 1190ACP.

PAL 1200ACP The Learning Process: Comprehensive II 1.5 credits
Participation in the Adult Center at the Program for the Advancement of Learning for a total of three hours per week involving a combination of individual and group sessions. This course continues the process initiated in PAL 1190ACP and utilizes identified strengths to build strategies for collaboration, self-advocacy, and independence. Signature of the coordinator of ACP is required. Additional course fee applies. Prerequisite: PAL 1190ACP.
PAL 1210ACP  The Learning Process: Comprehensive III
No credit
Participation in the Adult Center at the Program for the Advancement of Learning for a total of three hours per week involving a combination of individual and group sessions. This course continues the process initiated in PAL 1200ACP, assisting students who choose to maintain an intensive involvement in the program as they work toward their goals for ongoing learning and independence. Signature of the coordinator of ACP is required. Additional course fee applies.
Prerequisite: PAL 1200ACP.

PAL 1220ACP Learning Transitions  No credit
Participation in ACP once per week in individual sessions as the students progress to greater independence. Signature of the coordinator of ACP is required. Additional course fee applies.
Prerequisite: PAL 1190ACP or PAL 1150ACP.

PAL 1230ACP  Selected Topics in Learning  No credit
Individual tutorials arranged on an hourly basis for students with specific needs. Signature of the coordinator of ACP is required.
Contact Coordinator of ACP for special fee information.

PAL 5220 ACP The Learning Process: Graduate Studies
The Learning Process: Graduate Studies, provides broad opportunities to address the complexities of graduate students managing learning disabilities and attention deficits (LD/ADHD) in the context of graduate studies. Working one-to-one with a professor from the Adult Center in PAL (ACP), students develop and practice individualized learning strategies/processes that support their work in areas such as graduate level reading, research, and writing. With the increased demands of graduate studies, students also explore executive function practices that expand organization and time management competencies in order to help meet deadlines and balance academics with personal lives. Overall, students learn to learn at the graduate level.

The Learning Process: Graduate Studies, is a fee-based, non-credit, course that may be repeated throughout a graduate student's program. ACP professors and students meet once per week throughout the semester. It is open to both Curry College students and graduate students enrolled in other institutions.
Philosophy and Religion Studies

Philosophy concerns itself with matters such as the basis of right and wrong, the nature of human knowledge, the assumptions, which underlie various forms of government, and the mystery of existence. Philosophy offers critical perspectives on the claims and presuppositions of areas such as science, psychology, art, and history. Knowledge of these perspectives will help students in almost any career, as they learn discipline in thinking, creativity in problem-solving, thoughtfulness in self-awareness, and a deep sense of humanity’s efforts to understand its place in the universe.

Religion courses are valuable for a better understanding of oneself and of persons from many religious backgrounds that are encountered in daily life, especially in careers involving public service.

Requirements for Philosophy Major:
Twenty-seven credits (nine courses) in philosophy, distributed as follows. All philosophy courses are three credits.

- **at least three courses in the area of history of philosophical traditions, including at least one course from Eastern and at least one from Western traditions, selected from the following list:**
  - PRS 2100 Beginnings of Philosophy
  - PRS 2110 Modern Philosophy
  - PRS 2120 The Meaning of Life
  - PRS 2150 Eastern Religion and Philosophy
  - PRS 2160 Introduction to Buddhism
  - PRS 2170 Chinese Philosophy
  - PRS 2470 Social and Political Philosophy

- **at least one course in the area of critical thinking, selected from the following list:**
  - PRS 2200 Fundamentals of Logic
  - PRS 2210 Ethics
  - PRS 2230 Philosophy in Pop Culture
  - PRS 2240 The Walking Dead as an Introduction to Philosophy
  - PRS 3200 Problems in Philosophy and Religious Studies

- **at least one course in the area of self-discovery and personal development, selected from the following list:**
  - PRS 2300 Search for Self
  - PRS 2310 Spiritual Journey
  - PRS 2320 Life, Death, and Philosophy
  - PRS 2330 Myth of the Hero

- **at least one course in the area of contemporary application, selected from the following list:**
  - PRS 2400 Ethics of War and Peace
  - PRS 2410 Environmental Ethics
  - PRS 2430 Religion and Science
  - PRS 2440 Religion and Ecology
  - PRS 2450 Religion and Politics

  - capstone (PRS 3980—may be repeated once as an elective)
  - two additional PRS electives from the lists above (6 credits)

Courses taken to fulfill the General Education requirements are excluded from courses taken for the major. The student must maintain an average of C or above in all PRS courses taken for the major.
Requirements for Philosophy Minor:
Twelve credits from the lists above, including at least two courses from the area of history of philosophical traditions. Courses taken to fulfill the General Education requirements are excluded from courses taken for the minor.

Requirements for Religious Studies Minor:
12 credits from the following list, excluding any courses taken to fulfill the General Education requirements.

PRS 2150  Eastern Religion and Philosophy
PRS 2160  Introduction to Buddhism
PRS 2310  The Spiritual Journey
PRS 2330  The Myth of the Hero
PRS 2400  The Ethics of War and Peace
PRS 2430  Religion and Science
PRS 2440  Religion and Ecology
PRS 2450  Religion and Politics
PRS 2500  Introduction to the Hebrew Bible
PRS 2510  New Testament
PRS 2520  Western Religions
PRS 2530  Faith and Fanaticism
PRS 2540  Religion in America
PRS 2541  Race and Religion in America
PRS 2550  Seeing is Believing: Film and Religious Experience

PRS 2100  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 meets the General Education Humanities Breadth requirement.

PRS 2110  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 meets the General Education Humanities Breadth requirement and may be Reading/Writing Enhanced.

PRS 2150  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 General Education Humanities Breadth or the International/Global Interdependence requirement and may be Reading/Writing enhanced.

PRS 2160  Introduction to Buddhism  3 credits  Fall Semester
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. This course meets the General Education Humanities Breadth requirement and may be Reading/Writing enhanced.

PRS 2170 Introduction to Chinese 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 General Education Humanities Breadth requirement or the International/Global Interdependence requirement and may be Reading/Writing enhanced.

PRS 2200 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.

PRS 2210 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 meets the General Education Humanities Breadth requirement and may be Reading/Writing enhanced.

PRS 2230 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 meets the General Education Humanities Breadth requirement and may be Reading/Writing enhanced.

PRS 2240 The Walking Dead as an Introduction to Philosophy 3 credits
The Walking Dead is one of the most popular television series of the last decade, capturing the imaginations of millions of viewers with its post-apocalyptic narrative. What many viewers don’t realize, however, is that there are many substantive philosophical themes running through that narrative. This course seeks to draw out those themes, using this popular television series as the raw materials for learning about the philosophical ideas that inform not only that post-apocalyptic world but our world as well. The themes that will be explored include ethics, aesthetics, existentialism, political philosophy, and identity, among others. If The Walking Dead has captured your imagination, this course may be an ideal means to sharpen the critical thinking skills so central to a liberal arts-based education. This course meets the General Education Humanities Breadth requirement and Information Literacy Enhancement requirements. Prerequisite: Instructor approval.

PRS 2300 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.

PRS 2310 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 will reflect on their own spiritual development in light
of insights offered by artists, and mystics, as well as theological and psychological writers. This course meets the General Education Humanities Breadth requirement and may be Reading/Writing enhanced.

PRS 2320  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 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.

PRS 2330  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. This course meets the General Education Humanities Breadth requirement.

PRS 2400  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 different 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.

PRS 2410  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 (human 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 economics and globalization debate. This course is recommended for students with sophomore standing or above. This course meets the General Education Humanities Breadth requirement and may be Reading/Writing enhanced.

PRS 2430  Religion and Science  
3 credits  
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; 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 General Education Humanities Breadth requirement.

PRS 2440  Religion and Ecology  
3 credits  
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 reinterpret religious traditions in ways that are non-anthropocentric (non-human centered) as religious traditions have engaged in dialogue with one another. This course meets the General Education Humanities Breadth requirement.

PRS 2450  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 other worldliness of early fundamentalism to the social gospel, liberation theology, and religious socialism movements; from the pacifist to support for just war or holy war theories.
PRS 2460 Philosophy of Sex and Gender 3 credits
Offered periodically within a 3-year academic cycle
This is a course designed to acquaint the student with key texts and ideas in 20th century philosophy of sex and gender from Michel Foucault to Judith Butler. Adapting a strictly philosophical methodology, it will focus on “performativity” the theory that argues that gender and sex, rather than biological facts, are habitual way of acting. As well as critically engaging the theory and its influences, we will focus on its ethical and political implications, specifically for concerning how we “play” our gender roles, and how we do, and should treat those who fall outside popular ideas of what gender is and means. This course meets the General Education Diversity requirement.

PRS 2470 Social and Political Philosophy 3 credits
This course will acquaint students with the main historical currents of social and political philosophy. It will focus on such thematic issues as the parallels between society and the individual; views about human nature and the forms of government that result from these views; “the state of nature” and the social contract; the meaning(s) of various views of the state (democracy, conservatism, liberalism, socialisms, anarchism, Marxism, and fascism,) plus related issues: rights and freedom; distributive justice, liberation, and participation (economic justice; racial justice; justice and gender), individualism and communitarianism; and the nature of the subject. This course meets the General Education Humanities Breadth requirement.

PRS 2500 Introduction to the Hebrew Bible (formerly Old Testament) 3 credits
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 General Education Humanities Breadth requirement and Information Literacy Enhancement requirements.

PRS 2510 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 is recommended for students with sophomore standing or above. This course meets the General Education Humanities Breadth requirement and may be Reading/Writing enhanced.

PRS 2520 Western Religion 3 credits
Spring Semester
Seeks to provide a basic understanding of the religious perspectives of the three major western religions — Judaism, Christianity, and Islam — through the study of their history and literature.

PRS 2530 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 meets the General Education Humanities Breadth requirement and may be Information Literacy Enhanced.

PRS 2540 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.

PRS 2541 Race and Religion in America 3 credits
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 General Education Humanities Breadth requirement and Information Literacy Enhancement requirements. (Same course as BLKS 2541.)
PRS 2550  Seeing is Believing:  3 credits  
Film and Religious Experience
Offered periodically within a three-year academic cycle
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 meets the General Education Humanities Breadth requirement.

PRS 3200  Problems in Philosophy and Religious Studies  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 PRS course, or permission of instructor.

PRS 3980  Capstone Course  3 credits
Spring Semester
Contents to be selected by student and instructor to include student's reflections on: (1) the totality of the student's study of philosophy, (2) how the major comes together as a whole, (3) how it is integrated into the student's entire academic program, and (4) how it relates to the student's life. For majors, minor and other interested students.
Prerequisite: Junior standing, or successful completion of a 1000- or 2000-level PRS course, or permission of instructor.
The Physical Education program provides students with an opportunity to enhance their level of well-being by selecting courses in fitness, wellness and lifetime activities. All 1000 level activity courses may be repeated once for additional credit.

**PE 1015  Tennis  1 credit**  
Fall Semester  
Instruction, practice and development of game strategies for all skill levels. Emphasis will be on skill development, the rules and strategies of singles and doubles as well as proper tennis etiquette. Racquets and balls are supplied, but students are encouraged to bring their own racquet if possible. This class meets for nine weeks. *This course meets the General Education Wellness requirement.*

**PE 1025  Golf  1 credit**  
Fall Semester  
Instruction and practice for all skill levels. Initial instruction will be on campus with advanced play at Ponkapoag Golf Course. Students are responsible for their own transportation to and from the golf course. Clubs and bags will be provided, but students are encouraged to bring their own. This class meets for nine weeks. *This course meets the General Education Wellness requirement.*

**PE 1045  Walking for Cardio Fitness  1 credit**  
Fall and Spring Semesters  
Designed to provide an opportunity to develop an individualized aerobic fitness program using walking as the modality. Various walking styles and training routines for beginner and intermediate walkers will be emphasized.

**PE 1050  Strength Training for Health  1 credit**  
Fall Semester  
An introduction to the principles of strength training with emphasis on concepts and development of physical fitness through individualized strength training programs.

**PE 1060  New Beginnings: Fitness  1 credit**  
Fall and Spring Semesters  
Scheduled to introduce individuals who have been living a sedentary lifestyle, this course will introduce a variety of beginner-level movement and fitness activities that promote health and wellness.

**PE 1140  Living a Heart Healthy Life  1 credit**  
Fall and Spring Semesters  
This course invites a purposeful and activity-driven approach to the role of cardiac health as it supports a healthy lifestyle. Included is a functional knowledge of the cardio-respiratory and muscular-skeletal systems and assessment of cardiac response to pre/during/post exercise, progress monitoring and designing a heart-healthy regime. Students will be participating in physical activity-based experiences. *This course meets the General Education Wellness requirement.*

**PE 1200  Water Fitness  1 credit**  
Spring Semester  
In this course the students will learn various ways of improving fitness health with a particular focus on cardiovascular, strength and flexibility enhancements in the aquatic environment. Modes of water fitness includes aerobics, water resistance exercises, basic swim strokes. One does not have to be able to swim. this course meets for 9 weeks for 90 minutes at the Fuller Village Pool. Transportation will be provided. *This course meets the General Education Wellness requirement.*

**PE 1217  The Science of Weight Management  3 credits**  
Fall and Spring Semesters  
This course will focus on the relationship between food as caloric intake and exercise as energy output. The successful student will examine dietary intake, engage in behavior analysis, participate in various forms of exercise, and create an individualized and effective weight management action plan. This course is designed for individuals who wish to gain an understanding of, and develop strategies for, their personal weight management. This course is also ideal for future health educators to develop the knowledge and strategies for guiding those with sedentary lifestyles and/or unhealthy eating habits. *This course meets the General Education Wellness requirement.*

**PE 1240  Yoga  1 credit**  
Fall and Spring Semesters  
A level I and level II class that will safely teach the basics of the science and art form of yoga. Emphasis is on the practice of yoga to bring about flexibility, strength, confidence, and health to the body. Yoga mats are provided but Students are urged to provide their own yoga mats. *This course meets the General Education Wellness requirement.*

**PE 1245  Pilates and Yoga  1 credit**  
Fall and Spring Semesters  
Pilates is a body conditioning routine that puts emphasis on spinal and pelvic alignment, breathing, developing a strong core center and improving coordination and balance. Intensity can be increased over time as the body conditions and adapts to the exercises. In this course a combination of pilates and yoga exercises will be taught.

**PE 1380  Tone & Strength for Women Class for Women  1 credit**  
Fall and Spring Semesters  
An introductory course with emphasis on improving muscle tone throughout the body. This course is offered to women who want instruction in the principles of increasing muscle tone and strength. This course is not open to varsity athletes.
PE 1400  Self Protection and Self Awareness  1 credit  
Fall and Spring Semesters  
This course is designed to empower and educate individuals in the art of self-protection. The participant will learn non-verbal, verbal and physical manipulation techniques to be used to thwart off an assault. This is a practical hands-on course in which the participant will learn safe, effective techniques of control and restraint. The self-defense movements are gross motor movements that provide safety - minimizing injury to self and others. The participants will also learn the laws regarding self-protection and the use of reasonable and excessive force. *This course meets the General Education Wellness requirement.*

PE 1450  Self Defense and the Martial Arts  1 credit  
Fall and Spring Semesters  
An introduction to martial arts self-defense and physical conditioning. The course is designed to further enhance the student's knowledge of the fundamental concepts of exposure during a self-defense situation and how to avoid confrontation. Course includes a fitness component emphasizing strength, flexibility and agility and also involves light contact sparring. *Prerequisite: PE 1400 or permission of instructor.*

PE 1650  CPR/FA/AED  1 credit  
Spring Semester  
The purpose of this course is to train the lay responders to overcome any reluctance to act in emergency situations and to recognize and care for life threatening respiratory and cardiac emergencies. First responders from Curry College Public Safety and the Boston Police Department will discuss their way of handling an emergency. This course meets for 9 weeks.

PE 2220  Personal Conditioning  2 credits  
Fall and Spring Semesters  
An advanced course with emphasis on the implementation and evaluation of individualized conditioning programs. A nutrition component is part of this course. *This course meets the General Education Wellness requirement.*  
*Prerequisite: A basic understanding of conditioning principles.*

PE 2500  Physical Awareness: A Wellness Approach  3 credits  
Fall and Spring Semesters  
The key to maintaining a healthy and long life involves an interdisciplinary approach. This class is an opportunity to develop and initiate a wellness program tailored to individual needs and lifestyles by congruously implementing these concepts. Some of the topics covered include all components of wellness, including nutrition, stress management and lifelong healthy habits. *This course meets the General Education Wellness requirement.*
Physics is everywhere. It is the science that investigates the most fundamental laws governing all matter and energy in the universe. A minor in physics provides majors in other sciences with an interdisciplinary breadth that expands career opportunities. In addition to providing a deeper understanding of the fundamental processes of nature, it helps to build mathematical and reasoning skills that are valued in all science fields.

Requirements for Physics Minor:
14 credits at the 2000- or 3000-level, at least 6 of which must be taken at Curry. Normally these would consist of three physics courses, including two tutorials at the 3000-level or above, and a related 3000-level mathematics course or tutorial. Interested students should consult with faculty about possibilities.

PHYS 1200  Physical Science for Educators  4 credits
The purpose of this course is three-fold. One, it is intended to introduce concepts from the world of Physical Science as they are applicable to our life and society. Two, it is intended to shape the perception of students about how science works, how scientific research is performed. Finally, it is intended to model an effective pedagogical approach that students can use as teachers in their classrooms. The level of the coverage of science concepts is slightly higher than the level intended for the target student population to provide the teachers a broader view.
Prerequisite: BIOL 1057.

PHYS 2001  Introduction to Robotics and Engineering Concepts  1 credit
The objective of this course is to introduce education majors (up to the middle school level) to the field of robotics and stimulate their interests in science and engineering to prepare them to be able to do the same in their classrooms. In this course the process of engineering design (ED) provides a framework to deliver concepts in robotics, rather than being an independent part of the curriculum. The course leverages strategies in robotics using ED as a venue in the context of modeling and solving real-life problems that are linked to concepts in the natural sciences, therefore it complements the Physical Science for Education Majors course to meet the subject matter requirements of the MA Science and Technology/Engineering Curriculum Framework. As part of the learning process students are expected to develop skills to adopt and implement robotics projects in their classrooms matching their expected student age group. Also, the course is intended to model an effective pedagogical approach that students can use as teachers in their classrooms.
Prerequisite: PHYS 1200.

PHYS 2010  Introductory Physics I: Mechanics  4 credits
Covers description of the physical world and measurement in Newtonian Mechanics: kinematics, dynamics, conservation principles, kinetic theory, applications. Lecture/discussion and laboratory. Fee.
Prerequisite: MATH 1190 or MATH 2130 or permission of instructor.

PHYS 2020  Introductory Physics II: Electricity and Magnetism  4 credits
Spring Semester
Introduction to electrostatics, electrodynamics, magnetism, direct and alternating current circuits; geometric optics. Lecture/discussion and laboratory. Fee.
Prerequisite: PHYS 2010 or permission of instructor.

PHYS 4000  Physics Research Proposal  1 credit
Fall and Spring Semesters
Student preparation of a proposal for independent research under supervision. The student will read/investigate literature in the field; gain understanding of the nature of the problem/question and methodology which will be used to investigate it; write up a research proposal which includes: 1) survey of relevant background literature and information; 2) rationale for investigating problem; 3) research plan including methodology (ies) to be used. Signature of faculty supervisor and department chair required.
Prerequisite: Permission of instructor.

PHYS 4010  Physics Independent Research  3-6 credits
Fall and Spring Semesters
Independent research on a topic of current interest. Apply principles of both literature and experimental (field or laboratory) and/or theoretical research under supervision. Research question/problem in library, and/or lab on or off campus; write up research report; give public oral presentation to the Science faculty and interested students. Signature of faculty supervisor and department chair required.
Prerequisites: PHYS 4000 and permission of area instructor. Project must begin no later than fall of the student’s senior year. Students are strongly encouraged to begin thinking about their projects during their junior year.
Politics & History

The Politics and History Department helps students develop an understanding of political processes and the historical development of societies. In P&H courses, students will broadly study the history of the United States and a variety of other countries, highlighting political, economic, legal, cultural and social dimensions. At a time when the disciplines of political science and history have necessarily moved towards more globally integrated analyses and narratives, the department embraces a “from local to global” perspective. Courses explore local, regional and national developments within a context of international history and global politics. Courses examine the ideas that motivate political behavior and the institutions that shape it. These include the impact of ethical concerns, how culture shapes politics, the emergence and role of legal structures, means by which governments reward or penalize individuals and groups, and how people organize to influence decision-making in society.

The study of politics and history is necessary to develop a historical consciousness, and historical consciousness is essential to understand the present. Through the teaching of politics and history, the P&H Department strives to help students develop an informed basis for acting in society and becoming responsible citizens.

Politics and History majors at Curry College have chosen a variety of career paths, including: government and public service, political consulting, the ministry, librarianship, law, journalism, education, business, and administration of non-profit organizations such as historical sites. The largest number of P&H majors has gone into business.

Politics and History Department Learning Outcomes

The faculty of the Politics and History Department inspire our students to become informed citizens engaged in their community and the world. Our students exhibit openness and curiosity. They appreciate diversity and complexity. Ultimately, Politics and History majors make lifelong contributions through active participation, service, and leadership.

Through course work, experiences within and outside the College, and participation in departmental activities, Politics and History majors will meet the following outcomes with integrity and honesty:

1. Consistent with the disciplinary orientations of Political Science and History, identify and articulate the role of ideas, institutions, and actors in context and over time
2. Identify and articulate specific elements of cultural diversity, particularly across the issues of class, ethnicity, gender, religion and race
3. Identify and articulate the local, international, and global contexts which shape historical understanding and in which politics takes place
4. Identify credible primary and secondary sources from multiple perspectives appropriate to the disciplines of Political Science and History and the topics under study
5. Articulate, defend, and communicate a thesis/argument (in both written and oral form) in a clear, concise, scholarly manner
6. Demonstrate civic responsibility through active engagement within Curry and the broader community

Prerequisites: (These should be completed by the end of the sophomore year.)

One course from each of the following:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>P&amp;H 1050</td>
<td>US Politics</td>
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<td>P&amp;H 1060</td>
<td>World Politics</td>
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<td>P&amp;H 1010</td>
<td>U.S. History I in a Global Context</td>
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<td>U.S. History II in a Global Context</td>
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<td>4. P&amp;H 1030</td>
<td>European History I in a Global Context</td>
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Requirements for the Politics and History Major:

1. **Core Requirements**
   a. International: Twelve credits from this area, including:
      
      **Required:**
      
      P&H 2250  International Relations

      **Plus any three of the following courses, all at the 2000- or 3000-level:** 9
      
      P&H 2010  Europe: The Age of Revolutions
      P&H 2060  Contemporary European History
      P&H 2100  Russian History and Contemporary Politics
      P&H 2130  German History and Contemporary Politics
      P&H 2140  French History and Contemporary Politics
      P&H 2141  European Culture and Politics
      P&H 2150  Introduction to Latin American Politics
      P&H 2250  International Relations
      P&H 2270  Environment and Social Movements
      P&H 2440  Gender Inequality: Women, Power and Politics
      P&H 2700  Brazilian and Mexican Politics
      P&H 3003  Latin American Politics & Culture Study Abroad
      P&H 3010  Cuban Politics and Culture

   b. United States: Twelve credits from this area, including:
      
      **Required:**
      
      P&H 2320  Contemporary U.S. History

      **Plus any three of the following courses, all at the 2000- or 3000-level:** 9
      
      P&H 2292  Social History of Women
      P&H 2300  The Making of Modern U.S.: 1890-1945
      P&H 2305  The Stories We Tell: U.S. History as Biography
      P&H 2310  American Constitutional Law
      P&H 2330  Africans in the United States
      P&H 2350  The U.S. Presidency
      P&H 2360  The U.S. Congress
      P&H 2370  U.S. Political Parties
      P&H 2380  U.S. Immigration History
      P&H 2400  The Politics of Deception
      P&H 2420  Gay Politics in the United States
      P&H 2450  Introduction to African-American Cultures
      P&H 2492  African-American Cinema
      P&H 2500  State & Local Politics
      P&H 2520  US Culture
      P&H 2600  History of U.S. Foreign Relations
      P&H 3350  Electing the President
      P&H 3380  Public Policy in the United States

2. **Research Methods Required:**
   
   P&H 3700  Seminar: Research Methods and Strategies in History and Political Science 3

3. **Capstone course: one of the following:**
   
   P&H 3600  Europe since the end of the Cold War
   P&H 3650  The American Dream 30
Requirements in related areas:
Twelve credits from among the following:

- All BLKS courses at 2000-level or above that are not cross listed as P&H
- All AH courses at 2000-level or above
- All ENG Literature courses at 2000-level or above
- All PRS courses at 2000-level or above
- All SOC courses at 2000-level or above
- All WGS courses at 2000-level or above that are not cross listed as P&H

Plus the following individual courses:

- BIOL 3210 Advanced Environmental Science
- BUS 1610 Economics: Macro
- BUS 2250 Business Law
- BUS 3930 Management of International Business
- COM 2120 Rhetorical Criticism
- COM 2400 Dramatic Literature
- COM 2492 Introduction to Film: The History of Film
- COM 2493 Introduction to Film: Art and Form
- COM 2790 Principles of Public Relations
- COM 2800 Publicity Techniques
- COM 2900 Multimedia Journalism
- COM 3050 Crisis Communications
- COM 3100 Argumentation and Debate
- COM 3545 Modern Drama
- COM 3506 Media Law and Ethics
- COM 3650 Media, Culture and Society
- CJ 2120 Restorative Justice: Community and Incarceration
- CJ 2170 Population, Immigration, and Crime
- CJ 2190 Transnational Crime and Corruption
- CJ 2301 Juvenile Justice
- CJ 2350 Human Diversity in Criminal Justice
- CJ 2402 Domestic Violence
- CJ 2500 Cyber Crime and the Terrorist Threat
- CJ 2697 Terrorism and Homeland Defense
- CJ 3205 Law and Society
- CJ 3300 Justice and Human Rights Advocacy
- CJ 3404 Sociology of Violence
- CJ 3500 Comparative Justice Systems
- CJ 3640 Deviance and Social Control
- CJ 3670 Hate Crimes and Hate Groups
- DANC 2300 World Dance History
- HW 2000 Foundations of Community Health
- HW 2200 Social Determinants of Health
HW 2500 Global Public Health  
HW 3050 Race, Class, Gender and Health  
MATH 2200 History of Mathematical Inquiry  
MIS 2020 Business Intelligence Web and Social Media Analytics  
MUS 2000 Western Classical Music  
MUS 2100 Traditions of Sacred Sound  
MUS 2450 American Music  
MUS 2550 Music of the World  
NSG 3470 Health Policy & Finance  
PRS 2150 Eastern Religion and Philosophy  
PRS 2400 Ethics of War and Peace  
PRS 2450 Religion and Politics  
PRS 2470 Social and Political Philosophy  
PRS 2520 Western Religion  
PRS 2900 Contemporary Theological Issues  
PSY 2250 Family Life  
PSY 2310 Psychology of Criminal Behavior  
PSY 2400 Human Development  
PSY 2450 Human Sexuality  
PSY 2800 Social Psychology  
PSY 3130 Brain and Behavior  
PSY 3220 Attitude Change and Social Influence  
PSY 3260 Psychology of Violence & Terror  
SA 3950 Design Concepts  
SOC/CJ 2160 Urban Life: Culture and Change  
SOC/WGS 2760 Wealth, Poverty and Social Class  

In addition to the courses listed above, other courses at the 2000- and/or 3000-level may be taken as related courses, provided that written approval from a full-time P&H faculty member has been obtained beforehand.

P&H Majors are also required to complete an ePortfolio which includes assignments and/or activities from all of their P&H courses.

*If a student takes a capstone course prior to their senior year, course will count as a 3000-level course but not as the student’s capstone. All P&H majors, however, are required to take the course that will count as their capstone course during their senior year. Note: In order to qualify for graduation, the major must be completed with a C average.

**Requirements for the Minor:**

One course at the 1000-level and 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.

**Internship, Field Experience:**

Majors are strongly urged to take internships to count toward the major. Internships taken for credit--P&H 2340, 3450 and/or 4560--include an academic component. Prerequisites are successful completion of EXP 2340:

Introduction to Experiential Learning with a grade of C, a 3.0 cumulative average in politics and history, and a 2.75 overall cumulative average. For more information, talk to any of the P&H faculty. (See Experiential Education)
P&H 1010  U.S. History I: Ancient America through Reconstruction 3 credits
Fall and Spring Semesters
US History I in a Global Context introduces students to a chronological study of early American History from prehistoric American civilizations through the Civil War. Students will experience a fully integrated exploration of the US experiment by placing the history of the nation within that of the wider world. 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 Constitution founding, the emergency of a democratic republic, the Age of Jackson and the market revolution, Manifest Destiny, and the Civil War and Reconstruction (1877). 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. In addition, students will explore the unique perspective of History as a discipline and its place in the Liberal Arts. This course meets the General Education Humanities Breadth requirement.

P&H 1020  U.S. History II: Reconstruction to the Present 3 credits
Fall and Spring Semesters
U.S. History II in a Global Context introduces the student to a chronological study of the United States to the present day. Students will experience a fully integrated exploration of the US experiment by placing the history of the nation within that of the wider world. They will examine the ways in which the US has both benefitted from and helped determine a global culture through historical events such as World War II, institutions such as the United Nations, technology such as the automobile, and cultural advances such as television, film, music, and social media. In addition, students will explore the unique perspective of History as a discipline and its place in the Liberal Arts. By exploring the elements that go into forming a distinctive US culture, students will ultimately gain a deeper, broader understanding of themselves, and gain a richer appreciation of the United States' place in the world both now and into the future. This course meets the General Education Humanities Breadth requirement.

P&H 1030  European History I: Late Middle Ages to 1780s 3 credits
Alternate Years
This course introduces students to a topical study of European history from the late Middle Ages into the late 18th century, looking at a series of world shaping developments laid out chronologically. This course seeks to provide students with an understanding of some of the major historical developments over these centuries, including the Renaissance, the crisis of the Catholic Church and the Reformation, European exploration and discovery, absolute monarchy, development of capitalism, scientific revolution and the Enlightenment. In addressing these topics the course will also expose students to intellectual, technological and cultural developments and the literature and art of these periods. In addition students will explore the unique perspective of history as a discipline and its place in the Liberal Arts. By exploring these elements students will gain a broader and deeper understanding of our world, the role of Europe within it, and possibilities for the future for the Humanities. This course meets the General Education Humanities Breadth and Reading/Writing enhancement requirements.

P&H 1040  European History II: 1780s to the Present 3 credits
Fall and Spring Semesters
This course introduces students to a topical study of European history to the present, looking at a series of world shaping developments laid out chronologically. The course explores the French and Industrial Revolutions, technological, social and cultural transformations of the 19th and 20th centuries, World Wars I and II, the rise and fall of communism and fascism, economic collapses and economic “miracles,” decolonization, the emergence of the post-cold war present, and the dramatic crises of the early 21st century. Through the exploration of developments—in politics and economics, in warfare and in intellectual life—students will be able to understand key factors that have helped shape European society and politics and the world in which we live. Beyond the relations between European states, European affairs will be looked at in a broader global context and in relations to international organizations such as the UN and the European Union. In addition students will explore the unique perspective of history as a discipline and place in the Liberal Arts. By exploring these elements students will gain a broader and deeper understanding of our world, the role of Europe within it, and possibilities for the future. This course meets the General Education Humanities Breadth and Reading/Writing enhancement requirements.

P&H 1050  US Politics 3 credits
This course provides a comprehensive survey of American politics. Students will understand the basic institutions of the US government: including the three branches of government (executive, legislative, and judicial), federalism, elections, and political parties. Students will appreciate the distinct political culture of the US including a respect for regional, racial, and gender differences. Finally, students will critically assess social movements, interest groups, issues in political economy, and foreign policy. In the end, they will appreciate the complexity of our political system and comprehend the historical factors that mold American political decisions. This course meets the General Education Social Science Breadth requirement.
Politics & History

P&H 1060 World Politics 3 credits
Fall and Spring Semesters
This course provides an introduction to world politics. Students will appreciate the complexity of state-building and the diversity of political institutions around the world (including presidentialism, parliamentarianism, elections, and political parties). Students will comprehend the crucial institutional differences between democratic and authoritarian governments and understand the precarious nature of political transitions. Finally, students will critically assess issues in political economy and sustainable development with a better understanding of the sharp contrasts between the developed and the developing world. In the end, they will appreciate the variation and complexity of global political processes in a vast array of countries. This course meets the General Education Social Science Breadth and Information Literacy Enhancement requirements.

P&H 2060 Contemporary European History 3 credits
Alternate Fall Semesters
Takes an in-depth look at the political, social, economic and cultural developments that have shaped European societies from the end of World War II to the present. Topics addressed will include post-war economic growth, European political and economic integration, Cold War, youth culture and 1960s, impact of neo-liberalism, the end of the Cold War, impact of globalization, and expansion of the European Union and NATO. This course meets the General Education International/Global Interdependence requirement. Prerequisite: P&H 1030 or 1040.

P&H 2100 Russian History and Contemporary Politics 3 credits
Offered periodically within a three-year academic cycle
Examines the history of Russia from the late 19th century, through the Soviet period, to the present. The course will highlight the development of the Russian state and nation, political and economic developments, and will also address major cultural and intellectual trends. Though it is a history course, one third of the course will focus on understanding contemporary Russian politics. The course will be run as a seminar and in addition to a text will include literature, films and online sources. Prerequisites: Sophomore standing.

P&H 2110 German History and Contemporary Politics 3 credits
Offered periodically within a three-year academic cycle
This course will

P&H 2130 German History and Contemporary Politics 3 credits
Offered periodically within a three-year academic cycle
Looks at Europe from the beginnings of the Industrial Revolution to World War I; including the French Revolutionary and Napoleonic periods, the revolutions of 1848, the impact of Darwin, Marx and Freud, and the development of modern mass society. Emphasis is on a comparative rather than strictly geographic approach. This course meets the General Education International/Global Interdependence requirement. Prerequisites: Sophomore standing.

P&H 2105 European and the Colonial World 3 credits
Offered periodically within a three-year academic cycle
This course explores the history and impact of European colonialism around the world, considering how the colonial experience shaped identity, institutions, and economic systems. In addition, it will examine colonialism and its historical legacy in the developing world, emphasizing links between European colonialism and global events such as the rise of industrial capitalism, the two world wars, and the Cold War. This course will count for International credit for Politics and History majors.

P&H 2000 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 2008 Special Topics in Politics and History 3 credits
Offered periodically within a three-year academic cycle

P&H 2010 Europe: The Age of Revolutions 3 credits
Offered periodically within a three-year academic cycle

P&H 2008 Special Topics in Politics and History 3 credits
Offered periodically within a three-year academic cycle

P&H 2015 Europe and the Colonial World 3 credits
Offered periodically within a three-year academic cycle

P&H 1030 World Politics 3 credits
Fall and Spring Semesters
This course provides an introduction to world politics. Students will appreciate the complexity of state-building and the diversity of political institutions around the world (including presidentialism, parliamentarianism, elections, and political parties). Students will comprehend the crucial institutional differences between democratic and authoritarian governments and understand the precarious nature of political transitions. Finally, students will critically assess issues in political economy and sustainable development with a better understanding of the sharp contrasts between the developed and the developing world. In the end, they will appreciate the variation and complexity of global political processes in a vast array of countries. This course meets the General Education Social Science Breadth and Information Literacy Enhancement requirements.

P&H 2060 Contemporary European History 3 credits
Alternate Fall Semesters
Takes an in-depth look at the political, social, economic and cultural developments that have shaped European societies from the end of World War II to the present. Topics addressed will include post-war economic growth, European political and economic integration, Cold War, youth culture and 1960s, impact of neo-liberalism, the end of the Cold War, impact of globalization, and expansion of the European Union and NATO. This course meets the General Education International/Global Interdependence requirement. Prerequisite: P&H 1030 or 1040.

P&H 2100 Russian History and Contemporary Politics 3 credits
Offered periodically within a three-year academic cycle
Examines the history of Russia from the late 19th century, through the Soviet period, to the present. The course will highlight the development of the Russian state and nation, political and economic developments, and will also address major cultural and intellectual trends. Though it is a history course, one third of the course will focus on understanding contemporary Russian politics. The course will be run as a seminar and in addition to a text will include literature, films and online sources. Prerequisites: Sophomore standing.

P&H 2110 German History and Contemporary Politics 3 credits
Offered periodically within a three-year academic cycle
This course will

P&H 2130 German History and Contemporary Politics 3 credits
Offered periodically within a three-year academic cycle
Looks at Europe from the beginnings of the Industrial Revolution to World War I; including the French Revolutionary and Napoleonic periods, the revolutions of 1848, the impact of Darwin, Marx and Freud, and the development of modern mass society. Emphasis is on a comparative rather than strictly geographic approach. This course meets the General Education International/Global Interdependence requirement. Prerequisites: Sophomore standing.

P&H 2105 European and the Colonial World 3 credits
Offered periodically within a three-year academic cycle
This course explores the history and impact of European colonialism around the world, considering how the colonial experience shaped identity, institutions, and economic systems. In addition, it will examine colonialism and its historical legacy in the developing world, emphasizing links between European colonialism and global events such as the rise of industrial capitalism, the two world wars, and the Cold War. This course will count for International credit for Politics and History majors.
P&H 2140  French History and Contemporary Politics  3 credits
Offered periodically within a three-year academic cycle
Examines the history of France from the late 19th century to the present, beginning with the Franco-Prussian War and concluding into the early 21st century. Though it is a history course, one third of the course will focus on understanding contemporary French politics. Topics to be addressed include the Paris Commune and founding of the Third Republic, society before and during WWI, the emergence of an organized working class movement, the Popular Front, Vichy France and Resistance. Post-WWII topics include economic growth, French intellectual life and cultural transformation and European integration. The course will be run as a seminar and in addition to a text will include literature, films and online sources. This course meets the General Education International/Global Interdependence requirement. Prerequisites: Sophomore standing.

P&H 2141  European Culture and Politics  3 credits
This course offered in France is designed to help students engage a deeper understanding of contemporary French and European politics and culture. The course will include brief study of key developments in European history since the end of World War II but the focus will be on the last 30 years corresponding with the post-Cold War present. Directly related to our shared experience in France, we will focus on daily French political and cultural developments and when doing so we will place them in a broader European context. Students will read political and cultural materials as well as social scientific and historical articles. Students will also read literature and daily media, as well as view films, videos and art, listen to music, and follow news and politics.

P&H 2150  Introduction to Latin American Politics  3 credits
Dynamic, ever-changing, rich in history, diverse, and our friendly, next-door neighbors, Latin America is one of the most intoxicating regions in the planet. This course provides a comprehensive introduction to the politics, history, and culture of Latin America. While we will look at pre-Colombian and colonial history, we will spend most of the class exploring the contemporary era in a diverse set of countries from Central America, the Caribbean, and the South America. We will discuss democratization, US-relations with the region, development, social movements, race/ethnicity, and political violence. We will explore different cultures through film and music. A crucial goal of this class is teaching you the necessary skills to independently search out, critically assess information, and hone your presentation skills, while providing you the space to research topics and countries in the region that you find particularly interesting. This course meets the General Education International/Global Interdependence requirement.

P&H 2200  Political Tactics  3 credits
"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. Prerequisite: Sophomore standing or 1000-level P&H course.

P&H 2250  International Relations  3 credits
Offered periodically within a three-year academic cycle
This course provides a basic introduction to international politics. Students will learn the major political theories of the subfield (Realism, Liberalism, and Marxism). Additionally, students will study crucial issues in international politics like war and peace, human rights, the environment, political economy, and international organizations like the United Nations. Either this course or P&H 2001 Current Economic Problems is required for the International part of the P&H major. This course meets the General Education International/Global Interdependence requirement.

P&H 2270  Environment and Social Movements  3 credits
Offered periodically within a three-year academic cycle
Mother Nature does not recognize national boundaries and neither should we. 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, resource depletion, and pollution. As a species, can we be sustainable? Why should we care about the environment and what is environmentally and socially just? We will analyze the history and philosophical underpinnings of environmentalism, gleefully appropriating ideas and cases from the United States and abroad. In the process, we will develop our own environmental ethic. In the second part, we will study how the U.S. government and international organizations approach policymaking, noting the conditions that promote or hinder successful intervention. Finally throughout history, social movements are critical political actors, influencing international organizations and governments when they decide on environmental matters. We will analyze when and why these groups can succeed and pay particular attention to the contemporary push for environmental justice. The course has 3 field trips including, Walden Pond, Brookwood Community Farm, and Roxbury. This course meets the General Education International/Global Interdependence requirement.

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
Politics & History

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).

P&H 2300  The Making of Modern U.S.: 1890-1945  
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 2305  The Stories We Tell: US History as Biography  
Offered periodically within a three-year academic cycle
This course is an exploration of biography as a form of history, designed to guide students through the process of researching and developing a portfolio relating to a specific person in their life. As one of the oldest forms of historical practice, biography has served many purposes in society such as to construct and validate shared ethical and social practices as well as commemorate key individuals. The issue of identity and history is one of the most compelling intellectual narratives we possess in society. Students will develop their understanding of US History and the world by exploring personal narratives that will help them better understand their own history and the broader history of the United States. This course meets the General Education Humanities Breadth and Reading/Writing enhancement requirements.

P&H 2310  U.S. Constitutional Law  
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.

P&H 2320  Contemporary U.S. History  
Fall Semester
Analyzes the historical evolution of the U.S. Constitution through Supreme Court decisions in the context of social, political, and cultural change. The course covers the U.S. Constitutional founding and its historical antecedents, the emergence of judicial power, the Civil War amendments, the Bill of Rights, and topics related to federalism, civil rights, civil liberties, separation of powers, commerce, and due process/equal protection law. Students will brief and predict the outcome of a live case before the Supreme Court during the Fall term. The course is strongly recommended to students interested in law.

P&H 2330  Africans in the United States  
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 BLKS 2330). This course meets the General Education Diversity requirement.

P&H 2350  The U.S. Presidency  
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  
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  
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  
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 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 1050 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% of 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 Cultures  3 credits Spring Semester
An introduction to the elements that construct black culture/s identities in the United States. While there is no monolithic black experience, by exploring elements of the past, we can see how constructed identities have impacted the ways that African Americans are seen and see themselves aiding in the creation of a distinctly rich culture. To aide in this discovery, this objective driven course is organized into chronological and thematic modules taught through both fictional and non-fictional readings, and a Portfolio Project intended to allow students to explore social change over time. Students should note that this is a reading and writing heavy course. This course meets the General Education Diversity requirement. (Same course as BLKS 2450).

P&H 2492  African-American Cinema  3 credits Alternate Years
This course will be an examination of films made by African-Americans or featuring all-black casts from the early years of cinema to the present. Course Our examination will include a focus on the content of the films as well as consideration of the larger social, cultural, economic, and political context of the society in which the films were produced. Particular attention will be made to black actors, directors and producers. Teaching will take the form of screenings, lectures, and class discussions. (Same course as BLKS 2492). This course meets the General Education Diversity requirement.
Prerequisite: Sophomore standing.

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 all the states. Elected officials, community leaders, and government workers serve as guest speakers. We try to understand how this level of government, which is closest to us, has a significant impact on our jobs and our daily lives. We do this by studying healthcare, education, and criminal justice issues. Massachusetts is used as a case study. We look at its rich local history and compare its legacy of corruption as well as its first in the nation innovations to other states.

P&H 2520  US Culture since 1900  3 credits
Offered periodically within a three-year academic cycle
While there is no one American, there are binding cultural values that exist only in this nation. American Culture since 1900 explores the development of a distinctive culture crafted from an expanding nation spurred by mass immigration. From the Jazz Age and the seeds of two World Wars, through an age of seeming conformity to a world of reality television, this course investigates what binds Americans together despite their many differences.
Moreover, what elements has this nation successfully exported to the rest of the world to transform the cultural identities of other nations? By exploring the elements that go into forming an American identity, students will gain a deeper, broader understanding of themselves and gain a richer appreciation of America’s place in the world.

P&H 2600 History of U.S. Foreign Relations
Offered periodically within a three-year academic cycle
A diplomatic history of the United States, analyzing the impact of differing national perspectives on such twentieth century topics as isolationism, American imperialist expansion, and the World Wars. This course meets the General Education International/Global Interdependence requirement.
Prerequisite: One P&H course.

P&H 2700 Brazilian and Mexican Politics
Offered periodically within a three-year academic cycle
There is no better introduction to Latin America than meeting the two giants: Brazil and Mexico. This course is designed to provide a comprehensive introduction to the politics, economics, and culture of these fascinating countries. In the first two parts, we will study Mexican and Brazilian history with an eye to the critical junctures that shaped each nation and subsequent political development. You will be familiar with the general characteristics of pre-Colombian civilizations, the colonial periods, Imperial Brazil, early republics which see-sawed between democracy and dictatorship, the Mexican Revolution, the brutal Brazilian military dictatorship, and the characteristics of the current democratic period in both countries.

While history plays a sizable component of this course, in part three, we will discuss issues that concern political scientists: political institutions, political economy, social movements, and political culture. Additionally, we will look at issues of development, migration, the Drug War, and the environment. The course also includes several critically-acclaimed documentaries and movies that speak to key political issues, but highlight the cool culture of our cases.

P&H 3003 Latin American Politics & Culture Study Abroad
This two-week study abroad course will introduce you to the politics and culture of various Latin American countries. We will study the critical junctures of our host country looking at the general history of the indigenous and colonial periods, and the constant struggle between democracy and dictatorship in the post-independence period. Additionally, we will explore a variety of substantive topics including democratization, political institutions, parties, elections, political economy, social movements, and relations with the United States. The course also will include movies, music, and poetry. We will integrate course content with site visits and on returning to the United States, students will write a small research paper on a topic of their choosing. This course meets the General Education International/Global Interdependence requirement.

P&H 3010 Cuban Politics and Culture
Offered periodically within a three-year academic cycle
This two-week study abroad course will introduce students to Cuban politics and culture. We will study Cuban history looking at the general characteristics of the pre-Colombian period, Spanish colonialism, the Republican and Revolutionary periods. Additionally, we will explore a variety of substantive topics including foreign relations with the United States, the political and economic system of the island, agricultural/environmental, health, and education policy, poetry, and music. We will integrate course content with site visits and on returning to the United States, you will write a small research paper on a topic of your choosing. This course meets the General Education International/Global Interdependence requirement.

P&H 3350 Electing the President
Run every four years during the presidential election cycle.
In real time, students will explore events, ideas, and issues as they shape this year’s presidential election. These will include the study of electoral demographics, interest groups, critical constituencies, contests in key battleground states, and the relative importance of issues to electoral outcomes. We will also connect the election to historic campaigns. This course will be conducted as a team-taught interdisciplinary seminar with frequent, brief presentations of material from faculty to enhance readings and discussions. Key assignments include a battleground state prediction and an analysis of the election’s outcome. Students will assemble on election night and project a winner of their battleground state as results come in.

P&H 3380 Public Policy in the United States
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 3650 Europe Since the End of the Cold War
Offered periodically within a three-year academic cycle
Begins with an examination of the impact of the end of the Cold War on European states. Our analysis continues as we look at how European politics and societies have changed in the years since the end of the Cold War, addressing such issues as conflict, economic and political integration, including the history of the European Union, immigration, changes in society and the nature of democracy. European developments are placed in a global...
context as we seek to understand Europe’s impact on the world and the impact of global developments on Europe.

Prerequisite: Junior standing or permission of instructor.
This course is a P&H capstone course.

P&H 3650  The American Dream 3 credits
Offered periodically within a three-year academic cycle
Is there such a thing as the American Dream? This course examines the role of such myths as “success”, “city on the hill”, “frontier” and the “foreign devil” in defining the American character and determining the hopes, fears, dreams, and actions of people throughout American History. Attention will be given to the surface consistency of these myths as accepted by each immigrant group versus the shifting content of the myths as they change to reflect the hopes and values of each of these groups. We will explore the presentation of this dream from films, political movements, and other cultural artifacts. 3 credits.
Prerequisite: Junior standing or permission of Instructor
This course is a P&H capstone course.

P&H 3700  Seminar: Research Methods and Strategies in History and Political Science 3 credits
Fall Semester
This class is designed to introduce students to inquiry in the disciplines of History and Political Science. Historians learn to situate ideas, actors, events, and institutions in their historical context, and identify patterns of change and continuity over time. Political Scientists use techniques from social science to analyze the theory and practice of governance and the political behavior of individuals and institutions at the local, national, and international levels. Students will learn to work within each discipline’s sources and methods, and then combine these sources and methods to pose and answer questions from history and politics. Required of Politics and History majors, the course will provide students in Management, Criminal Justice, Journalism, along with those interested in civic engagement and advocacy in any field, a powerful interdisciplinary set of analytical tools to make meaning of their world. This course is required for P&H Majors.
Psychology

Psychology is the scientific study of behavior and mental processes. The Psychology curriculum at Curry College is designed to illuminate the biological, developmental, social, and internal mechanisms that influence our thoughts, feelings and actions. Students who major in Psychology at Curry College learn about the major areas of the discipline and have many opportunities to explore and apply their knowledge through a myriad of practicum and internship experiences. Students who excel may choose to be involved as peer teachers or may participate in on-going research in one of the few EEG/brain-imaging research laboratories located in a small college setting.

The knowledge and skills students obtained through our Psychology curriculum are useful in many employment settings and careers. Graduates of the Psychology program at Curry College are equipped to apply psychological principles to their careers and personal lives, as well as to pursue graduate training in Psychology or other related disciplines. The Psychology Department hosts an active on-campus Psychology Club, as well as a chapter of Psi Chi.

Students interested in majoring in Psychology are encouraged to take Introduction to Psychology (PSY 1030) and Statistics I (MATH 1150) earlier in their college career. Interested students are further encouraged to take Research Methods in Psychology (PSY 2050) and several 2000-level courses during the Sophomore year. Research Methods in Psychology equips students to understand, evaluate, and use 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.

Psychology Laboratory
The Psychology Department has and maintains a Psychology Laboratory. The Psychology Laboratory is equipped with instrumentation, including an EEG machine and brain-imaging software, and other programs for studying topics related to human neuropsychology and psychophysiology such as brain electrical activity, cardiovascular function, and a variety of other phenomena.

Requirements for Psychology Major:

Prerequisite
PSY 1030 Introduction to Psychology 3

A. Students must complete the following required courses

Required courses
PSY 2010 Orientation to the Psychology Major 1
MATH 1150 Statistics I 3
PSY 2050 Research Methods in Psychology (formerly Experimental Psychology) 4
PSY 3500 Senior Seminar in Psychology 3

B. Students must complete a total of 12 credits at the 2000-level and a total of 12 credits at the 3000-level, not counting the required courses above. Of these credits, 12 must come from the foundational courses listed below (i.e., three credits, or one course, from each foundation):

Foundational Courses
(One course in each of the following areas)

Biological Psychology/Neuroscience

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<th>Course</th>
<th>Credits</th>
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<td>PSY 2070</td>
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<td>PSY 3130</td>
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<td>PSY 3350</td>
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Social/Personality Psychology Courses

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<td>PSY 2090</td>
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<td>PSY 2800</td>
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<td>PSY 3225</td>
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Clinical/Counseling Psychology Courses

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<th>Course</th>
<th>Title</th>
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<tr>
<td>PSY 2200</td>
<td>Behavior Disorders in Children</td>
<td>3</td>
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<tr>
<td>PSY 2300</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3120</td>
<td>Counseling Theories</td>
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Developmental Psychology Courses

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<tr>
<td>PSY 1400</td>
<td>Child Development</td>
<td>3</td>
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<tr>
<td>PSY 2100</td>
<td>Adolescent Psychology</td>
<td>3</td>
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<tr>
<td>PSY 2400</td>
<td>Human Development</td>
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Internship Opportunities

The Psychology Department strongly encourages students to consider applied experiences in the major, especially the Psychology Internship (PSY 3450). An internship may be completed during the Junior and/or Senior year; although students may complete multiple internships if they choose to do so, only three credits will be counted toward the requirements for the degree.

To qualify for Psychology Internship, the following criteria must be met:
1. Complete EXP 2340 (Introduction to Experiential Learning)
2. Possess a GPA of at least 2.75
3. Be a Junior or Senior in standing
4. Contact the Psychology Internship Coordinator

Students approved for Psychology Internship must co-register for both (a) PSY 3450 (Psychology Internship) and (b) PSY 3450-SM (Psychology Internship Seminar).

Graduation With Distinction in Psychology

Qualified students may earn the honor of Graduation with Distinction in Psychology. To qualify for Graduation with Distinction, the following criteria must be met:
1. Maintain a 3.5 overall GPA and a 3.5 Psychology GPA
2. Obtain recommendations from two Psychology Department faculty (non-adjunct)
3. Complete PSY 2050 (Research Methods in Psychology) with a grade of B+ or higher
4. Complete, with a B+ or better, either (a) a 3-credit Psychology Internship (PSY 3450), (b) three credits of Independent Research (PSY 4000), three credits of Independent Readings in Psychology (PSY 4100), or (d) three credits of Peer Teaching in Psychology (PSY 3400)
5. Complete PSY 4500 (Advanced Research Seminar) during Junior or Senior year with a minimum grade of B+.

Minors and Concentrations:

**Psychology Minor**: Students qualify for a minor in Psychology when they have completed at least 15 credits of Psychology courses at the 2000 and 3000 level, with a minimum of 6 credits at the 3000 level. 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.

**Psychology Concentrations**: Students can earn a Gerontology Concentration or Minor, or a Substance Use Concentration or Minor. These programs should be considered as concentrations for Psychology majors, as minors for other majors, or as certificate programs offered through Continuing Education. The courses corresponding to either concentration may be taken as electives.
The Gerontology and Substance Use Counseling concentrations have been designed to focus explicitly on matters relating to these respective areas. Pursuing a concentration (or minor) is advisable if the student wish to focus on either area, or if he or she intends to pursue further academic or career opportunities in either area. Students may elect to concentrate on one of these 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 that pertain to their area of concentration. However, psychology offerings frequently vary, 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.

**Gerontology Concentration**

The Gerontology Concentration is open to all students with an interest in learning about current concepts and trends, as well as research and advocacy related to gerontology. Available resources and practical considerations for careers working with older adults in a variety of settings are examined. Administered through the psychology department, the program promotes reflective examination of attitudes, perspectives and beliefs about aging. Experiential service learning opportunities prepare students to enter the workplace or graduate studies.

**Prerequisite/Equivalent:**
PSY 2400 Human Development

**Core Courses:**
- *PSY/SOC/WGS 2060 Aging and the Life Cycle
- *PSY 2064 Older Adult Wellness: Evidenced-based Practice and Research
- *PSY 3610 Cognitive Changes in Older Adults
- *PSY/SOC 2220 Death, Dying and Bereavement OR
- *PSY 2230 Palliative Care for Older Adults: Principles and Practice
- *PSY 3450 Psychology Internship in Aging

**Recommended Courses (not required):**
- COM 2150 Health Communication
- BUS 2263 Health Care Law
- NSG 3470 Health Policy and Finance
- PRS 2420 Ethics for Nurses/Health Care Professionals

**Substance Use Counseling Concentration**

For Psychology majors or as a minor for students in other majors. The Substance Use Counseling Program is open to all students who are interested in careers in substance use services, or in areas where an understanding of substance misuse is an important part of job performance, such as nursing and health care, social work and psychology, law enforcement and criminal justice, and college counseling and youth services. It is also relevant for students planning to pursue graduate studies in the social and behavioral sciences, as well as professional degrees in law, social work, nursing, and criminal justice.

Although there is no formal relationship between the Substance Use Counseling Concentration and the Massachusetts Board of Substance Abuse Counselor Certification (MBSACC), the program satisfies in part the educational and practicum requirements of the MBSACC. Requirements leading to licensure sometimes change per the Massachusetts Legislature; this program will be adjusted accordingly.

- *PSY 2125 Substance Use 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 Use Counseling
Select one of the following

- HW 2000 Foundations of Community Health
- SOC 2420 Working with Groups and Communities
- SOC 3390 Crisis Intervention

Courses recommended, but not required:

- PSY 2250 Family Life
- PSY 2500 Behavior Change: Theory and Practice

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 General Education Social Science Breadth 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 General Education Social Science Breadth requirement.

PSY 2010 Orientation to the Psychology Major  
1 credit  
Fall and Spring semesters

This purpose of this course is to give Psychology majors the knowledge and tools they need to get the most out of the major and assist them in making informed decisions about career choices in Psychology. It is also designed to assist potential Psychology majors in determining if the Psychology major is the most viable option to assist them in achieving their career goals. During the course, you will learn about Psychology at Curry College, including course requirements and opportunities available outside the classroom. You will learn about writing in American Psychological Association (APA) format and have opportunities to practice writing in this format.

PSY 2050 Research Methods in Psychology  
4 credits  
Fall and Spring Semesters

(Formerly “Experimental Psychology”) An introduction to the scientific method as applied to the study of human behavior. This course focuses on a critical evaluation of naturalistic observation, survey research, correlational studies, and true experiments as methods of answering questions about behavior period. The course emphasizes critical thinking and quantitative analysis of research data. Students will perform studies and will summarize their work in written research reports involving observation of behavior and collection and analysis of research data using basic statistical methods.  
Prerequisite: MATH 1150.

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.

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.

PSY 2100 Adolescent Psychology  
3 credits  
Spring Semester

The study of the changes (social, intellectual, emotional, and physical) associated with adolescents. Attention will be paid to a variety of cultural and global perspectives and experiences related to the transition to adulthood. This course meets the General Education International/Global Interdependence requirement.  
Prerequisite: PSY 1030.
PSY 2200  Behavior Disorders in Children  3 credits  
Fall and Spring Semesters
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.

PSY 2220  Death, Dying & 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 on death and dying in the developmental cycle of the individual and in a social-cultural context. (Same course as SOC 2220).
Prerequisite: Any 1000-level PSY or SOC course.

PSY 2250  Family Life  3 credits  
Offered periodically within a three-year academic cycle
Examines major psychological issues in the family including theories and techniques of child rearing, relationships among family members, and patterns found in diverse families and cultures. The course will also include analyses of family conflicts, including the recognition and remediation of challenges such as poverty, substance use, family violence, homelessness, racism, aging, sexism, and illness.
Prerequisite: PSY 1030.

PSY 2225  Substance Use Counseling: Theory and Practice  3 credits  
Alternate Fall Semesters
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 2400.

PSY 2230  Introduction to Clinical and Counseling Psychology  3 credits
This course introduces students to, and provides training in, the basic skills used in clinical and counseling psychology. Topics covered include: ethics, assessment and treatment procedures such as diagnostic and development intakes, survey measures and interviewing, psycho-educational and skills groups, curricula related to program outreach and treatment in community settings (e.g., college campuses, schools, clinics), the DSM-5 supervision, professionalism and issues of diversity related to working with and to help others. Threaded throughout the course will be the concept of counselor as social change agent and advocate. Students will be encouraged to examine their own attitudes, values, self-care practices, and interpersonal skills. This course will help prepare students for internships and future careers in Psychology. This course meets the General Education International/Global Interdependence requirement.

PSY 2230  Abnormal Psychology  3 credits  
Spring Semester
This course examines the nature, causes, and treatment of the major forms of psychopathology. Topics will include diagnosis and assessment, stress and psychopathology, and the major classes of disorders, such as anxiety disorders, mood disorders, personality disorders, substance-related disorders, eating disorders, schizophrenia, and disorders of childhood. The major psychological, biological, and sociocultural models of psychopathology, as well as empirical findings, will be emphasized.
Prerequisite: PSY 1030.

PSY 2230  Psychology of Criminal Behavior  3 credits  
Alternate Fall Semesters
This course examines the nature and causes of crime from a bio-psychosocial perspective, with a primary focus on the contribution of biological, psychological, social, and environmental factors to the development of criminal behavior. The heterogeneity of criminal behavior will also be explored, with attention paid to the different subtypes of offenders, as well as to the role that mental illness plays in criminal behavior. The course will also focus on the application of psychological principles to the rehabilitation of offenders in community and institutional settings.
Prerequisite: PSY 1030.

PSY 2230  Psychology and the Law  3 credits  
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.
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester(s)</th>
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<tr>
<td>PSY 2330</td>
<td>Drugs and Behavior</td>
<td>3</td>
<td>Fall and Spring Semesters</td>
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<td></td>
<td>A survey of psychoactive drugs emphasizing</td>
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<td>the social, psychological, and legal</td>
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<td>context of drug use. Four major aspects</td>
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<td>of use will include drug definitions,</td>
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<td>drug effects, drug related behavior and</td>
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<td>the drug experience throughout history.</td>
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<td>Discussion of prevention and treatment of</td>
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<td>drug abuse as well as social control of</td>
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<td>drug use will be included. Prerequisite:</td>
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<td>PSY 1030.</td>
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<td>PSY 2400</td>
<td>Human Development</td>
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<td>Fall and Spring Semesters</td>
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<td>The course will focus on cognitive,</td>
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<td>physical, emotional and social changes</td>
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<td>over the life span. Emphasis will be placed</td>
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<td>on the psychological issues relevant to</td>
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<td>each stage in the life cycle. Prerequisite:</td>
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<td>PSY 1030.</td>
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<td>PSY 2410</td>
<td>Older Adult Wellness:</td>
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<td>Fall and Spring Semesters</td>
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<td>Evidence-based Practice and Research</td>
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<td>Evidence-based strategies for health</td>
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<td>promotion, disease prevention, and chronic</td>
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<td>illness management for older adults are</td>
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<td>explored. Quality of life is addressed</td>
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<td>through physical, cognitive, psychological,</td>
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<td>emotional, and spiritual domains of</td>
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<td>wellness. Prerequisite: PSY 2400.</td>
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<td>PSY 2500</td>
<td>Behavior Change:</td>
<td>3</td>
<td>Alternate Fall Semesters</td>
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<td>Theory and Alternate Practice</td>
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<td>Covers the theoretical, ethical and</td>
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<td>practical considerations of different</td>
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<td>behavior change techniques including</td>
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<td>behavior modification, as used by</td>
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<td>psychologists, educators, nurses, business</td>
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<td>managers and other professionals. Prerequisite: PSY 1030.</td>
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<tr>
<td>PSY 2800</td>
<td>Social Psychology</td>
<td>3</td>
<td>Fall Semester</td>
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<td>This course examines the various ways</td>
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<td>our thoughts, feelings and behavior are</td>
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<td>influenced by other people. The objective</td>
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<td>is to familiarize students with issues,</td>
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<td>methods, theories and research pertinent</td>
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<td>to the study of social psychology, as well</td>
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<td>as to help students understand how social</td>
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<tr>
<td></td>
<td>psychological principles are applicable to</td>
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<td></td>
<td>their lives. Classic and contemporary topics</td>
<td></td>
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<tr>
<td></td>
<td>include social perception, attribution,</td>
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<tr>
<td></td>
<td>conformity, obedience to authority,</td>
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<tr>
<td></td>
<td>attitudes and persuasion, brainwashing,</td>
<td></td>
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<tr>
<td></td>
<td>stereotypes and prejudice,</td>
<td></td>
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<tr>
<td></td>
<td>interpersonal attraction and</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>relationships, group behavior,</td>
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<tr>
<td></td>
<td>aggression, and pro-social behavior.</td>
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<td></td>
<td>Prerequisite: PSY 1030.</td>
<td></td>
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<tr>
<td>PSY 2900</td>
<td>Practicum in Psychology</td>
<td>3</td>
<td>Fall and Spring Semesters</td>
</tr>
<tr>
<td></td>
<td>In this service-learning course, you</td>
<td></td>
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<tr>
<td></td>
<td>contract to volunteer with a community</td>
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<td></td>
<td>agency to gain practical applied experience</td>
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<tr>
<td></td>
<td>in a community setting. In the classroom,</td>
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<tr>
<td></td>
<td>structured assignments are designed to</td>
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<tr>
<td></td>
<td>help you transfer learning from</td>
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<tr>
<td></td>
<td>psychology coursework to the &quot;real world&quot;</td>
<td></td>
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<tr>
<td></td>
<td>and to reflect on your career goals and</td>
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<tr>
<td></td>
<td>interests. As a psychology major, you</td>
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<tr>
<td></td>
<td>must think critically and scientifically</td>
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<td></td>
<td>and to work effectively with diverse</td>
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<td></td>
<td>groups of people; because these skills are</td>
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<tr>
<td></td>
<td>relevant in virtually every setting. (100</td>
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<td></td>
<td>hours of classroom time and 3-4 hours per</td>
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<td>week of supervised field experience) This</td>
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<tr>
<td></td>
<td>course meets the General Education Active</td>
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<tr>
<td></td>
<td>Learning requirement. Prerequisite: PSY 1030.</td>
<td></td>
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<tr>
<td>PSY 3020</td>
<td>Psychological Tests</td>
<td>3</td>
<td>Alternate Fall Semesters</td>
</tr>
<tr>
<td></td>
<td>This course provides a historical overview</td>
<td></td>
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<tr>
<td></td>
<td>of psychological testing, emphasizing</td>
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<tr>
<td></td>
<td>intelligence and personality tests. Students</td>
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<td></td>
<td>will learn about all aspects of the testing</td>
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<td></td>
<td>enterprise, such as construction,</td>
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<td></td>
<td>reliability and validity research,</td>
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<td></td>
<td>administration issues, and the ethical</td>
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<td></td>
<td>use of tests. Special attention is given</td>
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<td></td>
<td>to the abuse of psychological tests in</td>
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<td></td>
<td>order to justify social and political</td>
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<td></td>
<td>climates. Prerequisite: Any 2000-level PSY</td>
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<tr>
<td></td>
<td>course.</td>
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<tr>
<td>PSY 3100</td>
<td>Psychology of Learning</td>
<td>3</td>
<td>Alternate Fall Semesters</td>
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<tr>
<td></td>
<td>The study of the ways in which individuals</td>
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<td></td>
<td>adapt to changes in their environment. Also</td>
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<td>studied will be methods designed to</td>
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<td></td>
<td>improve learning skills. Prerequisite: Any</td>
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<tr>
<td></td>
<td>2000-level PSY course.</td>
<td></td>
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<tr>
<td>PSY 3110</td>
<td>Psychoanalytic Psychology</td>
<td>3</td>
<td>Alternate Fall Semesters</td>
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<tr>
<td></td>
<td>This course provides an opportunity for</td>
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<td></td>
<td>in-depth analysis of psychoanalytic theory.</td>
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<td></td>
<td>Students read the writings of Sigmund</td>
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<td></td>
<td>Freud and other early analysts. Attention</td>
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<td></td>
<td>is paid to psychosexual stages of</td>
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<td></td>
<td>development, theories of repression and</td>
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<td></td>
<td>regression and treatment protocols. Neo-Freud</td>
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<td></td>
<td>ians are also discussed. Students will</td>
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<td></td>
<td>examine applications of psychodynamic</td>
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<tr>
<td></td>
<td>theories in advertising, fairy tales,</td>
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<td></td>
<td>trauma and parenting. Criticisms of dynamic</td>
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<td></td>
<td>therapy will also be included. Prerequisite:</td>
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<tr>
<td></td>
<td>Any 2000-level PSY course.</td>
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<tr>
<td>PSY 3120</td>
<td>Counseling Theory</td>
<td>3</td>
<td>Spring Semester</td>
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<tr>
<td></td>
<td>An examination of major theoretical models</td>
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<td></td>
<td>used in counseling, and applications of</td>
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<td></td>
<td>theories to the counseling process. A</td>
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<tr>
<td></td>
<td>background in both abnormal psychology and</td>
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<td></td>
<td>personality theory will be presupposed.</td>
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<td></td>
<td>Prerequisite: Any 2000-level PSY course.</td>
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<tr>
<td>PSY 3130</td>
<td>Brain and Behavior</td>
<td>3</td>
<td>Fall Semester</td>
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<tr>
<td></td>
<td>Studies the emerging field of Neuroscience,</td>
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<td></td>
<td>with a focus on theories of how brain</td>
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<td>function creates our higher psychological</td>
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<td></td>
<td>processes, e.g., attention, memory,</td>
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<td></td>
<td>perception, and language.</td>
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</tbody>
</table>
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. 

**PSY 3150  Neuropsychology of Learning Differences**

Offered periodically within a three-year academic cycle

This course will survey neuropsychological topics and conditions that are relevant to the performance of individuals in educational, clinical, and criminal justice settings. The focus will be on how brain compatible teaching can enhance the practice of professionals as well as the learning and development of the people with whom they work. Specific areas of interest will include left-right whole brain learning, learning style differences, the impact of gender and cultural differences on learning, and the involvement of learning disorders (attention deficit disorders, dyslexia, and autism spectrum disorders) in the learning process. Additional areas of interest will include the effects of traumatic brain injury, stroke and Alzheimer’s disease on the learning process. The course will review sample neuropsychological assessments and practical, effective intervention plans that address the learning and emotional needs of individuals in the human service settings noted above. 

**Prerequisite:** Any 2000-level PSY course, sophomore standing.

**PSY 3160  School Psychological Services**

Offered periodically within a three-year academic cycle

Studies a variety of topics related to student performance in educational, clinical and/or criminal justice settings. The focus will be on student mental health as the foundation of all learning and development. Topics will include wellness, behavior problems and mental health disorders, as well as prevention and intervention. Attention will be devoted to professional training and ethical standards, student diversity issues, collaboration and consultation with student stakeholders, assessment strategies and social policy, legal and fiscal issues that influence service delivery. Additional areas of study include school-based mental health and wellness, interventions for mental health problems, e.g. behavior, mood and substance abuse disorders and student exposure to violence, abuse and trauma. Resources for students, educators, families and advocates will be reviewed. Students will become involved in a hands-on approach to solving problems through research and mini-project papers. 

**Prerequisite:** Any 2000-level PSY course, sophomore standing.

**PSY 3170  Autism Spectrum Disorders: Theory, Assessment, and Interventions**

Offered periodically within a three-year academic cycle

This course will examine children, adolescents and young adults who present with Autism Spectrum Disorders (ASD). An examination of definitions cumulating to ASD, review of the DSM-IV-V diagnostic presentations, understanding eligibility criteria, incidence rates, etiology, neurodevelopment/neuropsychological impact, comprehensive assessment procedures, evidence-based interventions, learning the initial stages of applied behavioral analysis, development of tools for social-relational approaches, understanding cultural impact, understanding and developing pragmatic communications approaches, and the effective transition to adulthood are among the many areas examined in this course. Perspectives from the student/client, family, school, community and career personnel are explored and expressed. Problem-solving collaborative approaches and professional development are the focus of this course. Goals are to develop a basic set of competencies to begin working with students/clients presenting with ASD via course work and applications/project(s), as well as to explore possible future internships. 

**Prerequisite:** PSY 2200 and junior or senior status.

**PSY 3200  Stress, Coping and Adaptation**

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**

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**

Offered periodically within a three-year academic cycle

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 3225  Multicultural Psychology  3 credits**

Offered periodically within a three-year academic cycle

This course provides an opportunity for the study of behavior, cognition, and affect in settings where people of different backgrounds interact. Topics include the influence of culture on worldviews, communication, health and mental health as well as acculturation, identity development, stereotyping, and discrimination. This course involves self-exploration into one's own beliefs and values. Students gain a greater understanding and learn about other perspectives beyond their own experiences through assignments and discussions. This course meets the General Education Diversity requirement. Open to only psychology majors and psychology minors.

**Prerequisite:** 1 2000 and 1 3000 level psychology course.

**PSY 3260  Psychology of Violence  3 credits**

**& Terror**

Offered periodically within a three-year academic cycle

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  3 credits**

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  3 credits**

Spring Semester

This course critically examines the history of health psychology, major theories in the field and methods of applying health psychology knowledge to promoting health and preventing disease. Particular attention will be given to the roles of individual, social, cultural and economic factors. Topics include global communicable and chronic diseases, stress and coping, HIV and AIDS, risky behaviors, cardiovascular disease, chronic pain, and cancer.

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

**PSY 3400  Peer Teaching in Psychology  3 credits**

Provides an opportunity for Junior and Senior Psychology majors to obtain supervised experience in tutoring and assisting in the teaching of Psychology students in a specific Psychology course. Students must have completed, and received a grade of B+ or better, in the course in which they participate in peer teaching.

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

**PSY 3450  Psychology Internship  1-9 credits**

Fall and Spring Semesters

Provides students with practical experience working in an applied field placement. Field placement sites are selected with the assistance of the Psychology Internship Coordinator. Students are required to attend a weekly seminar with their faculty supervisor. This course meets the General Education Active Learning requirement.

**Prerequisite:** Completion of EXP 2340 with a grade of C or better, a 2.75 GPA and be a junior or senior in standing.

**PSY 3450 SM  Psychology Internship Seminar**

This course is required for all students doing a Psychology internship and must be taken during the semester of internship. Students must arrange an internship with the assistance of the Psychology Internship Coordinator. In addition to spending time each week in their field placement students will integrate their learning with weekly on campus course meetings and assignments, discussing practice based learning, reviewing their field experiences, and documenting their learning.

**PSY 3500  Senior Seminar  3 credits**

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 4000</td>
<td>Independent Research</td>
<td>3-6</td>
<td>Every Year</td>
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<tr>
<td></td>
<td>Structured research activity involving participation in an ongoing research project.</td>
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<tr>
<td>PSY 4100</td>
<td>Independent Readings in Psychology</td>
<td>1-3</td>
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<td>The student will design an independent readings course in an area of Psychology approved by the faculty. A bibliography and integrative paper are required.</td>
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<tr>
<td>PSY 4500</td>
<td>Advanced Research Seminar in Psychology</td>
<td>3</td>
<td>Spring Semester</td>
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<td></td>
<td>An intensive research and writing course for students pursuing the Graduation with Distinction track in the Psychology major. Students will thoroughly explore psychological content areas of their choice that have not been covered in depth in other courses. The class will design and implement a collaborative research study to explore further knowledge about these areas of Psychology.</td>
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<td></td>
<td>Prerequisites: Junior status, 3.50 cumulative GPA and recommendations from two full-time Psychology faculty members.</td>
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</tbody>
</table>
The Public Health & Wellness major is committed to preparing students to excel in their chosen public health and/or health-related career. Our program cultivates student understanding of health and well-being by delivering innovative instruction that provides them with the knowledge and transferrable skills that are necessary for them to thrive in their careers after graduation. We pride our program on its interdisciplinary approach to health and wellness as our students must master both the natural and social sciences, providing them with a diverse understanding of public health prevention and research. In addition, our students are encouraged to embrace the diversity found in the human mosaic, cultural competence, health equity, and social justice as these are increasingly important in the field of public health and wellness. The student will receive a Bachelor of Science upon completion of this major.

Our program objectives have been adapted from student learning outcomes created by the Association of School and Programs of Public Health.

Program Goals
Our program goals include providing an education that will enable the Public Health & Wellness graduate to:
1. Articulate the principles of health and wellness from the natural sciences perspective including biological and chemical sciences
2. Acquire a proficiency in quantitative, informational, media, and technological literacy
3. Cultivate an aptitude for scientific method and inquiry
5. Increase the capacity to work within teams and dedication to public health leadership.

Learning Objectives
The Public Health & Wellness graduate will be able to:
1. Describe the interrelationship between natural and social sciences and their combined impact on health and well-being.
2. Debate the relationship between social justice, human rights, and health.
3. Discuss political and policy implications of public health.
4. Articulate health and well-being through scientific and epidemiological language.
5. Teach individuals, communities, and populations about health and well-being.

The program includes 24 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.

Prerequisites/Corequisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1075</td>
<td>Anatomy &amp; Physiology I</td>
<td>3</td>
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<tr>
<td>BIOL 1085</td>
<td>Anatomy &amp; Physiology II</td>
<td>3</td>
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<tr>
<td>BIOL 1175</td>
<td>Anatomy &amp; Physiology I Lab</td>
<td>1</td>
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<tr>
<td>BIOL 1185</td>
<td>Anatomy &amp; Physiology II Lab</td>
<td>1</td>
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<tr>
<td>CHEM 1001</td>
<td>Chemical Concepts*</td>
<td>3</td>
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<tr>
<td>CHEM 1002</td>
<td>Chemical Concepts Lab*</td>
<td>1</td>
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<tr>
<td>HW 1000</td>
<td>Personal Health</td>
<td>3</td>
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<tr>
<td>MATH 1150</td>
<td>Statistics I</td>
<td>3</td>
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</tbody>
</table>

* May be taken pass/fail

18
Requirements for Public Health & Wellness Major:
Students must complete the 30 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 for his/her area of interest.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HW 1001 Principles of Public Health &amp; Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HW 2000 Foundations of Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HW 2010 Health Behavior, Education, and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HW 2200 Social Determinants</td>
<td>3</td>
</tr>
<tr>
<td>HW 2500 Global Health</td>
<td>3</td>
</tr>
<tr>
<td>HW 3005 Public Health Advocacy and Policy</td>
<td>3</td>
</tr>
<tr>
<td>HW 3000 Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HW 3010 Senior Seminar in Health &amp; Wellness</td>
<td>3</td>
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<td>Total</td>
<td>24</td>
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</tbody>
</table>

Requirements in Related Areas:
MATH 2150 Statistics II 3

Electives: 15 credits from the following courses:
Students can take no more than six (6) credit hours of these 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 to fulfill this requirement. Classes taken as an elective may not also count toward any minor. Upon approval of the coordinator, and instructor, students may use a course that is not listed in this catalog.

Academic Enrichment
AE 2000 Peer Teaching in the Disciplines 3
AE 2150 Study Abroad Seminar 3

Black Studies
BLKS 2012 Race and Religion in America 3
BLKS 2330 Black History 3
BLKS 3050 Race, Class, Gender, and Health 3

Biology
BIOL 2010 Microbiology 4
BIOL 2030 Human Disease 3
BIOL 2060 Introduction to Exercise Physiology 3
BIOL 2120 Biology of the Mind 3
BIOL 2450 Human Sexuality 3
BIOL 2520 Nutrition 3

Business Administration
BUS 2263 Health Care Law 3
BUS 2410 Sports and Recreation Management 3

Communication
COM 2020 Intercultural Communication 3
COM 2150 Health Communication 3
### Public Health and Wellness

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HW 1500</td>
<td>Stress Reduction Based on Mindfulness</td>
<td>3</td>
</tr>
<tr>
<td>HW 2150</td>
<td>Introduction to Holistic Health</td>
<td>3</td>
</tr>
<tr>
<td>HW 2520</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HW 3020</td>
<td>Current issues in Health &amp; Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HW 3030</td>
<td>Introduction to Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HW 3050</td>
<td>Race, Class, and Gender</td>
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### Criminal Justice

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CJ 2120</td>
<td>Social Justice and Incarceration</td>
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<tr>
<td>CJ 2402</td>
<td>Domestic Violence</td>
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<tr>
<td>CJ 3404</td>
<td>Sociology of Violence</td>
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### Education

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ED 2161</td>
<td>Educational Psychology</td>
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### English

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<tbody>
<tr>
<td>ENG 2280</td>
<td>Literature of Death and Dying</td>
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</tr>
<tr>
<td>ENG 3440</td>
<td>Therapeutic Uses of Writing</td>
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### Nursing

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<tbody>
<tr>
<td>NSG 2200</td>
<td>Pathophysiology</td>
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<tr>
<td>NSG 2500</td>
<td>Pharmacology</td>
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<tr>
<td>NSG 3022</td>
<td>Population Health</td>
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<tr>
<td>NSG 3031</td>
<td>Mental Health Nursing</td>
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<td>NSG 3470</td>
<td>Health Policy Finance</td>
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### Philosophy and Religious Studies

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<tbody>
<tr>
<td>PRS 2320</td>
<td>Life, Death, and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PRS 2410</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PRS 2420</td>
<td>Ethics for Nurses and Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>PRS 2430</td>
<td>Religion and Science</td>
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<tr>
<td>PRS 2541</td>
<td>Race and Religion in America</td>
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### Physical Education

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<th>Course Code</th>
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<tbody>
<tr>
<td>PE 1217</td>
<td>The Science of Weight Management</td>
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</tr>
<tr>
<td>PE 2500</td>
<td>Physical Awareness: A Wellness Approach</td>
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### Politics and History

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>P&amp;H 2270</td>
<td>Environment and Social Movements</td>
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### Psychology

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSY 2060</td>
<td>Aging and the Life Cycle</td>
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</tr>
<tr>
<td>PSY 2070</td>
<td>Motivation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2100</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2106</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2125</td>
<td>Substance Use 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>
</tbody>
</table>
Public Health and Wellness

PSY 2330  Drugs and Behavior  3 credits
PSY 2400  Human Development  3 credits
PSY 2450  Human Sexuality  3 credits
PSY 2500  Behavior Change: Theory and Practice  3 credits
PSY 2800  Social Psychology  3 credits
PSY 3100  Psychology of Learning  3 credits
PSY 3120  Counseling Theory  3 credits
PSY 3130  Brain and Behavior  3 credits
PSY 3350  Health Psychology  3 credits

Sociology
SOC 2060  Aging and the Life Cycle  3 credits
SOC 2220  Death, Dying and Bereavement  3 credits
SOC 2310  Intro to Social Work Practice  3 credits
SOC 2402  Domestic Violence  3 credits
SOC 2410  Working with Individuals  3 credits
SOC 2420  Working with Groups  3 credits
SOC 2452  Sex & Gender  3 credits
SOC 2650  Sociology of Health and Health Care  3 credits
SOC 2660  Sociology of Women  3 credits
SOC 3390  Crisis Intervention  3 credits
SOC 3404  Sociology of Violence  3 credits
SOC 3610  Communities  3 credits

Women’s and Gender Studies
WGS 2000  Gendered Lives  3 credits

The following policies apply to students in the Public 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.

HW 1000  Personal Health  3 credits
Fall 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 General Education Wellness requirement.*

HW 1001  Principles of Public Health & Wellness  3 credits
Fall Semester
This course introduces students who are interested in Public Health & Wellness to the disciplines of Public Health, Health Education, and Health Promotion. Emphasis is place 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 Public Health & Wellness program including learning to use library databases and writing a review of health-related literature.

HW 1500  Stress Reduction Based Mindfulness  3 credits
Fall Semester
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.

HW 2000 Foundations of 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.
Pre or Co-requisite: HW 1000 and HW 1001, or permission of the instructor.

HW 2010 Health Education, Behavior, and Promotion 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.
Pre or Co-requisite: HW 1000 and HW 1001, or permission of the instructor.

HW 2150 Introduction to Holistic Health 3 credits
Offered periodically on a 3-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. It is recommended that the student have completed HW 1000 prior to taking this course.

HW 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.
Pre or Co-requisite: HW 1000 and HW 1001 or permission of the instructor

HW 2500 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).
Prerequisite: Any 3- or 4- credit BIOL, CHEM, or SCI course and permission of the instructor.

HW 2520 Global Public Health 3 credits
Why are some people in different countries around the world healthier than others? This course will explore health and well-being around the world as it has been shaped by individual, community, economic, and political landscapes. Students will learn about a variety of topics including the critical global health concepts, social determinants that shape health and well-being, the effect of poverty, burden of disease globally, global health care systems, human rights, aspects of demography and health, and an introduction to culture and its influence on health.
Pre or Co-requisite: HW 1000 and HW 1001, or permission of the instructor.

HW 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.
Pre or Co-requisites: Prerequisite: MATH 1150, HW 1000, HW 1001, HW 2200, HW 2500 or permission of the instructor.
HW 3005  Public Health Advocacy and Policy
This course introduces the learning to the health care system in the United States as well as global health care systems. Topics for this course include US health care delivery system, access, cost and quality considerations, health care financing and delivery methods, US health policy, advocacy, and management and leadership. Students will focus on private and government financed insurance program (e.g., Medicare) and emphasis will be placed upon both the favorable aspects and challenges of the Affordable Care Act. Students will be required to become with writing policy memos for individuals, communities, and/or populations.
Pre or Co-requisites: HW 1000, HW 2200, and HW 3005 or permission of the instructor.

HW 3010  Senior Seminar in Public Health & Wellness
The capstone course is designed to be the culminating academic experience for Public Health & Wellness majors. In this course, students will review important material from major coursework.
Pre or Co-requisites: HW 1000, HW 1001, HW 2000, HW 2200, HW 2500, HW 3005, or permission of the Instructor.

HW 3020  Current Issues in Health & Wellness
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: HW 1000.

HW 3050  Race, Class, Gender and Health
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 BLKS 3050, WGS 3050).
Pre or Co-requisite: HW 1000 and junior standing.

HW 4560  Senior Practicum in Health
3-9 credits
Spring Semester
Working in a selected agency with a preceptor, each student will develop, implement, and evaluate at least one health program. Emphasis will be placed on assessment, planning, implementing, and evaluation of health promotion programs, agency/community assessments, and professional collaboration at a beginning level. Additional learning activities will be utilized, as they become available within each agency. (Only 3 credits may count as an elective in the major).
Prerequisite: HW 1000, 1001, 2000, 2010, 2200, 3000.

HW 4560SM Senior Practicum in Health  0 credits
Spring Semester
This weekly, one-hour seminar is taken in conjunction with HW 4560: Senior Practicum.
Science courses at all levels are available to any student who, in the opinion of the instructor, qualifies. These courses offer non-scientists a range of methodologies and approaches to problem-solving which have applicability far beyond the subject area. See also course listings under Biology, Chemistry, Mathematics, and Physics. All SCI 1000 level courses meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.

**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 General Education Science Breadth and Quantitative Literacy Enhancement requirements.*  
Co-requisite: 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 1010**  Food Chemistry  4 credits  
Fall or Spring Semester  
An examination of how scientists address questions about life, matter, and the nature of the universe. Emphasis is place 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. In this section of SCI10101 we will focus on food. The first half of the courses will focus on the economics of food production in the United States, and how it has been shaped by demand, culture, and even fashion. We will explore how modern science has enhanced food production, and how our views on genetically modified organisms, pesticides, and animal welfare are changing the modern food economy. Concurrently, we will be exploring the science that enables us to turn raw ingredients into cuisine. Why do we cook? What molecules make-up food? We will explore the intersection of biology, physics and chemistry to earn how to be better cooks and how to use the scientific method in the kitchen. Lecture and Recitation. *This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.*  
Co-requisite: SCI 1010R.

**SCI 1010R**  Recitation for SCI 1010  0 credits  
(Food Chemistry)  
Fall or Spring Semester  
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 General Education Science Breadth and Quantitative Literacy Enhancement requirements.*  
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 General Education Science Breadth and Quantitative Literacy Enhancement requirements.*  
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 1040**  Biotechnology for Non-Science Majors  4 credits  
This course is designed to give non-science majors an overview of Biotechnology and its global impact on society. Students will be taught scientific principles that apply to numerous Biotechnology sectors. Students will learn the fundamentals of
biotechnology and learn how gene, genomes, and organisms are genetically manipulated and how genetically engineered products can be used to clean the environment and improve human health. The course is supplemented with laboratory exercises that illustrate the basic concepts and techniques used in biotechnology. Students will also be introduced to both sides of the ethical implications of Biotechnology. *This course meets the General Education Science Breadth requirement.*

*Co-requisite: SCI 1040R.*

**SCI 1040R  Biotechnology for Non-Science Majors**

0 credits

An additional classroom-hour-per-week required of SCI 1040 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.
Social workers mentor and empower clients from diverse ethnic, cultural, and socioeconomic backgrounds while building meaningful professional relationships. Students will learn the importance of advocacy and become more aware and sensitive to people struggling with a variety of individual, family, and community/societal issues. A semester long internship which will enhance their education by completing a practical field experience is required of all students.

Students can earn a minor in Social Work by completing 18 credits; three required courses (9 credits), one (3 credit) internship, and two elective courses (6 credits). One elective course will be selected from the Working with Individuals and Families category, and one course selected from the Social Welfare Systems category.

Requirements for the minor:

**Required Courses:**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWK 2310</td>
<td>Introduction to Social Work</td>
<td>3</td>
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<tr>
<td>SWK 2410</td>
<td>Working with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SWK 3000</td>
<td>Advocacy in Social Work Practice: Community Organization, Management and Policy Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SWK/SOC 3450</td>
<td>Internship and Internship Seminar</td>
<td>3</td>
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Students must choose **two** electives; one from each category listed below for a total of six (6) additional credits.

Students must pick **one** course (3 credits) from the following Working with Individuals and Families category:

- SOC/PSY 2220     | Death, Dying and Bereavement                             |
- SOC/WGS 2402     | Domestic Violence                                       |
- SOC/WGS 2620     | Diversity in Families                                   |
- SOC/SWK 3390     | Crisis Intervention                                      |

Students must pick **one** course (3 credits) from the following Social Welfare Systems category:

- CJ/SOC 2120      | Restorative Justice: Community and Incarceration         |
- SOC/SWK 2420     | Working with Groups and Communities                      |
- SOC 2760         | Wealth, Poverty and Social Class                         |
- SOC 3300         | Sociology of Medicine and the Body                       |
- SOC 3600         | Chocolate Cities                                         |
SWK 2310  Introduction to Social Work  
Social work practice is guided by ethics, knowledge, and skills. This course provides an overview of the history and philosophical values of social welfare in the United States. Emphasis is placed on various roles of social workers, the generalist method, cultural competence, ecological and systems theory, the strengths perspective, and responses to the needs of poor families and populations at risk such as the elderly, children, sexual minorities, and people of color. Also addressed are changing trends in society and how they affect social work practice.

SWK 2410  Working with Individuals  
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.

SWK 2420  Working with Groups and Communities  
Offered periodically within a three-year academic cycle Develops intervention skills in small groups. advocacy and community organizations. Methods and skills designed to help both the group as a whole and individual members are explored and analyzed. The course also provides an introduction to community, organizational analysis and intervention. Locally based organizing and social planning techniques are studied. (Same course as SOC 2420).

SWK 3000  Advocacy in Social Work Practice: Community Organization, Management and Policy Evaluation  
Every Year
This course examines macro practice in the context of community organization, management and policy analysis. Emphasis placed on the development of intervention and advocacy strategies to achieve change and build capacity in organizations and communities to influence social welfare policies and political processes.
Prerequisite: SWK 2310.

SWK 3390  Crisis Intervention  
Alternate Spring Semesters
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. (Same course as SOC 3390).
Prerequisite: Any 2000-level Sociology course.

SWK 3450  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 or SOC/CJ 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.

SWK 3450SM  Sociology Internship Seminar
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: SWK 3450.
**Mission Statement**

The Sociology program at Curry College offers students the opportunity to look at small-scale interactions of daily life and the large-scale organization and functions of social institutions in various settings and societies. Students gain insight into how the social world transcends individuals in historically evolving structural and cultural patterns. The program enables students to understand the influence of diversity (e.g., race, ethnicity, class, gender, sexual orientation) and inequality on their lives and the lives of others. These influences will be framed under the larger themes of social justice and global awareness, with an emphasis on social construction and the ways in which these constructions create boundaries that categorize, separate, advantage, or marginalize people. Using the knowledge gained from this perspective, students will better understand how people live together and give meaning to their own actions and attribute meaning to others’ actions. Students will be able to think critically about solutions to social problems in the United States and globally. Students will gain a deeper understanding and awareness about themselves and the wider world and acquire knowledge and skills that are useful personally and professionally (e.g., human services, social work, criminal justice, politics, and business). The program and its faculty encourage community service and internships.

**Curriculum:**

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.

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 Chair of Sociology and Criminal Justice. This request must be made prior to enrolling in the upper-level sociology course.

**Grade Requirements for Sociology Majors**

Students who major in Sociology 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:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOC 1000</td>
<td>Introduction to Sociology: The Sociological Imagination</td>
<td>3</td>
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</tbody>
</table>

**Requirements for Sociology Major:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 2130</td>
<td>Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2200</td>
<td>Race and Ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2470</td>
<td>Sex, Gender and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2510</td>
<td>Social Movements and Social Action</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2600</td>
<td>Methods in Social Research</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2760</td>
<td>Wealth, Poverty and Social Class</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3900</td>
<td>Senior Seminar: Doing Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives: courses/9 credits**

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

Requirements in Related Areas:
MATH 1150  Statistics I  3
OR
SOC/CJ 1140  Quantitative Data Analysis for the Social Sciences

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.

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)
SWK 2310  Introduction to Social Work Practice
CJ/SOC 2350  Human Diversity in Criminal Justice
CJ 3300  Justice and Human Rights Advocacy (prerequisite for concentration, CJ/SOC 2350)
SOC/SWK 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
SWK 2410  Working with Individuals
SOC/SWK 2420  Working with Groups and Communities
CJ 3212  Community Policing: Case studies and problem solving
SOC/CJ 3404  Sociology of Violence
SOC/CJ 3640  Deviance and Social Control

Requirements for Sociology Minor:
Students can earn a minor in Sociology by taking SOC 1000 Introduction to Sociology and four courses in the sociology curriculum at the 2000- level or above, with at least one course at the 3000-level.

Experiential Learning (Internships):
Sociology majors are encouraged to experiential learning in fieldwork settings to observe social life and institutions and to participate in programs and projects designed to develop critical understandings of our society.
   1. Completion of EXP 2340 or SOC/CJ 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.

Additionally, Sociology students electing to do an internship are required to take the co-requisite:
SOC 3450 SM  Sociology Internship Seminar.
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 General Education Social Science Breadth and Information Literacy Enhancement requirements. Not open to students who have taken SOC 1000: Perspectives on Society and Culture or SOC 1000: Social Life.

SOC 1100  Sociology of Popular Culture  3 credits
Fall and Spring Semesters
This course examines the social significance of popular culture historically and in the contemporary era. Topic covered include theories of popular culture. Distinctions between “high” and “low” culture, domination and resistance in popular culture, the effect of mass culture on contemporary society, fan cultures, and “textual poaching.” In our examination of popular culture we will also learn about sociological theories and concepts. This course meets the General Education Social Science Breadth and Information Literacy Enhancement requirements.

SOC 1140  Quantitative Data Analysis for the Social Sciences  3 credits
This course provides students with an understanding of how social science research is conducted and how one systematically evaluates quantitative research reported in the social scientific 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 social science data. (Same course as CJ 1140). This course meets the General Education First Year Core Quantitative Literacy requirement. Prerequisite: Successful completion of MATH 1000 or demon- strated proficiency on the Mathematics Assessment.

SOC 2000  Contemporary Black Worlds  3 credits
This seminar explores culturally relevant topics in the contemporary African American world. Changing topic with each offering, students will consider African American experiences from economic, social, historical, racial, cultural, national, and global perspectives. Themes will include such topics as Black Success, contemporary black film, movements for social justice, modern African American literature etc. The specific course description will be in the course selection guide. (Same course as BLKS 2000). This course meets the General Education Diversity Requirement.

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. This course meets the General Education Social Science Breadth and Reading and Writing Enhancement requirement.

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 2090  Climate Justice  3 credits
Offered periodically within a three-year academic cycle
Climate change has already begun to disrupt the Earth and society in many ways. It threatens the suitability of the Earth and therefore the future of society. As with other environmental justice issues, climate change threatens the most socially vulnerable among us both in the United States and globally. This course explores climate justice; the unfair and uneven way in which people in different areas of the country (and world) experience the effects of environmental harms caused by climate change. We will explore the links between climate change and socioeconomic factors such as race, class and gender. Emphasis will be placed on the connections between the climate crisis and power, inequality, resistance and social change. Students will critically analyze consumption, public opinion, and denial. Readings and current news on climate issues and movements will guide students as they explore the agendas and methods of various organizations and campaigns, and develop hands-on group projects that serve to apply this knowledge to local or regional efforts around climate and energy issues. Topics include: conflicts
over natural resources, climate refugees, forms of resistance including divestment, and uneven adverse health outcomes caused by climate change. This course satisfies the General Education Diversity requirement or the International/Global Interdependence requirement.

**SOC 2095 Environmental Justice**  
3 credits  
Offered periodically within a three-year academic cycle  
In this course, students will explore the disproportionate burdens of environmental contamination and environmental health disparities affecting marginalized communities. Race, class, and gender as well as other socioeconomic factors influence access to a clean environment. We will analyze the concept, available research, and how communities and groups have organized to improve the environments in their neighborhoods, cities, and on native lands. We will also explore the larger environmental justice movement; beginning in the U.S and which is now global. Both the causes and consequences of policies to eradicate these disparities will be examined. Topics include: The Superfund program, clean-up and restoration of contaminated sites, cancer and health disparities research, privatization of water, and hydraulic fracking. Throughout the course case studies are drawn upon to illustrate ideas and facilitate learning. Students will be asked to engage in problem solving and action in their own environments. This course meets the General Education Diversity requirement or the International/Global Interdependence requirement.

**SOC 2120 Restorative Justice:**  
Community and Incarceration  
3 credits  
Offered periodically within a three-year academic cycle  
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 2160).

**SOC 2130 Sociological Theory**  
3 credits  
Fall Semesters  
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. This course satisfies the General Education Reading/Writing Enhancement requirement. Prerequisite: Any 1000-level Sociology course.

**SOC 2160 Urban Life: Culture and Change**  
3 credits  
Offered periodically within a three-year academic cycle  
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 General Education Diversity requirement.

**SOC 2200 Race and Ethnicity**  
3 credits  
Fall Semesters  
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 General Education Diversity requirement.

**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 2340 Developing a Foundation for Success: Wellness, Internships and Employment**  
3 credits  
This course is designed to provide Sociology/Criminal Justice students and others with an increased understanding of wellness that maximizes their potential to successfully seek out internship and employment opportunities. This three credit course will examine eight areas of wellness (emotional, environmental, financial, intellectual, occupational, physical, social and spiritual) with a focus on emotional, financial, intellectual, occupational and social wellness as they relate to developing successful strategies for exploring and securing satisfying sociology and criminal justice internship and employment opportunities,
managing and balancing multiple responsibilities, forming meaningful relationships within and outside the professional work environment and managing stress. Additional wellness issues specific to human service and/or criminal justice professions are also highlighted. (Same course as CJ 2340). This course meets the General Education Wellness Requirement. This course OR EXP 2340 Introduction to Experiential Learning is a pre-requisite requirement in order to complete a for-credit SOC/CJ Internship.

**SOC 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 CJ 2350). This course meets the General Education Diversity requirement. Prerequisite: CJ 1000 or SOC 1000.

**SOC 2402 Domestic Violence** 3 credits

Offered periodically within a three-year academic cycle

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).

**SOC 2420 Working with Groups and Communities** 3 credits

Offered periodically within a three-year academic cycle

Develops intervention skills in small groups, advocacy, and community organization. Methods and skills designed to help both the group as a whole and individual members are explored and analyzed. The course also provides an introduction to community, organizational analysis, and intervention. Locally based organizing and social planning techniques are studied. (Same course as SWK 2420).

**SOC 2470 Sex, Gender, and Sexuality** 3 credits

Spring Semesters

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 General Education Diversity requirement. (Same course as WGS 2470).

**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). This course meets the General Education Diversity requirement.

**SOC 2490 Grassroots: Organizing, Leadership and Social Change** 3 credits

This course serves as an introduction to community organizing and similar forms of activism and advocacy. The course material combines theory, case studies, and practical guides that will help students develop the knowledge, skills, and leadership potential necessary to create social change from the bottom up. Students will actively practice what they learn in the classroom through a semester-long community-based action project. This course meets the General Education Active Learning requirement.

**SOC 2510 Social Movements and Social Action** 3 credits

Spring Semesters

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. This course meets the General Education Diversity requirement.
Sociology

SOC 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. (Same course as CJ 2600).
Prerequisites: MATH 1150, and SOC 1000 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 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 WGS 2620). This course meets the General Education Diversity requirement.

SOC 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 powerlessness, social mobility, and class conflict. (Same course as WGS 2760). This course meets the General Education Diversity requirement.

SOC 3008  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 3300  Sociology of Medicine and the Body  3 credits
Offered periodically within a three-year academic cycle
Most accounts of health, medicine, and the body focus on biological and physiological factors. Sociology argues that health, illness, and our bodies are deeply social. Health and illness shape how we perceive ourselves and how others perceive us, and are therefore part of our social identities. Access to health care is unequal—due to political, geographic, social and economic forces—which means our mortality and health experiences are social. Politicking and economic bargaining often influence medical policies and institutions; even other institutions, like religion and education, play a role here. Medical knowledge is not purely objective, but is shaped by social dynamics and in turn, medical knowledge shapes societal beliefs. Finally, health social movements shape the treatment, experiences, and visibility of diseases and disabilities. The experience of illness, the social and cultural factors of health and disease, the institution of medicine and its global history will be the focus of this class. Students will be asked to complicate purely biological understandings of health and disease, and reckon with the complex history of medicine.
This course meets the General Education International/Global Interdependence requirement.
Prerequisite: SOC 1000 or 1 General Education Social Science breadth course.

SOC 3390  Crisis Intervention  3 credits
Offered periodically within a three-year academic cycle
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. (Same course as SWK 3390).
Prerequisite: Any 2000-level Sociology course.

SOC 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 CJ 3404, WGS 3404).
Prerequisite: Any 2000-level Sociology or Criminal Justice course.
SOH 3450  Experiential Learning  3 credits  
(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. This course meets the General Education Active Learning requirement.  
Corequisite: SOC 3450SM.  
Prerequisites: 1. Completion of EXP 2340 Intro to Experiential Learning or CJ/SOC 2340 Developing a Foundation for Success, 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  0 credits  
Seminar  
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 3600  Chocolate Cities  3 credits  
Offered periodically within a three-year academic cycle  
Using award winning books, Chocolate Cities (2018) and Color of Law (2017), as guiding texts, this course is designed to explore the major cultural, economic, political, and social issues that have influenced the development of racially segregated cities (and city-spaces) in the United States. Specifically, this course focuses on the African American experience. Chocolate Cities—supplemented with additional texts in cultural studies, urban sociology, urban history, and critical geography as well as music from the eras/genres of blues, soul, and hip-hop—provides a new paradigm for understanding the history of African American "placemaking," a communal and agentic response to a shared history of institutionalized racial discrimination. This course meets the General Education Diversity and Information Literacy Enhancement requirements. Prerequisite: Sophomore standing.  
This course meets the GE diversity requirement. This course meets the General Education Information Literacy Enhancement Requirement.

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 3900  Senior Seminar: Doing Sociology  3 credits  
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.
The Bachelor of Science degree in Software Development is designed to provide students with an in-depth knowledge of the process of computer programming, documenting, testing, and bug fixing. The student will learn the intricacies of creating applications for mobile platforms and cloud platforms as well as traditional “server-side” and “client-side” programming with an emphasis on human-computer interaction. Courses also focus on developing an awareness of the ethical and legal issues surrounding the security of applications and mobile devices. Today, every company needs professionals with knowledge of application development and Information Technology in general. There is currently a shortage of trained application developers and the demand is large and growing.

**Learning Outcomes of the Software Development Major:**
The Software Development major will demonstrate proficiency in all elements of software development and implementation and work effectively in both team and individual environments.

1. Analyze, design, and implement software solutions to problems
2. Communicate effectively with a range of technical and non-technical audiences, including internal and external stakeholders
3. Research new concepts in the field of software development
4. Design and implement software systems that meet specified design, performance and customer requirements
5. Analyze the impact of software on individuals, organizations, and societies
6. Articulate professional, ethical, legal and social issues and responsibilities of software development

**Grade Requirements for Software Development majors:**
A grade lower than a C- in any of their core courses signals inadequate performance in the major. Students who receive a grade lower than a C-, will be required to repeat the course.

**Requirements for the Software Development Major:**

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IT 1010 Introduction to Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>IT 1100 Foundations of Hardware</td>
<td>3</td>
</tr>
<tr>
<td>IT 2100 Programming Logic</td>
<td>3</td>
</tr>
<tr>
<td>IT 2789 Programming and Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
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</table>

**Major Requirements:**

| IT 2210 Networking                       | 4       |
| IT 2300 Operating Systems                | 4       |
| IT 3450 Internship and Seminar           | 3       |
| IT 3500 Object Oriented Programming      | 4       |
| IT 3550 Data Structures and Algorithms I | 3       |
| IT 3560 Data Structures and Algorithms II| 3       |
| IT 3570 Software Engineering             | 3       |
| IT 3720 Modern Application Development   | 3       |
| IT 3730 Writing Secure Applications      | 3       |
| IT 3740 Cloud Computing                  | 3       |
| IT 3750 User Experience Design           | 3       |
| IT 3805 Technology Seminar               | 3       |
| IT 3900 Senior Seminar: This is IT!      | 3       |
| **Total**                                | **42**  |

**Related Requirements:**

| AC 1030 Communication Technology        | 3       |
| AC 2020 Database Concepts               | 3       |
| AC 2768 HTML and Design                 | 3       |
| EXP 2340 Intro to Experiential Learning | 3       |
| **Total**                                | **12**  |
## Bachelor of Science in Software Development Curriculum Map

### First Year - Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>IT 1010</td>
<td>Intro to Information Technology</td>
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<tr>
<td>IT 1100</td>
<td>Foundations of Hardware</td>
<td>3</td>
</tr>
<tr>
<td>AC 1030</td>
<td>Communication Technology*</td>
<td>3</td>
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<tr>
<td>WRIT 1400</td>
<td>Reading, Writing, Research I</td>
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</tr>
<tr>
<td>GEN 1001</td>
<td>Curry Launch</td>
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<tr>
<td>GEN 1000 or</td>
<td>First Year Inquiry or Quantitative Literacy</td>
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**Total credits for Fall** 16

### First Year - Spring Semester

<table>
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<tbody>
<tr>
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<td>Programming Logic</td>
<td>3</td>
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<tr>
<td>AC 2768</td>
<td>HTML and Design</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 1500</td>
<td>Reading, Writing, Research II</td>
<td>3</td>
</tr>
<tr>
<td>GE</td>
<td>Breadth (Quantitative Reasoning/Science)</td>
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</tr>
<tr>
<td>GEN 1000 or</td>
<td>First Year Inquiry or Quantitative Literacy</td>
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**Total Credits for Spring** 16

### Second Year Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>IT 2210</td>
<td>Networking</td>
<td>4</td>
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<tr>
<td>IT 2789</td>
<td>Programming and Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>AC 2020</td>
<td>Database Concepts</td>
<td>3</td>
</tr>
<tr>
<td>GE</td>
<td>Breadth</td>
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<tr>
<td>GE</td>
<td>Breadth</td>
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**Total Credits for Fall** 17

### Second Year - Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
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<tbody>
<tr>
<td>IT 2300</td>
<td>Operating Systems</td>
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<td>IT 3500</td>
<td>Object Oriented Programming</td>
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<tr>
<td>GE</td>
<td>Diversity</td>
<td>3</td>
</tr>
<tr>
<td>EXP 2340</td>
<td>Intro to Experiential Learning</td>
<td>3</td>
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**Total Credits for Spring** 17

### Third Year - Fall Semester

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>IT 3550</td>
<td>Data Structures and Algorithms I</td>
<td>3</td>
</tr>
<tr>
<td>IT 3750</td>
<td>User Experience Design</td>
<td>3</td>
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<tr>
<td>IT 3805</td>
<td>Technology Seminar</td>
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<td>GE</td>
<td>International/Global</td>
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**Total Credits for Fall** 15
### Third Year - Spring Semester

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<tr>
<td>IT 3560</td>
<td>Data Structures and Algorithms II</td>
<td>3</td>
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<tr>
<td>IT 3730</td>
<td>Writing Secure Applications</td>
<td>3</td>
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<tr>
<td>GEN 3001</td>
<td>Junior Year Inquiry &amp; Integration</td>
<td>3</td>
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<td>GE</td>
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<tr>
<td>Elective</td>
<td>General Elective/course in minor</td>
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**Total Credits for Spring:** 15

### Fourth Year - Fall Semester

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<tr>
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<th>Course Title</th>
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<tr>
<td>IT 3450</td>
<td>Internship and Seminar***</td>
<td>3</td>
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<tr>
<td>IT 3720</td>
<td>Modern Application Development</td>
<td>3</td>
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<tr>
<td>IT 3740</td>
<td>Cloud Computing</td>
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<tr>
<td>Elective</td>
<td>General Elective/course in minor</td>
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**Total Credits for Fall:** 12

### Fourth Year - Spring Semester

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>IT 3900</td>
<td>Senior Seminar: This is IT! ***</td>
<td>3</td>
</tr>
<tr>
<td>IT 3570</td>
<td>Software Engineering</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>General Elective/course in minor</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>General Elective/course in minor</td>
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**Total Credits for Spring:** 12

**TOTAL CREDITS FOR MAJOR:** 120

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**Legend**

* General Education Communication  
** General Education Global, IT 3800 Current Topics in Technology recommended  
*** General Education Active Learning
<table>
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<th>Course Name</th>
<th>Credits</th>
<th>Semester</th>
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<tbody>
<tr>
<td>IT 1010</td>
<td>Introduction to Information Technology</td>
<td>3</td>
<td>Fall Semester</td>
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<td></td>
<td>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.</td>
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<tr>
<td>IT 1100</td>
<td>Foundations of Hardware</td>
<td>3</td>
<td>Fall Semester</td>
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<td>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.</td>
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<tr>
<td>IT 2100</td>
<td>Programming Logic</td>
<td>3</td>
<td>Spring Semester</td>
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<td>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.</td>
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<tr>
<td>IT 2210</td>
<td>Networking</td>
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<td>Fall Semester</td>
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<td>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.</td>
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<td>IT 2289</td>
<td>Programming and Problem Solving</td>
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<td>Fall Semester</td>
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<td>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.</td>
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<tr>
<td>IT 2300</td>
<td>Operating Systems</td>
<td>4</td>
<td>Spring Semester</td>
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<td></td>
<td>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.</td>
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<tr>
<td>IT 2350</td>
<td>Internship and Seminar</td>
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<td>This course is required for all students completing a technology internship and must be taken during the semester of the internship. Students must arrange an internship with the assistance of the seminar instructor. In addition to spending time each week on their internship, students will integrate their weekly on-campus course meetings and assignments, discuss practice based learning, review their internship experience, and document their learning in this weekly seminar. This course meets the General Education Active Learning Requirement.</td>
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Prerequisite: IT 2100 or permission of instructor.

Prerequisite: IT 2789 or EXP 2340 or EXP 2350.
Software Development

**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.

**Prerequisite:** IT 2789.

**IT 3550  Data Structures and Algorithms I**  3 credits  Fall Semester

In computing, the central concept is how data is stored, manipulated, searched, and retrieved. Computer science has developed a number of ‘data structures’ to facilitate manipulating and sorting data. A data structure is a collection of data Items that have some kind of relationship. The type of data structure determines exactly what the relationship is. This course explores those data structures and the algorithms used to manipulate and search them.

**Prerequisite:** IT 3500.

**IT 3560  Data Structures and Algorithms II**  3 credits  Spring Semester

A continuation of IT 3550, this course further investigates how data is stored, manipulated, searched, and retrieved. Computer programs process data, manipulating it into more easily searched and retrieved formats that can be efficiently stored in the computer's memory. This course continues exploring different data structures and the algorithms used to manipulate them. In addition, this course provides the information needed so the software developer can employ the most efficient algorithms, making the program execute in less time.

**Prerequisite:** IT 3550.

**IT 3570  Software Engineering**  3 credits

Software Engineering is a systematic, disciplined, measurable approach to building and maintaining software. This class will help the student understand all of those things that are necessary to create “good”, “maintainable”, “extensible” solutions to problems. This course focuses on hands-on development of a “real world” project. Students will learn best practices and concepts of software development, including software requirements, feature specification, and techniques for software design and testing. Students will continue learning object-oriented design, the strengths and limitations of the object-oriented approach, and develop solutions that generally leads to good outcomes. This is not a programming course as it has no required programming language and will not teach programming techniques.

**Prerequisite:** IT 3500.

**IT 3520  Modern Application Development**  3 credits

This course will explore a variety of integrated development environments used to create applications.

**Prerequisite:** IT 3500.

**IT 3730  Writing Secure Applications**  3 credits

In addition to taking precautions to protect your mobile devices, it is important to add another layer of security by protecting the data itself (US Department of Homeland Security). Mobile devices have many levels of vulnerability. Physical theft, vulnerability of data stored on the device, and vulnerability of the data in transit between the device and various servers as well as the data in the server. This course will address securing the data within a mobile device and securing data while in transit.

**Prerequisite:** IT 3500.

**IT 3740  Cloud Computing**  3 credits

Cloud computing (the cloud) relies on sharing of resources to achieve economies of scale that are practically impossible to reach at lesser scales. Large is nearly large enough to produce the efficiencies the cloud can produce. The foundation of cloud computing is cooperative use of infrastructure and shared services. Cloud resources are typically shared by multiple (frequently thousands to millions) users. The Cloud efficiently maximizes the effectiveness of the shared resources while dynamically reallocating resources based on individual user demand. “Moving to cloud” refers to an organization’s moving away from a traditional server model (buy dedicated hardware and software, maintain that hardware and software, and depreciate it over a period of time) to the cloud model (use a shared infrastructure and pay for hardware utilization and storage as needed).

**Prerequisite:** IT 3500.

**IT 3750  User Experience Design**  3 credits

User Experience Design and Human–Computer Interaction (HCI) involve the study, planning, design and uses of the interaction between humans (users) and computers. HCI has been described as the intersection of computer science, behavioral sciences, design, media studies, and several other fields of study. While most tools have a single purpose, the computer is a multi-purpose device that has an open-ended, multi-dimensional, dialog with users. This course helps the student learn how to anticipate who will use their app, how they will use it, and how to improve the quality of the human-computer interaction.

**Prerequisite:** IT 3500.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
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<tr>
<td>IT 3805</td>
<td>Technology Seminar</td>
<td>3</td>
<td>Fall</td>
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<td></td>
<td>Technology seminar challenges</td>
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<td>students toward the end of their</td>
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<td>program of study to reflect,</td>
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<td>organize, synthesize, and</td>
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<td>communicate their accumulated</td>
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<td>knowledge concepts and skills</td>
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<td>learned in courses across the</td>
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<td>curriculum. This course will</td>
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<td>prepare students for their senior</td>
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<td>capstone project. The course will</td>
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<td>focus on conducting a literature</td>
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<td>review, identifying and</td>
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<td>summarizing IT related topics and</td>
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<td>collecting and analyzing data,</td>
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<td>proposal and analysis writing,</td>
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<td>research design, and presentation</td>
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<td>skills. Take part in various</td>
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<td>on-line seminars offered by</td>
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<td>professional organizations that</td>
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<td>target the changing needs in the</td>
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<td>IT field. Students will work as</td>
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<td>tutors for 1000 and 2000 level</td>
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<td>Applied Technology courses.</td>
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<td></td>
<td>Students will refine their major</td>
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<td>portfolios as well as practice</td>
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<td>and learn professional etiquette</td>
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<td>skills.</td>
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<td><strong>Prerequisite:</strong> 9 credits in AC</td>
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<thead>
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<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>IT 3900</td>
<td>Senior Seminar: This is IT!</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td></td>
<td>This capstone course integrates</td>
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<td>and synthesizes the various</td>
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<td>courses within the major or minor.</td>
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<td>Students will bring together the</td>
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<td>comprehensive knowledge of the</td>
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<td>technical functions of technology</td>
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<td>with the theoretical aspects.</td>
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<td>Students will use the concepts and</td>
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<td>theories they have studied to</td>
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<td>demonstrate mastery of skills by</td>
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<td>creating a unique project that</td>
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<td>integrates their knowledge into</td>
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<td>one project. Students will be</td>
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<td>reflective of past learning; they</td>
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<td>will determine how it can be</td>
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<td>applied within their field of</td>
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<td>study as well as how it fits into</td>
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<td>society and the liberal arts.</td>
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<td>Students will demonstrate expertise</td>
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<td>within their field. <strong>This course</strong></td>
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<td>meets the General Education Active</td>
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<td>Learning Requirement.** (Same</td>
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<td>course as AC 3900).**</td>
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<td><strong>Prerequisites:</strong> 12 credits in</td>
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<td>2000/3000-level IT courses and</td>
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<td>senior standing.</td>
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The complexity, globalization, and impacts the sport and recreation industries have on society create the demand and need for the precise preparation. The Sport and Recreation Management curriculum within the Business Administration Department will emphasize the unique business, management, marketing and ethical principles and practices necessary to succeed in these industries. It ultimately will prepare professionals who are critical thinkers, interdisciplinary in their approach, and capable of effectively managing and marketing sport and recreation enterprises in vastly different markets. The Sport and Recreation Management curriculum will provide both skill-based and theoretical framework in business management with an applied practice to sport and recreation management.

Program Learning Outcomes
1. Apply critical thinking and techniques to solve real problems related to the management of the sport and recreation industries.
2. Recognize, understand and apply laws, ethical situations, and social responsibility as it relates to working in the sport and recreation industries.
3. Employ appropriate communication through writing, research, and speaking with individuals, organizations, media and the public across all sport and recreation industry settings.
4. Appraise, assess and critique how branding, event management, and marketing theories as they apply to the global and domestic sport and recreation industry consistent with the professional standards.

The Sport and Recreation Program

Prerequisites
BUS 1000 Intro to Business
BUS 1610 Economics: Macro
BUS 1611 Economics: Micro
ACNT 1010 Financial Accounting (Prerequisite: Math Assessment)
ACNT 1011 Managerial Accounting

Core Requirements
SRM 1000 Introduction to Sport and Recreation Management
SRM 2000 Sport and Recreation in Society
SRM 2010 Sport and Recreation Administration
SRM 2020 Sport and Recreation Marketing and Revenue Streams
SRM 2030 Sport and Recreation Facility and Event Management
SRM 3000 Sport and Recreation Legal Studies
SRM 3010 Sport and Recreation Strategy and Leadership
SRM 3020 Sport and Recreation Governance and Policy
SRM 3980 Senior Seminar–Sport and Recreation
BUS 2000 Management Theory and Practice
BUS 2150 Quantitative Methods and Analytics
BUS 2250 Business Law
BUS 2550 Operations Management
BUS 2570 Financial Management
BUS 3930 Management of International Business
BUS 3950 Business Ethics Seminar
MRKT 2520 Marketing Management

Prerequisite or Corequisites:
MATH 1150 Statistics I (BUS 2150)
SRM 1000  Introduction to Sport and Recreation Management  3 credits  Fall Semester
This introductory course will address the different managerial components of the sport and recreation industries. The student will be introduced to management principles related to planning, organizing, staffing, leading, and controlling. Topics to be covered will include but are not limited to sports organizations, recreation, intercollegiate athletics, communication, event and facility management, sports medicine, professional sports, marketing agencies, and international sports. The student will be exposed to different career opportunities and trends in sport and recreation management.

SRM 2000  Sport and Recreation in Society  3 credits  Fall Semester
This course explores the relationship of competitive and recreational sports to social and cultural aspects of society. Sport and recreation are analyzed as an important social institution that influences and is influenced by the larger society. Therefore, they uniquely influence the economics, finances, strategic planning, business management, collective bargaining, unions and overall management of the two industries. Topics will include issues concerning ethics, race, gender, deviance, and social problems, and youth socialization about sports. The course is designed to introduce the student to how society influences the business culture and management of sport and recreation.
Prerequisite: SRM 1000.

SRM 2030  Sport and Recreation Facility & Event Management  3 credits  Spring Semester
This course focuses on the principles and practices necessary to plan, develop, promote, operate and maintain sporting events, athletic centers and recreational facilities. Emphasis is on issues concerning personnel, finance, profitability, security, concessions, convention centers, event scheduling, equipment management, facilities maintenance and topics related to liability and risk management.
Prerequisite: SRM 1000.

SRM 3000  Sport and Recreation Legal Studies  3 credits  Spring Semester
This course will examine the legal issues arising out of the areas of amateur and professional sports. Discussion of amateur sports includes the roles, rules and activities of the NCAA and questions involving amateurism, eligibility, sex discrimination and antitrust. Discussion of sports includes professional sports leagues, recreation, labor relations, contractual questions and representation. Issues important to both areas include violence in sports, drug testing, criminal, tort issues, and sponsorship endorsements. Students will examine the role of sports and how it interacts with business, society, and the law. Current events and their effect on the system will be an important part of course studies.
Prerequisite: BUS 2250 and SRM 1000.

SRM 3010  Sport and Recreation Strategy and Leadership  3 credits  Spring Semester
This course aims to provide students with both practical and theoretical understandings of how business strategy and leadership can be applied to the sport and recreation industries. Theories on strategic management and leadership will be discussed and applied throughout the semester. Additionally, this course equips students with a framework for understanding business strategy, leadership and ethics in sport and recreation management for better decision making.
Prerequisite: SRM 1000 and Junior/Senior standing.

SRM 3020  Sport and Recreation Governance and Policy  3 credits  Spring Semester
This course takes a broad look at the way sport is governed in today’s world. More specifically, it examines how sport organizations interact and coordinate with numerous policy actors from inside and outside the sport realm to facilitate and coordinate the mechanisms of governance. Therefore, governance is examined not as exercise of power but more as a complex mechanism of coordination. This course aims to foster critical thinking, writing and discussion about the complex role of governing sport organizations. More specifically, by (1) understanding the role of critical stakeholders within the process of governance; and, (2) by examining how broader institutional
forces, such as culture, politics and power can also affect the
governance of sport organizations. Junior/ Senior Standing.
Prerequisite: SRM 1000 and Junior/Senior standing.

**SRM 3090  Seminar – Sport & Recreation  3 credits**

Spring Semester

This capstone course will integrate previously studied topics in sport and recreation management courses through in-depth case studies, student thesis’s and class discussions. Emphasis will be placed on strategic planning and problem solving while focusing on current issues, trends, and problems in the sport and recreation management industries. This is a writing intensive course and students will be expected to write a thesis on their designated topic of choice within the sport and recreation management industries. Additionally, students will have to pass a comprehensive exam to pass the course.

*Prerequisite: SRM 1000 and Junior/Senior standing.*
The Department of Fine and Applied Arts offers a Studio Arts Major and a Studio Arts Minor. The educational goal of the Studio Arts Major is to balance the development of artistic sensibility and technical proficiency. This balance is promoted through coursework and personal interaction with faculty of high professional caliber in the arts and design.

Graduates of the Studio Arts Major at Curry are employed in a variety of fields, many of which expand the traditional role of the artist. The faculty strongly advises students to seek internships while enrolled in the program.

Arts faculty and the Center for Career Development advise students on internship opportunities at galleries, museums, educational institutions, and other settings where studio arts training is central. Various organizations and institutions offer professional mentoring in arts administration, art education, community arts, art therapy, illustration, museum related fields, and professional art practice.

Prospective first year students should enroll in SA 1770 Two-dimensional Design and SA 1800 Drawing in their first semester. Upper class students declaring the Major should complete these classes as soon as possible. Students with previous study in the arts are encouraged to contact a member of the Studio Arts faculty to discuss a plan of study that acknowledges abilities gained prior to entering the College.

**STUDIO ARTS LEARNING OUTCOMES**

1. **Formal Visual Skills**
   a. **Two-Dimensional Form:**
      i. Compose formal design elements and principles in a purposeful way
      ii. Create compositional structure
      iii. Develop a visual vocabulary to transform a three-dimensional reality to a two-dimensional surface
      iv. Explore a variety of media
      v. Describe an object or environment through formal design elements and principles
      vi. Differentiate between objective and non-objective imagery
      vii. Work with grids
      viii. Create using sequencing
      ix. Experiment with the visual impact of typography
   b. **Color Theory:**
      i. Examine the pigmentary properties of color
      ii. Examine the physiological properties of color
      iii. Differentiate between intuitive use of color through expressive application and technical application of formal principles of color
      iv. Experiment with light and physical properties of color
   c. **Three-Dimensional Form:**
      i. Explore elements and principles of three-dimensional design
      ii. Experiment with different methods of creating three-dimensional form in order to develop technical skills and knowledge of materials to create work in a variety of ways
      iii. Explore a variety of media
   d. **Digital:**
      i. Integrate traditional art making techniques with digital components through experimenting with a variety of media
      ii. Develop a working understanding of digital drawing and digital painting techniques
      iii. Experiment with digital typography
      iv. Examine digital design process
   e. **Presentation:**
      i. Develop technical skills and knowledge of materials to present work in a variety of ways
      ii. Master a variety of drawing materials, mixed-media, and media of choice
      iii. Create a cohesive body of work
2. **Conceptual Skills**
   
a. **Critical Thinking:**
   i. Analyze and critique the artworks of others and their own creative process
   ii. Develop a visual vocabulary through the process of discussion and critique
   iii. Synthesize experience and techniques learned in the major
   iv. Develop an integrated perspective on the arts in conjunction with historic and contemporary issues
   v. Conceptualize and create work from idea to physical form
   vi. Express abstract thoughts and ideas

b. **Reflective Thinking and Analysis:**
   i. Self-assess work, and the progression of individual output and growth
   ii. Examine how creative work can evolve through process
   iii. Differentiate between materials in order to choose ones that best communicate ideas
   iv. Develop one's individual unique pace and pattern for the conceptual development, creation and perception of works
   v. Develop a personal artistic vision and voice

c. **Active Citizenship/Global Perspective:**
   i. Examine historical, social and environmental context of individual artists
   ii. Explore personal expression of an artwork and its contribution to society
   iii. Discuss social, historical, political or environmental issues related to the arts
   iv. Study aesthetics and accumulated knowledge in the context of contemporary issues in the arts
   v. Assimilate the aesthetic experience as having social and historical relevance
   vi. Develop mutual respect for others via an articulate and informed critique process
   vii. Prepare students using best practices for the demands of working in the professional world
   viii. Appreciate the diversity of aesthetic expression and sustainability in the environment
   ix. Study value systems that have shaped the aesthetic of a diversity of cultures and their own evolving culture
   x. Integrate processes for adapting and advancing within the constantly changing art world

3. **Communicative Skills**
   
a. **Visual:**
   i. Create using color symbolism to communicate
   ii. Invent symbolic content and metaphor to communicate visually
   iii. Compose typography as a visual, contextual element
   iv. Communicate ideas visually while examining how formal design elements strengthen the communicative properties of an image
   v. Communicate personal vision and voice through a cohesive body of creative work
   vi. Collaborate in hands-on projects

b. **Oral:**
   i. Communicate through oral presentation using vocabulary of the arts
   ii. Critique works of art
   iii. Discusses inspiration, analyze process, and describe creative body of work
   iv. Collaborate in group discussions and projects

c. **Written:**
   i. Communicate through writing using vocabulary of the arts
   ii. Develop visual literacy by reading and interpreting texts associated with the arts
   iii. Refine writing skills through analysis and interpretation of artworks (historic and contemporary)
   iv. Create an artist statement that discusses inspiration, analyzes process, and describes creative body of work
### Studio Arts Major

**Prerequisites:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GD 1500</td>
<td>Digital Essentials</td>
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<tr>
<td>SA 1770</td>
<td>Two-dimensional Design</td>
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</tr>
<tr>
<td>SA 1780</td>
<td>Three-dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>SA 1790</td>
<td>Light and Color</td>
<td>3</td>
</tr>
<tr>
<td>SA 1800</td>
<td>Drawing</td>
<td>3</td>
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**Total Credits:** 15

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>SA 2800</td>
<td>Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>SA 3800</td>
<td>Drawing II</td>
<td>3</td>
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**Total Credits:** 6

**Capstone Courses:**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>SA 4650</td>
<td>Portfolio Development</td>
<td>3</td>
</tr>
<tr>
<td>SA 3980</td>
<td>Fine and Applied Arts Seminar (Capstone Course)</td>
<td>3</td>
</tr>
<tr>
<td>SA 4050</td>
<td>Independent Studio</td>
<td>3</td>
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**Total Credits:** 9

**Art History Electives:**

Choose *two* of the following (6cr):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AH 2720</td>
<td>History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>AH 2910</td>
<td>History of Visual Arts: Paleolithic to Gothic</td>
<td>3</td>
</tr>
<tr>
<td>AH 2920</td>
<td>History of Visual Arts: Renaissance to Contemporary</td>
<td>3</td>
</tr>
<tr>
<td>AH 2930</td>
<td>Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>AH 2935</td>
<td>Modern Art</td>
<td>3</td>
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**Total Credits:** 6

**Major Electives:**

Choose *three* 2000 level and one 3000 level of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SA 2072</td>
<td>Digital Art</td>
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<tr>
<td>SA 2750</td>
<td>Printmaking I</td>
<td>3</td>
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<tr>
<td>SA 2780</td>
<td>Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>SA 2796</td>
<td>Darkroom Photography</td>
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<tr>
<td>SA 2797</td>
<td>Digital Photography</td>
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<tr>
<td>SA 2800</td>
<td>Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>SA 2810</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>SA 2813</td>
<td>Watercolor</td>
<td>3</td>
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<tr>
<td>SA 2819</td>
<td>Studio: Painting and Drawing</td>
<td>3</td>
</tr>
<tr>
<td>SA 2870</td>
<td>Artists' Books</td>
<td>3</td>
</tr>
<tr>
<td>SA 3</td>
<td>Studio Art Course at the 3000 level</td>
<td>3</td>
</tr>
<tr>
<td>SA 2755</td>
<td>Relief Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>SA 3750</td>
<td>Printmaking II</td>
<td>3</td>
</tr>
<tr>
<td>SA 3072</td>
<td>Digital Art II</td>
<td>3</td>
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</tbody>
</table>

**Total Credits:** 12

Studio Arts majors are encouraged to enroll in Studio Arts courses beyond the required categories of the Studio Arts Major and apply them toward general elective Liberal Arts credit.
STUDIO ARTS MINOR

SA 1770 Two-Dimensional Design 3 credits
SA 1790 Light and Color 3 credits
SA 1800 Drawing I 3 credits

Choose four of the following:
SA 2072 Digital Art
SA 2750 Printmaking I
SA 2780 Sculpture
SA 2796 Darkroom Photography
SA 2797 Digital Photography
SA 2800 Figure Drawing
SA 2810 Painting I
SA 2819 Studio: Painting and Drawing
SA 2870 Artists’ Books
SA 3— Studio Art Course at 3000-level

Studio Arts minors are encouraged to enroll in Studio Arts courses beyond the required categories of the Studio Arts Minor and apply them toward general elective Liberal Arts credit.

For information on the Art History Minor, see the Art History catalog designation.

SA 1770 Two-dimensional Design 3 credits
Fall and Spring Semesters
The study of two-dimensional design through projects in linear dynamics, color, shape, texture, composition, and conceptual unity. This course is prerequisite to upper level study in the studio arts. Students are expected to purchase supplies.
This course meets the General Education Arts Breadth requirement.

SA 1780 Three-dimensional Design 3 credits
Spring Semester
The study of the design and construction of three-dimensional forms in a variety of materials. The course introduces the fundamental principles of sculptural form through the inventive use of simple materials. Students are expected to purchase supplies.

SA 1790 Light and Color 3 credits
Spring Semester
The goal of this course is for the student to develop sensitivity to the visual effects of light and color and how color can be used to achieve artistic goals. Principal media for exploration are collage and painting on paper. Students will be exposed to a variety of images in order to clarify and reinforce ideas. Students are expected to purchase supplies.

SA 1800 Drawing 3 credits
Fall and Spring Semesters
Introduces drawing techniques and explores the particular quality and expressiveness of a variety of drawing media — pencil, ink, charcoal, and conte crayon. Students practice drawing skills with emphasis on compositional principles and the development of visual sensitivity. Students are expected to purchase supplies. This course meets the General Education Arts Breadth requirement.

SA 2072 Digital 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 AC 2072, GD 2072). Fee. Prerequisites: SA 1770 or SA 1800; and GD 1500.

SA 2750 Printmaking I 3 credits
Alternate Years
Alternate Spring Semesters
This course explores different forms of printmaking using both a press and hand-printing techniques. Students experiment with a variety of methods that produce unique as well as multiple images. Elements of surface, texture, layering and transparency are
all important in the printmaking process. The class will be geared to individual skills making it appropriate for beginners and advanced students. Students are expected to purchase supplies.  
*Prerequisite: SA 1770, SA 1800 or SA 2775.*

**SA 2775  Relief Printmaking  3 credits**

This course provides the student with in-depth experimentation in creating single and multiple color linoleum and woodblock prints. It encourages creative exploration of ideas and content in projects that are designed to help students develop their individual artistic vision and voice. Students first learn how to design, carve and print single-color images through translating drawn and digital images into carved ones. Students then progress to create multiple color prints using monoprint, reductive, and multiple block methods. *This course meets the General Education Arts Breadth requirement.*

**SA 2780  Sculpture  3 credits**  
Alternate Years

Provides an opportunity to design and construct sculptural forms using many techniques such as plaster casting, paper mache, wood construction, stone carving, and clay modeling. Students are expected to purchase supplies.  
*Prerequisite: SA 1780 or permission of instructor.*

**SA 2796  Darkroom Photography  3 credits**

A fundamental course in photographic techniques. Emphasis is placed on exposure, developing, printing and the aesthetic evaluation of photographic materials. A basic introduction to photographic history will also be gained through lectures and class discussions. A 35mm camera with manual override is required. Scheduled studio hours plus open studio hours are required. *This course meets the General Education Arts Breadth requirement.* Fee.

**SA 2797  Digital Photography  3 credits**  
Spring Semester

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 33mm camera is required. (Same course as AC 2797, DES 2797).  
*Pre or Corequisite: GD 1500 or SA 1770.*

**SA 2800  Figure Drawing  3 credits**  
Alternate Years

Advances drawing techniques by focusing on the human figure and the more complex issues of the drawing process. Students are expected to purchase supplies.  
*Prerequisite: SA 1800 or permission of instructor.*

**SA 2810  Painting I  3 credits**  
Alternate Years

Teaches the fundamental techniques of painting, including canvas preparation, color mixing, composition, form and content. Students will be encouraged to develop and pursue personal imagery while working from a variety of sources. Students are expected to purchase supplies.  
*Prerequisite: SA 1770 or SA 1800 or SA 1790.*

**SA 2813  Watercolor  3 credits**  
Alternate Years

An introduction to painting using watercolor. Students paint from representational forms in still life and landscape, and experiment with color and design using non-objective imagery. The course explores both the technical and expressive aspects of watercolor paint. Class projects are geared to Individual skill, making them appropriate for beginning and advanced students. Students are expected to purchase supplies.  
*Prerequisite: SA 1770 or permission of instructor.*

**SA 2819  Studio: Painting and Drawing  3 credits**  
Alternate Years

Explores painting, drawing and mixed-media techniques while encouraging the development of a personal visual language. Through the manipulation of collected materials, paper, paint, drawing tools and digital images, students will explore blending disparate elements and materials into a cohesive whole. The course gives special emphasis to choice of materials and inventiveness of ideas. Students are expected to purchase supplies.  
*Prerequisite: SA 1770 or SA 1800.*

**SA 2850  Ceramics I  3 credits**  
Fall and Spring Semesters

In this course, we explore sculpture and functional work in clay. Students develop creative problem solving abilities by conducting research, generating and developing ideas through drawings and exercises, and constructing three-dimensional objects out of clay exploring the principles of line, plane and volume. This course advances visual sensitivity, accurate analysis of process, and a basic proficiency of common ceramic techniques. *This course meets the General Education Arts Breadth requirement.* Fee.

**SA 2870  Artists’ Books  3 credits**  
Alternate Years

This course explores and focuses on making unique artist’s books. Beginning with simple structures, students will learn to construct traditional and non-traditional book forms using images and text. Through creating one-of-a-kind books, students will address concept, design and technique. Images of work by contemporary book artists will provide an understanding of the many ways in which ideas can be presented in this form. Students are expected to purchase supplies.  
*Prerequisite: SA 1770.*
SA 3072  Digital Art II  3 credits
Emphasizes use of digital painting and drawing to create a cohesive body of creative work. Students build upon skills and methods taught in Digital Art to create work that is produced digitally and/or made by integrating traditional art making techniques with digital components. Students synthesize experience and technique to create a cohesive portfolio of digital art that uses formal design elements and principles to communicate their ideas visually.
Prerequisite: SA 2072.

SA 4650  Portfolio Development  3 credits
Fall Semester
This course addresses the dynamics of preparing a professional portfolio. Students will combine self-knowledge, with high caliber design materials, writing with interview techniques and industry knowledge to create a unique presentation of their work. The student will compile a fully-integrated digital portfolio and promotional materials and prepare for successful employment. All students are expected to join AIGA and are required to participate in the AIGA Portfolio Night.
Prerequisites: senior standing for GD and SA Majors only. (Same course as GD 4650).

SA 3750  Printmaking II  3 credits
Encourages students to develop one of the printmaking processes studied in Printmaking or Relief Printmaking. Deep understanding of the process is encouraged, along with experimentation and manipulation of materials. Presenting prints in a professional manner is a component of the course. Emphasis is placed on developing personal artistic vision and voice in order to produce a cohesive portfolio of prints. Students are expected to purchase supplies.
Prerequisite: SA 2750 or SA 2755

SA 3800  Drawing II  3 credits
Encourages students to develop an individual expressive style based on prior drawing experience. Advances drawing techniques to develop formal and conceptual skills. Emphasis is placed on developing personal vision and voice in order to produce a cohesive portfolio of drawings. Students are expected to purchase supplies.
Prerequisite: SA 1800

SA 3980  Fine and Applied Arts Seminar  3 credits
Fall Semester
The capstone course for the Graphic Design and Studio Arts majors focuses broadly on the nature of an integrated perspective on the arts, with specific attention to the various visual arts, such as graphic design, studio art and photography. It provides an opportunity for students to articulate their own informed philosophies of art while synthesizing their prior learning and experience. The course will focus on contemporary issues in the arts; for public art, government funding, censorship, appropriation, and the making of judgments regarding the role of art in society. This course is the required capstone course for Graphic, Design and Studio Art majors and is open to all other majors. (Same course as GD 3980).
Prerequisites: SA 1770, SA 1790, any 2000-level GD or SA course, and junior standing.

SA 4050  Independent Studio:  1 - 8 credits
Studio Arts
Fall and Spring Semesters
See description on page 31 of this Catalog, under Independent Study.
The interdisciplinary field of Women's and Gender Studies includes the range of women's experiences, struggles, and accomplishments.

Study in this field promotes action toward a more equitable world, and strengthens understanding and awareness of gender as it applies to personal experiences.

The Women's and Gender Studies program includes courses and faculty drawn from throughout the College. Students do not need to be pursuing the Women's and Gender Studies minor to enroll in Women's and Gender Studies courses. Students may obtain a minor in Women's and Gender Studies in conjunction with a major in any area of study. Students wishing to pursue a Women's and Gender Studies minor should contact the Women's and Gender Studies coordinator at Amanda.Kennedy@curry.edu.

**Program Learning Outcomes**
1. Apply feminist theory and scholarship to personal experiences in order to understand gender as a lens through which we all experience the world
2. Apply feminist theory and research to real life policies, social problems, and other academic fields
3. Analyze and deconstruct commonplace understandings of sex, gender, sexuality, and other identity categories
4. Critically appraise social, cultural, and political issues related to gender, sexuality, and intersecting identities from multiple perspectives at the global, national, and local levels
5. Assess strategies of resistance and struggles for social justice through the lens of feminist theory and articulate the often-overlooked contributions of women, people of color, and LGBT people to movements for political and human rights

**Requirements for Women’s and Gender Studies Minor:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 2000</td>
<td>Gendered Lives</td>
<td>3</td>
</tr>
<tr>
<td>WGS 3900</td>
<td>Women’s and Gender Studies Senior Seminar: Selected Topics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits Required for Women’s and Gender Studies Minor:</strong></td>
<td><strong>15</strong></td>
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Choose *three* from the following list

(Note: The courses chosen must be from at least two different disciplines):

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BLKS 2000</td>
<td>Contemporary black worlds</td>
</tr>
<tr>
<td>BLKS/P&amp;H 2330</td>
<td>African American history</td>
</tr>
<tr>
<td>BLKS/WRIT 2250</td>
<td>Black voices matter</td>
</tr>
<tr>
<td>BLKS/P&amp;H 2450</td>
<td>Intro to African American studies</td>
</tr>
<tr>
<td>BLKS/PRS 2451</td>
<td>Race and religion in America</td>
</tr>
<tr>
<td>BLKS/HW/WGS 3050</td>
<td>Race, class, gender and health</td>
</tr>
<tr>
<td>P&amp;H 2320</td>
<td>Contemporary US History</td>
</tr>
<tr>
<td>P&amp;H/WGS 2292</td>
<td>Social history of women</td>
</tr>
<tr>
<td>P&amp;H/WGS 2420</td>
<td>Gay politics in the US</td>
</tr>
<tr>
<td>P&amp;H/WGS 2440</td>
<td>Gender Inequality: women &amp; politics</td>
</tr>
<tr>
<td>P&amp;H 3650</td>
<td>The American dream</td>
</tr>
<tr>
<td>HW 2200</td>
<td>Social determinants of health</td>
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<tr>
<td>NSG 2051</td>
<td>Maternity Nursing</td>
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<tr>
<td>PRS 2460</td>
<td>Philosophy of Sex and gender</td>
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<tr>
<td>SOC/CJ/WGS 2402</td>
<td>Domestic Violence</td>
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<tr>
<td>SOC/WGS 2470</td>
<td>Sex, gender, and sexuality</td>
</tr>
<tr>
<td>SOC/WGS 2480</td>
<td>Sport and society</td>
</tr>
<tr>
<td>SOC/WGS 2620</td>
<td>Diversity in families</td>
</tr>
<tr>
<td>SOC/WGS 2760</td>
<td>Wealth poverty and social class</td>
</tr>
<tr>
<td>SOC/CJ/WGS 3640</td>
<td>Sociology of deviance</td>
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</table>

**Credits**
SOC 3300  Sociology of medicine and the body
SOC 2510  Social movements
SOC 2490  Grassroots
CJ 2350  Human diversity in CJ
HON 2850  Identity
ENG 2020  Major British writers
ENG/WGS 2110  American Literature I
ENG 2120  American Literature II
ENG 2140  Multicultural Literature in America
WRIT/WGS 2260  Contemporary Queer Narrative
SOC/WGS 2760  Wealth, Poverty and Social Class
SOC/CJ/WGS 3404  Sociology of Violence
SOC/CJ/WGS 3640  Deviance and Social Control
SWK/WGS 2410  Working with Individuals

Students may petition the Women’s and Gender Studies Committee to receive credit for course(s) or coursework not listed above

WGS 2000  
Gendered Lives  
Fall and Spring Semesters  
3 credits

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 General Education Diversity requirement.

WGS 2110  
American Literature I  
Fall Semester  
3 credits

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 General Education Humanities Breadth requirement. (Same course as ENG 2110). Prerequisite: Six (6) credits of Writing/English at the 1000-level.

WGS 2292  
Social History of Women  
Offered periodically within a three-year academic cycle  
3 credits

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 2400  
Gender Inequality: Women and Politics  
Offered periodically within a three-year academic cycle  
3 credits

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 P&H 2440).

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 General Education Diversity 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). This course meets the General Education Diversity requirement.

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. This course meets the General Education Diversity requirement. (Same course as SOC 2620).

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 powerlessness, social mobility, and class conflict. (Same course as SOC 2760). This course meets the General Education Diversity requirement.

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 BLKS 3050, HW 3050). Pre or Corequisites: HW 1000 and junior standing.

WGS 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, CJ 3640).

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

WGS 3900  Women’s and Gender Studies Senior Seminar: Selected Topics 3 credits

This seminar will encourage students to reflect upon and synthesize concepts and experiences from their work as Women’s and Gender Studies minors. The specific content selections depend on the professor’s area of expertise. However, all seminars will include the following: reflections on the totality of the student’s study of the women’s and gender studies literature; reflections on how the women’s and gender studies literature has been integrated into the student’s academic program; and reflections on how the women’s studies literature relates to and has application to the student’s life.

Prerequisites: WGS 2000 and at least two other courses toward the Women’s and Gender Studies minor.
The Writing Program offers foundational academic writing courses to all students as they make the transition from high school to college. Courses in the First Year Writing Program are taught in a workshop environment with smaller course caps and students receive regular feedback from their instructors and fellow classmates. The First Year Writing Program also works closely with the Writing Center and coordinates the placement of incoming students into WRIT courses.

For courses in Creative Writing, Journalism, and Professional Writing see Communication and English.

**WRIT 1060  Academic Writing Process**  
3 credits  
Fall and Spring Semesters  
This course supports students in the transition to college-level writing, with emphasis on the importance of purpose, audience, and tone. Students will learn to focus their ideas, develop their voice, and construct organized essays. WRIT 1060 teaches students strategies for drafting, revising, and editing their written work for a variety of contexts.

**WRIT 1200  Reading, Writing, Research I PLUS**  
4 credits  
Fall Semester  
This course serves as an introduction to the kinds of reading and writing students will be expected to do in college. Emphasis on the developing confidence as writers, especially students’ identities as writers through practice and reflection. This course will present strategies for critical reading, purposeful revision, and reflection. This course also includes a one hour studio. This course meets the General Education First Year Core requirement.

**WRIT 1400  Reading, Writing, Research I**  
3 credits  
This course serves as an introduction to the kinds of reading and writing students will be expected to do in college. Emphasis on the developing confidence as writers, especially students’ identities as writers through practice and reflection. This course will present strategies for critical reading, purposeful revision, and reflection. This course meets the General Education First Year Core requirement. Prerequisite: Successful completion of WRIT 1060 or demonstrated proficiency on the Writing Assessment.

**WRIT 1500  Reading, Writing, Research II**  
3 credits  
Fall and Spring Semesters  
Advancing concepts introduced in WRIT 1400, this course focuses on research writing at the college level. Emphasis will be placed on developing a sound research process from inquiry to final product using strategies for applying research methods in order to locate, critically read, evaluate, and incorporate texts. Focus will be on presenting research in a comprehensive research writing project using appropriate rhetorical conventions. This course meets the General Education First Year Core requirement. Prerequisite: WRIT 1400 or equivalent course experience.

**WRIT 2200  Working With Writers**  
3 credits  
In this course, students learn about the theory and practice of teaching and tutoring writing, including exploring strategies for working with writers across various ages, cultural backgrounds, levels of writing, and/or English language proficiency, with an emphasis on the relationship between writing and identity. Students will read and discuss scholarly and practice-based articles; engage in role-plays; design and assess an original writing assignment; observe writing instruction in classrooms and/or tutoring centers; and investigate their own literacy histories and assumptions about writing. Additionally, students will be able to explore specific areas of their own interest related to teaching/tutoring writing. Students from all majors are welcome, although the course may be of particular interest to Education, English, and Communications majors, as well as those interested in writing, editing, or publishing. Students who successfully complete this course may have opportunities to work in the Writing Center and/or as an embedded tutor in a course involving writing in any discipline. This course meets the General Education Diversity and Reading/Writing Enhancement requirement. Prerequisite: WRIT 1500 or equivalent course experience.

**WRIT 2250  Black Voices Matter: Black Lives, Rhetorics, and Literacies**  
3 credits  
Fall Semesters  
This course aims to familiarize students with the rhetorical dimensions of the Black community. It also aims to challenge them to fine tune and practice critical media literacies. Students will practice using an intersectional feminist approach to engage with how interlocking identities/oppressions, such as race, gender, class, ability and sexuality are constructed, represented, reproduced, critiqued, policed and disciplined in the larger community, contemporary pop culture and academic discourse. This course meets the General Education Diversity requirement and is a Reading and Writing Enhanced course. Prerequisite: WRIT 1500 or equivalent course experience.

**WRIT 2260  Contemporary Queer Narrative**  
3 credits  
In Contemporary Queer Memoir, students will read works that engage with life at the intersections of queerness and various cultural identities, privileges, and oppressions. Students will be challenged to reflect on their experiences, question their own knowledges, ways of knowing, and truth in conversation with larger global and cultural narratives. The course is designed for students to think through how gender and sexuality are constructed in the larger culture and in the writing that they produce. This course meets the General Education Diversity and Reading/Writing Enhancement requirements. Prerequisites: WRIT 1400 and WRIT 1500.
WRIT 2280  Professional and Technical  3 credits
Writing  Spring Semesters
Using a rhetorical approach to decision-making about communication strategies, this course focuses on writing for professional and technical settings—from preparing job application materials to collaborating with others to make researched recommendations. *This course meets the General Education Reading and Writing Enhancement requirement. Prerequisite: WRIT 1500 or equivalent*
The Division of Continuing and Graduate Studies (CE/Grad) at Curry College appreciates the unique needs of adult students and provides certificates, degree programs, and individual courses for personal and professional advancement. In general, the Division adheres to the overall College academic policies and procedures, as defined in earlier sections of this Catalog. Following are Continuing and Graduate Studies-specific policies and procedures. Additional course registration and campus information can be found in our Schedule Guides published for every semester.

CE/Grad's flexible schedule allows adults to enroll in credit and non-credit courses, part-time evenings or weekends in hybrid and fully online formats. Courses are offered at the following locations:

Milton Campus
1071 Blue Hill Avenue
Milton, MA 02186-2395

Plymouth Campus
36 Cordage Park Circle, Suite #200
Plymouth, MA 02360

Curry College c/o the University Center at Massasoit
1 Massasoit Blvd.
Brockton, MA 02302

The College is committed to providing an educational experience that emphasizes academic quality and the development of individual talents and abilities.

A Continuing Education (CE) student is an individual who has officially registered through the Division of Continuing and Graduate Studies and whose primary course load at Curry is composed of evening and weekend courses offered in a face-to-face, hybrid, or online format. Any Continuing Education student who chooses to take a course before 4:00 p.m. during the fall or spring semester will pay tuition and fees commensurate with the standard full-time (i.e., day) student rate. Continuing Education students do not pay a student activity fee and, thus, are not eligible to use the gym facilities or participate in varsity sports and other student activities covered by the fee.

Summer and Winter Sessions
In addition to fall and spring semesters, two summer sessions and a short January wintersession are scheduled each year. Summer and wintersession courses vary in length to provide flexibility and convenience. Some courses are taught in an intensive format, meeting daily and/or on weekends for a one-, two-, or three-week period. Summer course schedule guides are available through the Division of Continuing and Graduate Studies and on the student portal generally in March of each academic year. Wintersession course schedules are generally available by November.

Academic Support & Campus Services

Academic and Career Advising
Our Advisors are available to help you make educational decisions as you are considering applying to Curry College and throughout your academic career. 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, course selection. To make an appointment, call the Milton campus at (617) 333-2364 or Plymouth at (508) 747-2424. You can also reach our advisors by email at: ccee@curry.edu.

Academic Enrichment Center (AEC) & Writing Center
The Academic Enrichment Center and Writing Center are both dedicated to improving the basic academic skills and learning of all Curry students, from their first year to graduation. Located on the first floor of the Learning Commons, the AEC & the Writing Center accomplish their missions in four ways: sponsoring supplemental courses designed to enhance students’ college level work, providing trained peer tutors for subject matter tutorial in most disciplines, 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 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 is 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.

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.

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; begin the process through the student web portal. 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 financial aid and personal information. New students are provided with their web portal personal log-in information in the welcome packet 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 provided 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 provided 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.
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 web portal 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
36 Cordage Park Circle, Suite #200
Plymouth, MA 02360

By Phone: By Fax:
Milton: (617) 333-2364 (617) 979-3535
Plymouth: (508) 747-2424 (508) 746-2531

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 exceptions to open enrollment are our Nursing and cohort programs, which require an application and admission prior to enrollment. All Graduate programs are cohort-based and not available for open enrollment.

Continuing Education Undergraduate Admission Procedures
Students 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. Plan to complete the 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.

Applications to all programs are completed online. The following documents are required:

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 official transcript(s) from the college(s) you attended in which English was the official language of instruction that substantiates your successful degree completion or the successful completion of significant college level coursework
- 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. See the website for additional details.

**Non-Degree Students**

Students 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.

**International Students**

International students are required to 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, 2020 for attending Fall 2020, October 1, 2020 for attending spring 2021, and February 1, 2021 for attending Summer 2021 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).

Prior to the first day of the semester or term, a student who officially drops the class, will have 100% of all Tuition Assistance (TA) funds returned to the Military Department that issued the benefits. The returnable percentage of tuition assistance benefits declines as of the first day of the semester or term as described below:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>First Week</td>
<td>75%</td>
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<tr>
<td>Second Week</td>
<td>50%</td>
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<tr>
<td>Third-Fifth Week</td>
<td>10%</td>
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<tr>
<td>Thereafter</td>
<td>0%</td>
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</table>
The Bachelor Arts Leadership degree is offered through the Curry College Continuing Education program. Courses are delivered evenings in the hybrid and 100% on-line format.

Core Leadership Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 1030</td>
<td>Communication Technology</td>
<td>3</td>
</tr>
<tr>
<td>LDR 2000</td>
<td>Discovering the Leader in You</td>
<td>3</td>
</tr>
<tr>
<td>LDR 2100</td>
<td>The Tools of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2500</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3510</td>
<td>Leadership in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>LDR 2300</td>
<td>Leading Virtual Teams</td>
<td>3</td>
</tr>
<tr>
<td>LDR 2400</td>
<td>Ethical Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDR 2500</td>
<td>Leading Change</td>
<td>3</td>
</tr>
<tr>
<td>COM 2180</td>
<td>Leadership Communications</td>
<td>3</td>
</tr>
<tr>
<td>LDR 3000</td>
<td>Strategic Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Core Leadership Credits** 30

Support Courses—Choose 4 courses from the list below

<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 3040</td>
<td>Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2510</td>
<td>Organizational Systems &amp; Processes</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2610</td>
<td>Crisis Management</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2070</td>
<td>Motivation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2800</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Supporting Credits** 12

**LDR 2000** Discovering the Leader in You 3 credits

Focuses on enhancing students’ individual awareness, reflection, and effectiveness as leaders. Through a focus on self-assessment, offers students an opportunity to learn to appreciate the differences between themselves and others and deepen their understanding of what motivates people in the working environment. Organizations are only as effective as the individuals who work in them. In this program orientation, students are introduced to the methodologies and processes that are essential aspects of leadership: competency development and planning, action learning, and mentoring. In addition, students are assessed on their leadership capabilities and use the outcomes to determine the focus for development.

**LDR 2100** The Tools of Leadership 3 credits

This course will expose the students to various tools and concepts that can be used to make them a better informed and more effective leader. The course will include a review of basic financial statements, budgeting and economic trends, forecasting, customer and supplier relationship management, risk management, and various other concepts and tools that can increase the leader’s ability to lead. The course format will include lectures, business case discussions and hands on use of the latest technologies.
Leadership Degree

LDR 2300  Leading Virtual and Global Teams  3 credits
The team is the unit of the organization where most leaders begin to develop influence skills. A team can be defined as a group of individuals whom you directly manage or those whom you influence on a project basis. Leading teams involves managing different personalities, cultures, and varying skill levels, while simultaneously securing resources and managing expectations of stakeholders. As the world becomes more connected, companies are increasingly using virtual teams. Building high performance virtual teams presents managers with special challenges that are not present in face-to-face teams. Through practicing in and observing team dynamics, students will determine the principles of building highly effective teams. The pragmatic approach used in this course combines learning through classic case situations and team research that connects theory with experience through team activities.

LDR 2400  Ethical Leadership  3 credits
The course considers leadership dilemmas that can arise when the individual's values conflict with those of the organization, or when a situation requires decisions with conflicting value sets. Within this course, students use case studies, their own experiences, and current events to examine actions leaders have taken and consequences faced when confronted with ethical dilemmas. Students will work with real-life ethical dilemmas for an understanding of and in-depth reasoning of the problem. They will develop an action plan for solving and preventing similar problems at the organizational and societal levels. From these exercises and discussions, students have an opportunity to develop a personal model for ethical leadership.

LDR 2500  Leading Change  3 credits
This course offers students an opportunity to develop the knowledge base necessary to lead and manage organizational change. The course begins with exploring the drivers and technologies most influencing organizational change today. Organizational strategies and structures and the optimal design for an organization will be addressed. The course will apply classic and contemporary change models, while evaluating both small- and large-scale corporate change efforts. The dynamics of change at the individual level will also be examined, as well as strategies to manage people through this change process. The format of this course will be interactive, with the goal of producing a degree of change in the understanding, skills and capabilities of each participant with respect to managing change.

LDR 3000  Strategic Leadership  3 credits
Strategic leaders look within and beyond their organizations to determine the right direction for action. Strategic leadership capability extends beyond operational excellence; it requires an appreciation of the external environment, the future, innovation, and change and the impact of all four factors on the organization. A common gap in leadership competence of today's administrators and managers is the ability to consider the role of the organization within its wider current and future technological, competitive, and economic environments. This course will build an understanding of the core concepts of strategy making and help participants achieve a strategic mindset. Based on these analyses, students will develop recommendations for success in organizations and in themselves.
• Master of Arts in Criminal Justice (MACJ)
• Master of Business Administration (MBA)
• Master of Education (M.Ed.)
  • Principal & Supervisor Licensure (PSL)
  • Certificate of Advanced Graduate Studies in Educational Leadership (CAGS)
• Master of Science in Accounting (MSA)
• 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, certificate of advanced graduate studies (CAGS), 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.

ACADEMIC POLICIES

Financial Aid Satisfactory Academic Progress

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 requirements of the U.S. Department of Education. 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 in the Academic Policies and Procedures section of this Catalog. All students are responsible for ensuring their adherence to SAP and all other academic standards.

Satisfactory academic progress for Graduate students includes four standards of measurement:

1. 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.

2. 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.

3. 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.

4. Maximum Time Frame (Length of Study)
   While the College allows up to six years to complete a graduate degree, financial aid does not extend over that time frame. 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.

Mission Statement
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ACADEMIC POLICIES

Financial Aid Satisfactory Academic Progress

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 requirements of the U.S. Department of Education. 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 in the Academic Policies and Procedures section of this Catalog. All students are responsible for ensuring their adherence to SAP and all other academic standards.

Satisfactory academic progress for Graduate students includes four standards of measurement:

1. 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.

2. 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.

3. 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.

4. Maximum Time Frame (Length of Study)
   While the College allows up to six years to complete a graduate degree, financial aid does not extend over that time frame. 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 College approves the appeal, 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 Assistant Vice President of Continuing & Graduate Studies.

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 in the Registrar's Office.

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, Milton, MA 02186

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 are 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 is based on the content, applicability, and comparability relative to the graduate program requirements. Transfer credit will be considered only for 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 based on the initial start date and not 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 on 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.

Academic Integrity Policy
The College policy is detailed in the Academic Policies and Procedures section of this Catalog.

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, a student is charged a $95 Continuation Fee. The Division of Continuing and Graduate Studies oversees the administrative process for graduate students who request a Program Leave of Absence.

Students should access the Leave of Absence Request Form online from the Curry Portal. 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 submitted 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 Advisors and the Graduate Program Director. Students are 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 text and internet sources without proper citations. Academic integrity is of highest importance in an institution of learning and the College expects it from all Curry College students.

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 policy decision by submitting an Academic Petition form, available from the Registrar’s Office or academic advisor. The Graduate Program Director and the Associate Vice President of Academic Affairs review appeal petitions. Students may receive assistance with any aspect of the appeal process, including advice on stating the basis for the petition, by contacting their respective academic advisor.

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 is not satisfied with the outcome of the appeal process, a final grade appeal may be reviewed by the Graduate Curriculum and Policy Committee to ensure that the process has been fair and fully followed. The decision of the Graduate Curriculum and Policy Committee 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 criminal justice practitioners need to effectively address contemporary societal problems with innovative, ethical, and evidenced-based solutions.

The program is geared toward 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 working 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 through 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

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 in the Graduate Studies Policies section of this Catalog.
**Master of Arts in Criminal Justice (MACJ)**

**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 both 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 Assistant Vice President may request further information. Decisions are made by the Director of the MACJ Program, with final approval or rejection by the Assistant Vice President 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 the Academic Policies and Procedures section of this Catalog and the MACJ Student 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 Assistant Vice President 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.

**Attendance Policy**
Attendance is required at all classes. Due to the intensity of the eight-week schedule, if you have more than one absence of an on-campus class meeting, you may be asked to withdraw from the course.

**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, Leadership in the 21st Century, 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 MCJ 6080, Elective, Special Topics, Research Writing Intensive, with the approval of the MACJ Director.

**Program Curriculum (31 credits)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Mode</th>
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</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td>MCJ 6010</td>
<td>Social Policy and the Administration of Justice (hybrid)</td>
<td>hybrid</td>
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<tr>
<td></td>
<td>MCJ 6015</td>
<td>Methods of Inquiry in Criminal Justice (online)</td>
<td>online</td>
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<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td>MCJ 6005</td>
<td>Leadership in the 21st Century (hybrid)</td>
<td>hybrid</td>
</tr>
<tr>
<td></td>
<td>MCJ 6080</td>
<td>Elective: Special Topics, Research Writing Intensive (hybrid)</td>
<td>hybrid</td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td>MCJ 6036</td>
<td>Criminal Justice Organization Management</td>
<td>hybrid</td>
</tr>
<tr>
<td></td>
<td>MCJ 6025</td>
<td>Change and Resource Allocation (online)</td>
<td>online</td>
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<tr>
<td></td>
<td></td>
<td>Criminal Justice Data Analysis (hybrid)</td>
<td>hybrid</td>
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<tr>
<td><strong>FOURTH SEMESTER</strong></td>
<td>MCJ 6020</td>
<td>Criminology: Theory and Applications (online)</td>
<td>online</td>
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<tr>
<td></td>
<td>MCJ 6040</td>
<td>Contemporary Issues I (hybrid)</td>
<td>hybrid</td>
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<tr>
<td><strong>FIFTH SEMESTER</strong></td>
<td>MCJ 6045</td>
<td>Contemporary Issues II (hybrid)</td>
<td>hybrid</td>
</tr>
<tr>
<td></td>
<td>MCJ 7000</td>
<td>Innovation in Criminal Justice Administration (hybrid)</td>
<td>hybrid</td>
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</tbody>
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MCJ 6005 Leadership in the 21st Century (hybrid)
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 (hybrid)
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 (online)
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 (online)
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 (online)
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 (online)
As public administrators must navigate changing internal and external environments, this course focuses on planned change, with an emphasis on risk assessment, innovation, problem-solving, resource management, and ethical decision-making within criminal justice agencies. The course will examine 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, sustainability, collective bargaining and impasse resolution, and related issues of budgeting and securing alternative fiscal resources such as grants as they relate to organizational change.

MCJ 6040 Contemporary Issues in Criminal Justice (hybrid)
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 (hybrid)
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 6080  Elective: Special Topics, 3 credits**
Research Writing Intensive (hybrid)
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.

**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 (hybrid) 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.
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 Macro  
- Financial Accounting or Accounting 1 & 2  
- Statistics

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). All courses are delivered in a “hybrid” format. Each Milton course typically meets in the physical classroom five of the eight weeks and online for the other three weeks. The Plymouth campus is a “50/50 hybrid” format and meets four weeks online and four weeks in the physical classroom. 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 Assistant Vice President may request further information. Decisions are made by the Director of the MBA Program, with final approval or rejection by the Assistant Vice President 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 in the Graduate Studies Policies section of this Catalog.

**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. Throughout the program, students are required and encouraged to develop excellent presentation skills 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.

**First Semester**

MBA 6000 Human Resource Management for Competitive Advantage 3
MBA 6010 Business Law and Corporate Governance 3

**Second Semester**

MBA 6400 Management of Information and Technology 3
MBA 6300 Strategic Managerial Economics 3

**Third Semester**

MBA 6200 Managerial Accounting 3
MBA 6210 Strategic Financial Management 3

**Fourth Semester**

MBA 6320 International Business 3
MBA 6410 Strategic Marketing 3

**Fifth Semester**

MBA 6510 Supply Chain Management and Operations Analysis 3
MBA 6500 Strategic Process and Planning 3

**Sixth Semester**

MBA 7600 Strategic Consulting Project: Capstone Foundation 3
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.
MBA 6000  Human Resources Management for Competitive Advantage

This course will define and articulate tactical and practical critical factors that affect behavior, policy creation and adherence to the human resource management of the enterprise. People are the defining difference in companies. This course will explore Culture, Motivation, Ethics, Recruitment, Selection, Retention, Training and Development, Compensation, Power and Politics, Interpersonal Relationships, Evaluation of Performance, and Labor Law considerations. As a result, students will be equipped to proactively manage people through applied planning techniques for the company and employees to meet mutual goals. Students will be able to improve their ability to navigate organizational systems as well as the management and leadership of individuals and teams in large and small organizations.

This course is about scholarship, teamwork, discussions and research with colleagues from different professional and industrial backgrounds, giving you opportunities to develop your thinking beyond what is usually possible given the time pressures on the job. In discussions, you will be able to benefit from the experiences of a diverse group of peers with different approaches to considering and solving business problems.

Performance in this course will depend on your ability to appropriately apply the course material to cases and current situations. You will apply your knowledge of Human Resources strategies and organizational dynamics to specific problems and seek out missing perspectives that will help you avoid unintended consequences of your decisions.

MBA 6010  Business Law & Corporate Governance

This course examines business contracts and corporate governance to anticipate legal problems, analyze how to avoid them, and employ principles in competent decision making. In order to achieve sustainable competitive advantage, business managers must understand the elements of contract law and their application to the business environment. Further, it is important to develop an understanding of the legal and ethical issues that corporate boards and CEOs encounter. This course will explore contracts, bankruptcy law and labor law, as well as the growing importance of corporate governance. The student will review the role of the board of directors, management, audit committee, shareholder interests, and the executive involvement in developing a good corporate governance culture.

The student will utilize the case method for evaluating problems and analyzing information and apply the course material to case studies involving contemporary legal and ethical challenges in various business settings. The student will demonstrate knowledge of corporate governance, contract formation, various forms of contracts, and other laws that affect business (such as bankruptcy law and labor law) through teamwork, discussions, and application of learned material to problem-solving.

MBA 6200  Managerial Accounting

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

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 6220  Strategic Managerial Economics

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 6300  Strategic Managerial Economics

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 6320  International Business

This course will introduce the student to the discipline of international business. This course will demonstrate the uniqueness of the international business environment and focus on aspects of business skills necessary to compete in the global arena. International Business addresses the creation of competitive advantage in the multinational firm as well as the complexities of managing a multinational firm. Course emphasis will include economic, social, cultural, legal, and environmental influences.
on the formulation and execution of the business policy of firms engaged in multinational business. Students will explore the forces of regionalization and globalization and the functions, problems and decision-making processes of multinational business organizations. This course will include examination of the strategies and structures that both local and multinational firms adopt and explains how firms can perform their key functions (production, marketing, R & D, finance, human resource management) to compete successfully in the international business environment. Considerations include the nature of global industries and global competition to assist managers in understanding how to create and administer a successful global strategy. Specific topics include: trends, challenges and opportunities of globalization, the cultural environment, the economic and political environments, international trade theory, government influence on trade, regional economic integration, Country Analysis Framework, and CAGE Analysis Framework.

**MBA 6400 Management of Information and Technology**

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**

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 Strategic Process and Planning**

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**

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 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 with an emphasis on the integration of R&D, operations, and marketing. The course will emphasize the quantitative and qualitative 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. This course includes techniques for optimizing many critical business strategy and operations management decisions such as production capacity, distribution network design, input/output distribution, Materials Resource Planning (MRP), reorder point computations, distribution and logistics management, and production and workforce scheduling.

**MBA 6700 Strategic Consulting Project: Capstone Foundation**

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**

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.

5 Year BA/MBA Program
This BA/MBA laddered degree program enables students to earn two degrees, their Bachelor of Arts (BA) and their Master in Business Administration (MBA), within five years. All incoming first year students who show interest have the opportunity to be closely advised semester to semester to meet program entry requirements their junior year when they are eligible to enter the program. Eligible students must have a 3.0 GPA or better at the end of their junior year to begin taking MBA courses in the summer following their junior year. There is no standardized test (GRE, GMAT) requirement. Students earn their BA degree at the end of Year 4 and complete their MBA in Year 5. Students in the program will pay the alumni tuition rate (20% reduction) for their graduate credits during the two summers and the fifth year. The four MBA courses taken during year four (Fall and Spring) will be charged as part of the regular tuition load of 18 credits for each semester. This laddered degree program shortens the time to degree and lowers the overall price of the combined degrees. All student undergraduate majors are welcome.

HEALTHCARE MANAGEMENT Graduate Certificate
This 12 credit, stand-alone graduate certificate can be completed in 2 semesters or can be coupled with the Curry College MBA to earn an MBA with a specialization in Healthcare Management. The following courses are required for the certificate and are listed with their course description on page(s) 310-313 of the catalog under MSN:

- MSN 6600 Informatics and Health Information Management
- MSN 6450 Health Policy, Systems and Financing
- MSN 6470 Organizational Leadership in Healthcare
- MSN 6770 Quality Improvement Science and Risk Management in Healthcare
GRADUATE EDUCATION

Our Approach
Graduate Education at Curry College offers the Master in Education, the Certificate of Advanced Graduate Studies (CAGS), and graduate certificates. We believe great teaching and leadership encompasses more than just the ability to manage a classroom and construct a lesson plan. Our programs are designed to engage you in learning how the latest educational research and theory inform and shape effective leadership and good teaching practice, while also helping you build the essential skills that leaders and educators 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 graduate to become an outstanding leader, educator and reflective practitioner dedicated to changing the world, one student - or school - at a time.

Master’s Concentrations and Post-Master’s Graduate Certificates
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 respective 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)
- Educational Foundations (Non-Licensure)

The College also offers several graduate certificates. These include:

- Principal and Supervisor Licensure Program (licenses to serve as Principals or Assistant Principals, Academic Supervisor or Director, or Special Education Administrators)
- Certificate of Advanced Graduate Study (CAGS) in Educational Leadership
- Transition Specialist Certificate
- Graduate Certificate in Autism Spectrum Disorder

More information on these graduate certificates is available in the section entitled Graduate Certificates in Education.

M.Ed. Academic Expectations & Program Components
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.

Academic expectations for the Master of Education 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. To succeed in the Master’s program, students need to demonstrate effective writing skills across a variety of genres including developing research papers, essays, and professional and technical writing.

2. Academic Research
Although licensure programs are primarily directed at preparing teachers and administrators to succeed in their classroom and school roles, a working level of 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 often find themselves 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 offered in a hybrid or blended format, using online activities to supplement face-to-face classes. The ability to learn and use learning management systems such as Blackboard and to develop required course materials -- such as the program portfolio -- online is essential to student success.

4. General
• **Pedagogy:** Teachers must be able to understand the different needs of children, including different learning styles and cultures, as well as 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, model and demonstrate high expectations for all learners, adjust his/her practice using a variety of assessments, and 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, whether children are participating and learning. From this classroom awareness, they 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 also 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. MED candidates are expected to demonstrate appropriate professional dispositions.

• **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 Massachusetts 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 Candidate Assessment of Performance (CAP) Evidence Binder.
Field Experiences

In accordance with both college and state expectations, the M.Ed. Programs and Post Master's Certificate in Reading require two fieldwork experiences. The first of these is called a pre-practicum experience. In this experience, students fully participate in classroom and school experiences in settings appropriate to their licensure goals for a minimum of 150 hours over the course of a semester. Throughout the pre-practicum experience, candidates plan and deliver instruction to a variety of students, learn the intricacies of the role they will undertake, implement strategies for effective classroom management, and reflect on their developing practice. By reflecting on observations in the field, 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 demonstrating proficiency in elements of effective practice outlined in the CAP. The practicum requires a minimum of 300 hours in the field, and is accompanied by a seminar. The College places students in different settings for the pre-practicum and the practicum -- urban and suburban -- and at different levels and with a variety of learners to provide students with a broad range of experiences.

The MED Program’s Field Placement Coordinators assist with and oversee these field placements for students at both 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 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, feedback and evaluation and a program supervisor who will visit and observe the candidate to provide support, evaluation and progress.

M.Ed. Digital Portfolio or Evidence Binder

Each teacher and administrator candidate in the M.Ed. program develops a digital portfolio or evidence binder during the practicum 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 and administration, 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, passing scores on both portions of this test are required for matriculation into a license-oriented M.Ed. program at Curry College.

Math Subtest: As of March 2009, a separately scored subtest of mathematics was added to the General Curriculum Test. Students may take the multi-subject and the mathematics sub-test on the same day or in two separate blocks. Curry College offers various forms of support for the Math subtest. All candidates applying for admission to the Master of Education Elementary or Moderate Disabilities licensure programs are required to take the General Curriculum math test prior to admission.

The MED program uses this initial result for advising teacher candidates as to next steps, as all candidates must pass the math subtest before participating in the practicum and finishing the program. Students who have not passed the math test upon admission to the program are required to take a seven-week math workshop. This workshop is offered during the first semester of the program and focuses on math content and preparation for the mathematics subtest. Practice tests for the General Curriculum Math are available at www.mtel.nesinc.com. Check Curry College website for details.
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.

- **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.

Candidates in the MED Program are required to take and pass all required MTEL examinations by the deadlines outlined by the program in order to be admitted to the program, be registered for and complete their practicum and graduate from their program. Candidates should be aware of testing deadlines and maintain a testing schedule that allows them to meet the program’s deadlines. Please consult the Director of Graduate Programs in Education for testing deadlines. There are no exceptions to the MTEL testing deadlines.

**INSTITUTIONAL PASS RATES: Massachusetts Tests for Educator Licensure**

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students who receive federal financial assistance to prepare annual reports on teacher preparation and licensing. Curry College had a 100% pass rate for all program completers during the 2019-2020 reporting year. Information about Curry pass rates is available upon request by contacting the Licensure Officer/Title II Coordinator, (617) 333-2196.

The Massachusetts Tests for Educator Licensure are administered Monday-Saturday at designated test centers in Massachusetts and in many states each academic year. Additional information regarding all state testing is available through the Massachusetts Department of Elementary and Secondary Education, Office of Educator Licensure 75 Pleasant Street Malden, MA 02148-9140; Telephone: (781) 338-6600; www.mtel.nesinc.com. For additional information about Curry College’s testing requirements, please contact Curry College Licensure Officer at 617-333-2196.

**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.
Elementary Education Teacher (Initial License, 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 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 beyond the end of the program. Courses are taken in the order offered. Below is a sample schedule for this five-semester, 20-month, program.

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<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>SEMESTER ONE</td>
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<tr>
<td>Orientation and Preparation</td>
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<tr>
<td>MED 6110</td>
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<tr>
<td>MED 6710</td>
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<tr>
<td>SEMESTER TWO</td>
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<td>MED 6210</td>
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<td><strong>Total Required Credits</strong></td>
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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 beyond the end of the program. Courses are taken in the order offered. Below is a sample schedule for the 20-month cohort.

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<th>Credits</th>
<th>SEMESTER ONE</th>
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<td>Practicum &amp; Seminar</td>
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Total Required Credits  34
EDUCATIONAL FOUNDATIONS

Who Should Pursue This Program

This concentration is appropriate for students who already have or are not seeking a state license. This may also include students who work with adults, provide training for corporations, determine that they no longer wish to pursue a teacher license during the program, serve youth in non-school settings, or simply want to explore issues in education.

Curriculum and Course Sequence

The Master’s in Educational Foundations consists of 33 credits, offered according to the sample plan below. Students may join the cohort when it starts, or take courses when they are scheduled at either Curry campus 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 beyond the end of the program. Below is a sample schedule for this five-semester, 20-month, program. Substitutions of courses below for others are permitted with the approval of the Graduate Director.

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Potential Track 1

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Potential Track 2

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Total Credits 33
Curry College/Sunita L. Williams School Collaborative Internship Program

Who Should Pursue This Program
Become an Elementary Education teacher with the Sunita L. Williams School M.Ed. This full-time, residency program leads to an initial teacher license in Elementary Education (1-6). It is appropriate for teaching assistants, childcare professionals, or career changers. It also provides the coursework necessary for currently licensed teachers to obtain a professional license.

Curriculum and Course Sequence
The Master of Elementary Education degree is a 34-credit program that begins each summer and ends the following summer. It is offered in a full-time residency format. Students join the cohort when it starts, and proceed through the program together. Cohorts and the residency program 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 beyond the end of the program. Courses are taken in the order offered. Below is a sample schedule for this five semester, 14 month program.

All courses are Curry College courses, including those at Sunita L. Williams School location. Students must officially register for each course through the university.

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<th>Credits/Location</th>
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<thead>
<tr>
<th>SEMESTER ONE</th>
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<td>Strategies for Classroom Management and Pre-Practicum 3 (Hillside)</td>
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<td>MED 6450</td>
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<th>SEMESTER FOUR</th>
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Total Required Credits 34

*Taken with current Curry cohorts

Requirements of the Program.
- An earned Bachelor's Degree from an accredited institution
- Passing scores on the Massachusetts Tests for
- Educator Licensure (MTEL) Communication and Literacy Skills Test (CLST)
- Attempt the Massachusetts Tests for Educator Licensure (MTEL) General Curriculum - Multi-Subject
- Demonstrated ability to pass the MTEL General Curriculum Mathematics Subtest. A passing score on the Math Subtest is not required to apply to Curry's M.Ed. program.
MED 5703  How to Write an IEP  1 credit
This 1 credit course is intended to increase the ability of special educators at the Elementary, Middle, and High School level to write Individual Education Programs that clearly articulate the levels of performance, needs of students, goals, objectives, and service delivery. The IEP’s should reflect an understanding of the guidelines and laws for Special Education and should clearly communicate the specific actions, accommodations, and component of service being provided to the student. Participants will have an opportunity to give and get feedback and to learn strategies for making IEP’s more useful to their daily work. The course will be divided into eight modules. The first module will focus on a brief overview of policy and regulations surrounding the IEP. Next, participants will develop an understanding about how special education eligibility is determined and how to communicate the students’ strengths and needs. Using a case study approach, the following modules will address the description of current levels of performance and the development of accommodations, modifications, measurable goals and objectives, and appropriate service delivery and placement options. Finally, the last module will guide the student in developing a complete IEP including supporting documentation.

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 – from changes in philosophy and technology to the historical influences of immigration, racial dynamics, economics, and changing societal structures. From the one room school house 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, 2017-18.)

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  3 credits
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.

MED 6040  Literacy and Language Arts: Strategies and Practice  3 credits
This 1 credit course is intended to increase the ability of special educators at the Elementary, Middle, and High School level to write Individual Education Programs that clearly articulate the levels of performance, needs of students, goals, objectives, and service delivery. The IEP’s should reflect an understanding of the guidelines and laws for Special Education and should clearly communicate the specific actions, accommodations, and component of service being provided to the student. Participants will have an opportunity to give and get feedback and to learn strategies for making IEP’s more useful to their daily work. The course will be divided into eight modules. The first module will focus on a brief overview of policy and regulations surrounding the IEP. Next, participants will develop an understanding about how special education eligibility is determined and how to communicate the students’ strengths and needs. Using a case study approach, the following modules will address the description of current levels of performance and the development of accommodations, modifications, measurable goals and objectives, and appropriate service delivery and placement options. Finally, the last module will guide the student in developing a complete IEP including supporting documentation.

MED 6050  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.

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.

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.

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 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 6370  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 6350 Assessment and Intervention in Reading

MED 6380  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 6390  Teaching Exceptional Children  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
eduction, as well as current trends and controversial issues in special education today. (Formerly Children with Special Needs).

Prerequisite: MED 6050

**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.

**Field Work Courses**
The Master of Education programs leading to licensure require 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. Different programs or student needs may require that different fieldwork arrangements are made from the courses below.

**MED 6450 Strategies for Classroom Management and Pre-Practicum** 3 credits
This course and pre-practicum focus on developing strategies and methods to create positive and effective 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.

In this experience, students fully participate in classroom and school experiences in settings appropriate to their licensure goals for a minimum of 150 hours over the course of a semester. Throughout the pre-practicum experience, candidates plan and deliver Instruction to a variety of students, learn the intricacies of the role they will undertake, implement strategies for effective classroom management and reflect on their developing practice. By reflecting on observations in the field, on the nature of teaching, and learning and effective classroom practice, teacher candidates build analytical skills to help them refine and improve their own teaching.

**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. (Not offered 2017-18)

MED 5671  Practicum and Seminar  4 credits
MED 6210
MED 6310
MED 6410

Prerequisite: Successful completion of Pre-Practicum – MED 6450. Licensure students must have taken and passed all applicable MTEL tests for their license/concentration prior to first of December prior to being registered and enrolled in the practicum.

The practicum provides the second and final fieldwork experience for graduate students pursuing an Elementary or Moderate Disabilities initial license. Required by the Massachusetts Department of Elementary and Secondary Education, the practicum requires candidates spend a minimum of 300 hours for a first initial license or 150 hours for a second initial license in an appropriate public school setting aligned to the candidate’s licensure goals in order to practice and demonstrate readiness for licensure as outlined by the Massachusetts Professional Standards for Teachers and Candidate Assessment of Performance (CAP).

This final experience in the field is critical as teacher candidates participate daily and assume full responsibility in order to understand the expectations of teachers and the specific role they are about to undertake. During the practicum, teacher candidates continue to learn instructional strategies, assess student learning, integrate coursework taken thus far, gain further experience, and develop their teaching style and reflective stance in a supervised setting. In addition to the required 300 or 150 hours in the field, students attend a seminar. The seminar provides a forum for candidates to discuss their experiences and explore particular concepts related to teaching practice.
CURRY COLLEGE OFFERS SEVERAL POST-MASTER’S CERTIFICATES, DESCRIBED BELOW.

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’s Principal and Supervisor Licensure (PSL) Program combines theory and practice through its practicum-linked assignments in:

• change theory
• instructional leadership
• data-driven assessment
• teacher evaluation, recruitment, supervision and support

Our Principal and Supervisor Licensure program is 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 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. For students who want to further their education in leadership, the PSL program also serves as the first phase of Curry’s new Certificate of Advanced Graduate Study (CAGS) in Educational Leadership, described later in this section.

Licensure:
This Post-Master’s certificate prepares experienced educators to prepare for the following leadership roles:

• Principal/Vice Principal (Pre-K—8; 5--12)
• Supervisor/Director (level depends on pre-requisite license)
• Special Education Administrator

Unique Program Features

• Intensive 12-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 maximizes the success of principal/vice principal, supervisor/director and administrator 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 prepare 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 encounter, 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 assessments 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
- Candidates must also hold a current educational license, must have at least 3 years’ experience working under that license, and must have a mentor who holds the license the candidate is seeking with at least 3 years’ experience working under that license.
- Evidence of leadership experience or potential
- District support for full participation in the program
- Competent use of common business application software (i.e., Word, PowerPoint) and familiarity with learning technologies

As the program is 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 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 beyond the end of the program. The start date of the program may alter the schedule. Below is a sample schedule for the program.

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<th>SEMESTER ONE</th>
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<tr>
<td>EDL 7010 Theory and Practice of Leadership</td>
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<td>EDL 7150 Getting Started: Pre-Practicum in Educational Leadership</td>
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<td>EDL 7030 Human Resources, Operational Systems, and School-Based Budgeting</td>
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<td>EDL 7160 Practicum in Educational Leadership (250 hours minimum)</td>
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<th>SEMESTER FOUR</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDL 7050 Education Law, Ethics and Policies</td>
<td>3</td>
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<tr>
<td>EDL 7060 Sheltered English Immersion for Administrators</td>
<td>1</td>
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</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. This course provides candidates with opportunities to begin their work with the MA PAL tasks 1 and 2.

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 is based on informed 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. In this course, principal/vice principal candidates continue their work on MA PAL Tasks 1 and 2.

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, developing and retaining quality staff with a heavy emphasis on observation and providing relevant feedback; and scheduling and planning to maximize time on learning to organize the entire school day to foster student health and safety. 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. This course aligns strongly with the work for MA PAL Task 3.

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 to maximize student performance. 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. This course aligns strongly with the work for MA PAL Task 4.

EDL 7050  Education Law, Ethics and Policies  3 credits

This course provides opportunities for students to develop the intellectual and moral foundation that ethical leaders demonstrate in their work and their lives. 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 course on working with students whose native language is not English, based on the Sheltered English Immersion model that Massachusetts has endorsed. Administrators who have not taken the teacher course are required to take a one-credit administrator course on the same topic. This one-credit course addresses the expectations for administrators in ensuring that ELL 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. (50 hours)

EDL 7160  Practicum  3 credits
In this year-long, 6-credit, 500-hour practicum candidates will actively participate in the administrative life cycle of a full school year through ongoing involvement in leadership activities and duties that involve student and family issues, scheduling, faculty leadership, instruction and assessment. Candidates will assume principal/vice principal, supervisor/director or special education administrator duties depending on the licenses they are pursuing. Candidates 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 assignments.
Curry College offers an endorsement licensure program, described below.

GRADUATE CERTIFICATE IN AUTISM SPECTRUM DISORDER

Autism Specialist Program:
The Curry College certificate program in Autism Spectrum Disorder is designed to meet the standards and competency requirements for the Department of Elementary and Secondary Education (DESE) Autism Endorsement. All course instruction and assignments have been developed to ensure that candidates complete the sequence of courses and field experiences that address these standards and competencies. Autism Endorsement candidates must hold one of the following licenses: An Initial or Professional license as Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of Visually Impaired, Teacher of the Deaf and Hard of Hearing.

The Autism Endorsement certificate program is designed for those special educators interested in a deeper understanding of Autism Spectrum Disorder (ASD) and provides a heightened level of skills and specific training for those professionals providing services to students on the Autism Spectrum.

Licensure:
AUTISM SPECIALIST (All Levels)

Unique Program Features:
The program consists of 5 graduate level courses including a 3-credit practicum and seminar, for a total of 15 credits. The first two courses in the sequence center around disability policy, practices, and the skills related to the research-based intervention required to deliver effective instruction to students identified with Autism. The second two courses focus on student assessment and individualized program development and the roles of educators, family members, friends, and related service providers who support individuals with ASD throughout the lifespan. This program is designed to address the complex needs of students with ASD in a variety of school settings, across age and grade levels, and ranges of academic and behavioral functioning. The program is delivered using a mixed model of 1 on-line course and 4 hybrid model courses consisting of 5 face-to-face classes and 3 on-line classes.

State Approved Program:
The field based practicum follows the DESE requirements of placement, supervision, and hours of completion. The field based activities provide the candidate with a range of school and community assignments and responsibilities and include supervision and mentorship of a Program Supervisor and Supervising Practitioner with expertise in the endorsement area of ASD. The 16 week Practicum and Seminar course coincides with two of the courses, providing candidates with an increased exposure to classroom and school settings while completing assigned activities under the guidance of college faculty, program supervisors, and trained mentors.

Program Requirements:
Candidates, teachers who meet the prerequisite license requirements noted above, are required to complete a 150-hour supervised field-based experience that includes a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism. Teachers meeting the prerequisite license requirements noted above who can demonstrate at least one year of teaching experience working with students with autism shall complete at least 75 hours of field-based experience working with students with autism in any type of school setting, including at least 50 of which shall take place in an inclusive setting in lieu of meeting the field experience requirements of 150 hours.

The program's overall learning outcomes, as shown throughout the specific outcomes of individual courses, include providing teachers with the opportunity to increase their knowledge of students with autism spectrum disorders and empower them with the skills required to deliver effective instruction and meaningful assessment to this population of learners. Course assignments are designed to be practical, equipping teachers with the fundamental teaching skills, interventions, and supports needed to work with students in the critical-need area of Autism Spectrum Disorder. Candidates who complete this program will link current research of ASD into practice and will learn to use analysis and data to inform instruction within their own unique teaching environment. Our specific program objectives include:

- To provide an evidenced-based graduate specialized program in teaching children with Autism Spectrum Disorders who have unique learning and behavioral needs.
AUTISM SPECIALIST CERTIFICATE/AUTISM ENDORSEMENT

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>SPE 6810</td>
<td>Understanding Autism Spectrum Disorder</td>
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<td>This course presents an overview of the historical</td>
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<td>and theoretical foundations of Autism Spectrum</td>
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<td>Disorder (ASD) including research regarding the</td>
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<td>causes, current diagnostic criteria, prevalence,</td>
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<td>and impact on learning and behavior. Participants</td>
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<td>will be provided with specific knowledge of the</td>
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<td>characteristics of individuals identified on the</td>
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<td>Autism Spectrum including those identified with</td>
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<td>Autism, Asperger Syndrome, and Pervasive</td>
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<td>Developmental Disorder Not Otherwise Specified</td>
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<td>(PDDNOS) under previous diagnostic criteria (i.e.</td>
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<td>DSM-IV-TR).</td>
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<td>SPE 6820</td>
<td>Effective Educational &amp; Behavioral Strategies</td>
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<td>Designed to Instruct Students with Challenging</td>
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<td>Behaviors</td>
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<td>students with special educational needs who</td>
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<td>exhibit severe and challenging behaviors with</td>
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<td>an emphasis on prevention, assessment, and</td>
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<td>intervention. Using differentiated instructional</td>
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<td>strategies, assistive technology, and assessment</td>
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<td>candidates will develop units of study using</td>
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<td>strategies designed to engage and instruct</td>
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<td>students with challenging behaviors. Participants</td>
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<td>will be provided with an overview of strategies</td>
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<td>to increase students' communication and academic</td>
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<td>abilities in school and at home. Evidence-based</td>
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<td>interventions and best practice for</td>
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<td>instructional programming for students with</td>
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<td>autism spectrum disorders will be emphasized.</td>
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<tr>
<td>SPE 6830</td>
<td>Autism Spectrum Disorder: Diagnosis and</td>
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<td></td>
<td>Assessment</td>
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<td>This course is designed to provide participants</td>
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<td>with the skills necessary to plan and conduct</td>
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<td>assessments for students on the Autism Spectrum</td>
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<td>in the classroom or in the home. Emphasis is</td>
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<td>placed on assessing a student’s level of</td>
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<td>involvement, determining baseline data, and</td>
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<td>monitoring progress. Interpretation and</td>
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<td>evaluation of data from on-going psychometric</td>
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<td>assessments, progress monitoring, and behavior</td>
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<td>modification methods and strategies will be</td>
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<td>discussed. Participants will be provided</td>
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<td>opportunity to develop a functional behavioral</td>
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<td>assessment and implement a behavior plan. Course</td>
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<td>content will be integrated into the required</td>
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<td>150 hour full-semster field based experience</td>
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<td>practicum.</td>
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<tr>
<td>SPE 6840</td>
<td>Meeting the Needs of Students with Autism: A</td>
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<td></td>
<td>Collaborative Approach</td>
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<td>This course explores the roles of educational</td>
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<td>and medical professionals and related service</td>
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<td>providers involved in the diagnosis, education,</td>
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<td></td>
<td>and treatment of students on the autism spectrum.</td>
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<td>The legal and ethical issues facing the</td>
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<td>professionals in the human service fields will</td>
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<td>be discussed. Staff building and cooperation</td>
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<td>with IEP Team members, parents/caregivers, and</td>
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<td>medical professionals will also be</td>
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<td>collaborate with families with ASD members and</td>
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<td>their communities. Course content will be</td>
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<td>field based professionals in the human service</td>
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<td>fields will be discussed. Staff building and</td>
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<td>collaboration with IEP Team members, parents/</td>
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<td>caregivers, and medical professionals will also</td>
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<td>be addressed. Candidates will increase their</td>
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<td>field based experience practicum.</td>
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<tr>
<td>SPE 6845</td>
<td>Practicum &amp; Seminar in Autism Spectrum Disorders</td>
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<td>This course requires a 150 hour practicum of</td>
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<td>supervised observation and participation with a</td>
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<td>minimum of 75 hours in an inclusive setting with</td>
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<td>students with autism and 75 hours of additional</td>
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<td>experience in any type of school setting working</td>
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<td>with students with autism. Teachers who can</td>
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<td>demonstrate at least one year of teaching</td>
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<td>experience working with students with autism</td>
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<td>shall complete 75 hours of field-based experience</td>
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<td>working with students with autism in any type of</td>
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<td>school setting, including at least 50 of which</td>
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<td>shall take place in an inclusive setting in lieu</td>
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<td>of meeting the field requirements of 150 hours.</td>
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Monthly seminar meetings will allow candidates to discuss issues, concerns, and trends in the field of ASD. Seminar sessions will be supplemented by regular meetings with program supervisors and supervising practitioners who will observe, mentor, and collaborate with candidates in field based settings. Candidates will be provided with opportunities to interact and collaborate with professionals working with students with ASD through a
Graduate Education Endorsement Program

variety of course assignments. The field experience will provide candidates with exposure to students with ASD in both inclusive settings and specialized programs and give them the opportunity to observe, assess, and deliver specialized instruction to students with ASD. This course is designed to be a cumulating experience for students to apply their knowledge and skills into real world, research-infused practice.
TRANSITION SPECIALIST PROGRAM
The Curry College graduate certificate program in Transition Specialist Endorsement is designed to provide advanced training to special education teachers and counselors who wish to specialize in transition planning services. The sequence of courses and field experience have been developed to meet the standards and competencies for the Transition Specialist Endorsement set by the Department of Elementary and Secondary Education. Transition Specialist candidates must have a minimum of two years experience under one of the following licenses: An Initial or Professional license as Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of Visually Impaired, Teacher of the Deaf and Hard of Hearing, School Guidance Counselor, Social Worker/School Adjustment Counselor or Rehabilitation Counselor.

The Transition Specialist Endorsement program is specifically designed for teachers and counselors already licensed in their field of study and offers additional training and career options for those professionals who are motivated to advance their knowledge and skills. The course and field assignments have been integrated throughout the program to meet the state standards and requirements for endorsement. The graduate level of the endorsement program leads to a qualification in the area of Transition Specialist, meeting a critical need recognized by the state.

Licensure: This program prepares experienced educators for the following role:

• TRANSITION SPECIALIST (all levels)

Unique Program Features:
This program is 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 personal computers and learn new programs quickly. Students should be competent in the use of common business application software (i.e. Word, PowerPoint) and familiarity with learning technologies.

State Approved Program:
The Curry College Transition Specialist Endorsement Program is designed to meet the standards, guidelines, and competency requirements established by the Department of Elementary and Secondary Education (DESE) for Transition Specialist Endorsement.

Program Requirements
This program is designed for experienced educators. As such the program requires:

• Bachelor’s Degree from an accredited institution
• Copy of your official teaching or counseling licenses and or certifications
• Completed Application
• Current Resume
• Minimum of two years experience under one of the following licenses or certifications:
  At either the initial or professional level:
  • Teacher of Moderate Disabilities (PreK-8; 5-12)
  • Teacher of Students with Severe Disabilities (All levels)
  • Teacher of the Deaf and Hard of Hearing (All levels)
  • Teacher of Students of the Visually Impaired (All levels)
  • School Guidance Counselor
  • School Social Worker/School Adjustment Counselor
  • Rehabilitation Counselor
SPE 6910: Foundations and Implementation of Transition Education and Services  
This course will explore the historical foundations of the transition movement including State and Federal transition related legislation and policies for providing transition services at the local level. This course will also explore evidence-based transition practices including college and career readiness practices. Additionally, the course provides an introduction to various topics related to transition planning including identifying the skills necessary for postsecondary success and the various models for the role of Transition Specialists.

SPE 6920: Effective Collaboration with all Stakeholders  
This course focuses on models and strategies for collaboration among students and families in IEP development, transition education and services, and support networks. The Transition Specialist’s roles and responsibilities as a collaborative consultant will be explored. Participants will have the opportunity to develop partnerships with employers, institutes of higher education, public agencies, and community service agencies.

SPE 6930: Individual Transition Assessment and System Evaluation  
This course introduces participants to a variety of approaches to assess student interest, strengths, preferences, and needs in order to provide appropriate, individualized, and meaningful transition services. Participants will be provided with the foundational background and opportunities to practice developing individualized transition assessments that will lead to appropriate and measurable postsecondary goals that address educational, employment, independent living needs, and social, communication and functional skills.

SPE 6940: Developing Transition Systems and Supports  
This course provides students with an overview of the components of the transition systems and supports involved in providing services to students in order to prepare them for life after high school. Included are those systems and supports that address the unique needs, strengths, interests, and preferences of a range of students with disabilities. The overarching goal of this course is to provide participants with a broad understanding of methods to develop evidence-based transition-specific materials and curricula that promote self-determination and self-advocacy.

MED 6945: Practicum & Seminar in Transition Specialist  
This course requires a supervised 150-hour field-based experience that includes providing transition services for transition-aged students with disabilities who have IEP’s, in collaboration with their families, community members, and other relevant professionals. A minimum of 100 hours of field-based experience shall be completed within a Massachusetts public school, approved private special education school, or educational collaborative. The remaining 50 hours must be completed in a community based setting working with transition age youth in order to gain experience assisting youth transition from school to adult life. Monthly seminar meetings will allow candidates to discuss issues, concerns, and trends in the field of transition services and supports for students with special needs. Regular meetings with program supervisors will supplement seminar sessions and supervising practitioners, who will observe, mentor, assess, and collaborate with candidates in field-based settings.
Curry College’s Master of Science in Accounting is designed for students who want to enhance their knowledge and application skills of advanced accounting and taxation topics. Students will gain practical, industry-driven experience through the use of case studies and consulting projects. Graduates of the program will be prepared to pursue careers in various sectors of accounting including public accounting firms, global corporations, and governmental or not-for-profit entities.

- Courses designed to prepare students for the CPA, CMA and other accounting certification exams
- Degree completion in less than 12 months
- Small classes with personalized attention
- Accounting faculty with industry experience committed to excellence in accounting education and application
- CPA/CMA Exam Study Group
- Completion of 150 credit hours required for the CPA certification

**Application for Admission and Enrollment Policy**
Curry accepts applications on a rolling basis. Admissions decisions are normally made within two weeks of the receipt of all application materials. We encourage applicants to complete their applications two months before the upcoming admission date. After that time, applications will be considered on a space available basis.

**Length of Time to Complete Program**
The Curry MSA requires that all course work must be completed within two 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 in the Graduate Studies Policies section of this Catalog. Additional policies and information for the MSA program are located within the MSA Policies and Procedures Document posted within the MSA Toolbox in all course sites.
REQUIRED CURRICULUM AND COURSE SEQUENCE

Curry College’s MSA program consists of 10 courses (30 credits) in total. Students will complete two courses per term.

Summer Term 1
- MSA 6000 Legal and Ethical Issues in Accounting 3
- MSA 6100 Research, Writing, and Communication for Accountants 3

Fall Term 1
- MSA 6200 Advanced Topics in Financial Reporting 3
- MSA 6300 Managerial Accounting for Organizational Performance 3

Fall Term 2
- MSA 6400 Taxation of Business Entities, Fiduciaries, and Not-For-Profits 3
- MSA 6500 Advanced Financial Reporting for Government and Not-For-Profit Entities 3

Spring Term 3
- MSA 6600 Advanced Auditing 3
- MSA 6700 Business Tax Planning 3

Spring Term 4
- MSA 6800 Risk Management and Business Concepts 3
- MSA 6900 Advanced Forensic Accounting and Fraud Examination 3

Total Required Credit 30

**MSA 6000 Legal and Ethical Issues in Accounting**
3 credits
This course examines the legal and ethical responsibilities of an accountant from all major aspects of the accounting profession, including financial accounting and reporting, management accounting, audit, taxation, accounting information systems and forensic accounting. Students will learn to research issues using the AICPA Code of Professional Conduct, statutory law and case law. Through the extensive use of case studies, student will recognize a legal or ethical issue, analyze multiple sides of the issue, determine the implications to a business or business transaction and formulate an appropriate and effective response.

**MSA 6100 Research, Writing, and Communication for Accountants**
3 credits
This course introduces students to the skills required to become an effective researcher, writer and communicator within the accounting and taxation fields. Students will examine sources for professional research and develop the skills necessary to effectively translate it into an organized oral or written communication routinely produced by accountants within multiple disciplines. Based on the research performed, students will draft different types of written accounting and tax correspondence, including white papers, client letters, tax memorandums, and other correspondence. Planning and presenting findings in different business settings is also emphasized throughout.

**MSA 6200 Advanced Topics in Financial Reporting**
3 credits
This course involves the comprehensive study of the analysis, interpretation, and use of financial statements by decision-makers and the impact of accounting conventions and alternative standards on analytical measures. A central theme is “value creation”—how a manager may use financial statements to guide value-creating behavior and how investors may use statements to identify value-creating opportunities. The framework will be applied to a number of industries and companies consisting of startups, high growth, high tech, mature, and troubled situations. Key topics include earnings management, profitability analysis, and credit analysis, predicting financial distress, pro-forma business modeling, and industry analysis.

**MSA 6300 Managerial Accounting for Organizational Performance**
3 credits
A study of the processes and systems used by managers to ensure organizational goals and strategies are being implemented as intended. The course involves analyzing various management control processes and systems, examining the strengths and
weaknesses of each, and evaluating effective implementation strategies. Case analysis is emphasized.

**MSA 6400 Taxation of Business Entities, Fiduciaries and Not-For-Profits**
This course provides an in-depth examination of tax issues that relate to different entities, including corporations (C corporations, S corporations, and multi-national corporations) and partnerships. Income taxation of estates, trusts, and not-for-profits is also discussed. Topics will include formation, operation, reorganization, sale, liquidation and dissolution as it relates to the entity and the related tax implications to the stakeholders. Research, analysis and planning of tax issues for different entities is performed throughout.

**MSA 6500 Advanced Financial Reporting for Governmental and Not-for-Profit Entities**
This course is designed to provide a detailed exploration of the special accounting and auditing concepts of governmental and not-for-profit economic entities. Through case studies, students will examine, analyze and the interpret financial statements of these organizations. Emphasis is also placed on the reporting concepts and budgeting principles for governmental (federal, state, and local) and not-for-profit entities.

**MSA 6600 Advanced Auditing**
This course provides an extensive examination of professional standards, the audit process, advanced auditing techniques, and the auditor’s role in ensuring that publicly issued financial statements are fairly presented. Students will apply auditing procedures to financial statement transaction cycles, and conduct audit sampling and testing techniques using specialized data analysis software. The course will also cover advanced topics concerning complex auditing judgments, and the use of audit software tools.

**MSA 6700 Business Tax Planning**
This course examines various complex business problems that students solve using independent research. Emphasis is placed on the formation of corporations and pass through entities, dividends, stock redemptions, and the purchase and sale of businesses. An extensive use of case studies allow students to plan the various situations throughout the life of a business, including its formation, finance, restructure and eventual liquidate a business.

**MSA 6800 Risk Management and Business Concepts**
This course is an overview of generalized business and economic concepts. It will cover a variety of topics including corporate governance, strategic planning, operations management, and information systems. Emphasis will also be placed on the study of the identification, analysis, measurement, management of operational and financial risk within an organization.

**MSA 6900 Advanced Forensic Accounting and Fraud Examination**
This course focuses on complex frauds (including financial statement fraud, tax fraud and money laundering), and on non-fraud forensic accounting engagements (including cases of patent infringement, commercial damages and anti-trust). It covers related investigation methods and legal issues, valuation models, reporting and communicating findings, testifying as an expert witness, and other litigation advisory services.
Master of Science in Nursing (MSN)

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- or 3-year commitment
- 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 two months before the upcoming 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 4 semester or 6 semester options. 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 Graduate Director of the MSN Program. The request must include documentation of the ‘extraordinary’ reason for changing the cohort sequence. The Director may request further information. Decisions are made by the Director of the MSN Program. 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 in the Graduate Studies Policies section of this Catalog. Additional policies and information for the MSN program are in a nursing policy and information booklet.
4 Semester Curriculum Plan

Semester 1
- MSN 6000 Advanced Assessment and Clinical Reasoning (3 credits)
- MSN 6200 Advanced Pathophysiology (3 credits)
- MSN 6600 Informatics and Health Information Management (3 credits)

Semester 2
- MSN 6040 Advanced Evidence-based Research and Statistical Analysis (3 credits)
- MSN 6300 Nursing Theory, Science and Evidence-based Practice (3 credits)
- MSN 6500 Advanced Pharmacology (3 credits)

Semester 3
- MSN 6450 Health Policy, Systems and Financing (3 credits)
- MSN 6460 Curriculum Theory, Design, Frameworks Development & Evaluation Methods (Nursing Education)* (3 credits)
- MSN 6760 Teaching Strategies and Evaluation Methods (Nursing Education)* (3 credits)
- MSN 6470 Organizational Leadership in Health Care (Nursing Administration)* (3 credits)
- MSN 6770 Quality Improvement Science & Risk Management in Healthcare (Nursing Administration)* (3 credits)

Semester 4
- MSN 6100 Leadership (3 credits)
- MSN 7982 Capstone Seminar (2 credits)
- MSN 7863 Practicum in Nursing Education - 130 hours (Nursing Education)*
- MSN 7873 Practicum in Nursing Administration – 130 hours (Nursing Administration)*

*concentration specific courses-student follows either nursing education or nursing administration coursework

6 Semester Curriculum Plan

(Effective Fall 2020)

Semester 1
- Term I: MSN 6600 Informatics and Health Information Management (3 credits)
- Term II: MSN 6200 Advanced Pathophysiology (3 credits)

Semester 2
- Term I: MSN 6000 Advanced Assessment and Clinical Reasoning (3 credits)
- Term II: MSN 6500 Advanced Pharmacology (3 credits)

Semester 3
- Term I: MSN 6040 Advanced Evidence-based Research and Statistical Analysis (3 credits)
- Term II: MSN 6300 Nursing Theory, Science and Evidence-based Practice (3 credits)

Semester 4
- Term I: MSN 6450 Health Policy, Systems and Financing (3 credits)
- Term II: MSN 6460 Curriculum Theory, Design, Frameworks Development & Evaluation Methods (Nursing Education)* (3 credits)
- MSN 6470 Organizational Leadership in Health Care (Nursing Administration)* (3 credits)
- MSN 6770 Quality Improvement Science & Risk Management in Healthcare (Nursing Administration)* (3 credits)

Semester 5
- Term I: MSN 6760 Teaching Strategies and Evaluation Methods (Nursing Education)* (3 credits)
- MSN 6770 Quality Improvement Science & Risk Management in Healthcare (Nursing Administration)* (3 credits)
- Term II: MSN 6100 Leadership (3 credits)

Semester 6
- Full Term: MSN 7982 Capstone Seminar (2 credits)
- Full Term: MSN 7863 Practicum in Nursing Education - 130 hours (Nursing Education)* (3 credits)
- MSN 7873 Practicum in Nursing Administration - 130 hours (Nursing Administration)* (3 credits)
## Master of Science in Nursing (MSN)

### Curriculum Requirements

The MSN program is comprised of 35 credits including these core graduate nursing courses.

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**MSN 6000 Advanced Assessment and Clinical Reasoning**

This advanced assessment course 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 master's prepared nurse in the identification of health needs in differing care environments.

**MSN 6040 Advanced Evidence-Based Research and Statistical Analysis**

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 examine evidenced based guidelines and articulate how evidenced-based research is used to implement and evaluate outcomes. The course emphasizes research-based nursing practice in clinical population management.

**MSN 6100 Leadership**

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, communication, coaching and mentoring, advocacy, vision and creativity are discussed. Emphasis is placed on understanding and fostering 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**

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**

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 are explored. Emphasis is on creating strategies for the master's prepared nurse to incorporate theory into the clinical and educational practice environments.

**MSN 6450 Health Policy Systems and Financing**

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 6500 Advanced Pharmacology**

This advanced pharmacology course 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.
Master of Science in Nursing (MSN)

**MSN 6600  Informatics and Health**  
Information Management  
3 credits  
This course uses classroom and online approaches for class content. TIGER (Technology Informatics Guiding Educational Reform) competencies guide course content. Students assess systems that underlie all information technologies and change theories. Students utilize informatics to assess the care environment to improve patient care outcomes and 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 are understood in the context of current workplace environments.

**MSN 7982  Capstone Seminar**  
2 credits  
The capstone seminar allows students to apply skills acquired in their master’s course work and collaborate with faculty to design a specific clinically based administrative or educational project. Using critical analysis of the practice setting needs, students use theory and evidence-based strategies to develop and implement a scholarly project. The final product, appropriate to the advanced practice role focus, includes an abstract, a presentation and a poster suitable for a conference. Students present their capstone projects in their practicum settings.
Four courses in the Nursing Education concentration may be taken separately, if students want to earn a Nursing Education Certificate. The Nursing Education Certificate can be earned post-master’s for professional development. With the agreement of the MSN Program Director and acceptable preparation, the courses could be taken post-baccalaureate and the credits could be transferred to the MSN degree program. The course, MSN 6100 Leadership, is required as part of the Certificate curriculum.

**NURSING EDUCATION CONCENTRATION REQUIREMENTS**

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Total Required Credits: **35**

**Nursing Education Courses**

**MSN 6460 Curriculum Theory, Design, Frameworks Development, and Evaluation Methods**

This course provides the student with practical applications in nursing and health-related curriculum design, including the development of a teaching/learning philosophy, evaluation of mission statements, programmatic goals, learning objectives, individual courses, and teaching plans for diverse learning populations. The course explores various curriculum frameworks and models. A selected curriculum model will be analyzed identifying successes and opportunities for improvement. This course will also incorporate opportunities to apply curriculum assessment and methods for systematic program evaluation within the classroom setting.

**MSN 6760 Teaching Strategies and Evaluation Methods**

This course explores adult learning theories; social, legal and ethical considerations; teaching strategies and evaluation methods related to nursing education. The course incorporates practical applications in assessment of learning outcomes, test construction, and test item analysis. Learning style needs of students as a basis for developing appropriate learning environments and instructional methods that promote critical thinking are introduced. Various teaching modalities are examined in a variety of settings that include classroom, clinical, online, laboratory, and simulation in order to develop essential skills required as a nurse educator.

**MSN 7863 Practicum in Nursing Education**

This practicum experience expands and refines the analytical and organizational competencies necessary for the nurse educator role. Paired with a preceptor and under the direction of faculty, the student obtains a fuller perspective of what nurse educators achieve in academic and clinical settings. Assignments from earlier courses create a basis for an education project within the agency. Learning opportunities provide the student with access to selected settings, clinical exposures, laboratory exercises, simulation, faculty/agency meetings and organization activities. As part of the practicum experience students are expected to develop clinical proficiency through the use of focused and sustained clinical experiences (130 hours).
Four courses in the Nursing Administration concentration may be taken separately, if students want to earn a Nursing Administration Certificate. The Nursing Administration Certificate can be earned post-master’s for professional development. With the agreement of the MSN Program Director and acceptable preparation, the courses could be taken post-baccalaureate, and the credits could be transferred to the MSN degree program. The course, MSN 6100 Leadership, is required as part of the Certificate curriculum.

**NURSING ADMINISTRATION CONCENTRATION REQUIREMENTS**

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**Total Required Credits:** 35

**Nursing Administration Courses**

**MSN 6470 Organizational Leadership in Healthcare**

The course defines interventions, and their operation to proactively build a culture of patient safety. The course identifies themes and patterns within organizational systems and places for potential improvement. Guidelines and goals from national organizations and regulatory agencies are analyzed including the Joint Commission, Agency for Healthcare Research and Quality (AHRQ), the National Quality Forum (NQF), the National Academy of Medicine, National Patient Safety Goals, and the Institute for Healthcare Improvement (IHI). Students explore the use of data and analytics essential to advancing organizational performance. Students develop the business, financial management and human resource management skills used by nurse leaders and administrators to improve health care outcomes. The course focuses on the collaboration, consultation, communication and leadership skills necessary to assure patient safety throughout the health care system and over transitions of care.

**MSN 6770 Quality Improvement Science and Risk Management in Healthcare**

This course reviews the history and growth of quality improvement science for modern applications in nursing and health care. Models from other high reliability disciplines including the airline industry are used to analyze the current healthcare delivery system, regulation, compliance, the intersection of finance and budgeting, and judging future risk. Risk management tools including Failure Effects Mode Analysis (FEMA) and Root Cause Analysis (RCA), along with other system outcome measurements, benchmarking techniques and regulatory reporting are analyzed. Theoretical and research bases for effecting change in healthcare systems to improve patient outcomes is a major focus.

**MSN 7873 Practicum in Nursing Administration**

This practicum experience expands and refines the analytical, leadership and organizational management competencies related to the nurse administrator role. Paired with a nurse leader acting as a manager/administrator in a selected care environment, the student focuses on gaining a full perspective of the current and evolving organizational leadership role, with a focus on quality, risk management and processes of managing health care delivery. The student attends agency organization and management meetings and takes responsibility for the design, coordination and management of a health care project appropriate to the student’s chosen population and practice setting (130 hours).
Master of Science in Nursing (MSN)

Graduate Certificates in Nursing

The four core courses in the Nursing Education or Nursing Administration concentrations may be taken separately, if students want to earn a Graduate Certificate in either discipline. A Certificate can be earned post-master’s for professional development. With the agreement of the MSN Program Director and acceptable preparation, the courses could be taken post-baccalaureate, and the credits could be transferred to the MSN degree program. The course, MSN 6100 Leadership, is required in each Certificate curriculum.

See the Nursing Education Concentration Requirements or the Nursing Administration Concentration Requirements sections of the Catalog for a listing of the courses in each discipline.
**Advising and Academic Success**

The Office of Advising and Academic Success exists to offer guidance and support to students throughout their undergraduate experience as they explore and make choices regarding their academic program, major, and educational goals.

The goals of the Office of Advising and Academic Success are the following:

- Assist students in creating their schedule for each semester, help to narrow their choices around declaring a major, and provide useful advice on required courses and General Education requirements.
- Based on the tenets of proactive, holistic, appreciative advising, the Advising and Academic Success staff seeks to assist students in developing strategies and utilizing resources that will enable them to take responsibility for and become engaged in their learning throughout college and beyond. These include, but are not limited to: Tutoring, time management or study skills strategies, counseling, conflict resolution skills, accommodations, and instructional technology assistance.
- Encourage students to establish meaningful connections with their faculty advisor, and to also become involved in the campus community by participating in co-curricular activities and programs.

The Office of Advising and Academic Success first interacts with students following their acceptance to pre-register them for a few classes prior to Summer Orientation. Many students attend a Summer Orientation session, or speak with an advisor by phone to complete their schedule for the fall semester. Students are assigned to an academic advisor, usually in their major, in August, and it is possible to request a change of advisor on the student portal, should a student wish to do so.

Faculty advisors first meet with their advisees at Meet and Greet (following Convocation) and usually for 2-3 additional meetings throughout the semester to discuss any issues or concerns which may impact their academic progress.

**Computer Labs**

Computer Labs, located in the Kennedy Building, Webb Learning Center, Hafer Building, and Levin Library, 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 Macintosh and PCs, 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 and Hafer Macintosh lab facilities are open on Mondays through Thursdays from 8:00 a.m. to 10:00 p.m., on Fridays from 8:00 a.m. to 4:00 p.m., and on Sundays from 2:00 p.m. to 10:00 p.m. The Kennedy and Hafer labs are closed Saturdays. The Levin Library lab is open during regular library hours. Lab assistants are available to provide help for Curry students. The computing functions taking place in the labs are word processing, electronic spreadsheets, database management, Internet access, graphic design, desktop publishing, the integration of photography and computer technology, digital imaging, academic research and various specialized projects.

**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.

**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.

**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 fewer than 20 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 first floor of the Learning Commons.
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.

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, Linda Camp, at (617) 333-2250.

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 in the Learning Commons, the AEC accomplishes its mission in many ways: by sponsoring supplemental courses designed to enhance students’ college level work, by providing trained peer tutors for subject matter tutorial in most disciplines, and by offering a variety of non-credit workshops each semester. In addition, Academic Enrichment provides an MTEL Support Coordinator who will assist students in the preparation for Massachusetts Licensure Tests. The AEC faculty is committed to challenging students through enriching academic courses.

Academic Enrichment courses include Academic Skills for the Adult Learner, Academic Success, American Language and Culture 1, American Language and Culture II, Competencies for Prospective Educators, Discovering Boston, Peer Teaching in the Disciplines, Introduction to Academic Reading: Global Emphasis and Study Abroad Seminar. See page 33 for course descriptions. Non-credit seminars in time management, essay writing, test taking strategies and proper citation are offered periodically.

Writing Center
Located on the first floor of the Learning Commons, the Writing Center is dedicated to assisting Curry students at any level become more flexible, effective, and confident writers. At the Writing Center, all students enrolled at Curry can receive free individualized attention to their writing from professional Writing Center Specialists or trained Peer Writing Tutors. From brainstorming, creating an outline or graphic organizer, or writing that first paragraph to revising an essay or poem, citing sources, or learning to proofread, we work with students at any stage of the writing process.

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 undergraduate 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 early childhood, 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.

**Media Services**
The goal of Media Services 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.

**Program for Advancement of Learning (PAL)**
The internationally recognized Program for Advancement of Learning (PAL) is a comprehensive, fee-based support program providing assistance to students with specific learning disabilities and/or AD/HD with at least average to above average intelligence. Since 1970, when PAL was established in this country as the first program of its kind, PAL has focused on helping each participant to become a competent, effective, independent learner through heightened self-awareness. Students work in individual and/or small group classes with a PAL faculty member in accordance with their individualized learning needs. Classes focus on developing students’ understanding of the learning process, brain functions, and use of strategies in cognitive areas such as listening, speaking, reading, written expression, time management, organization, and spatial orientation. Each learner is asked to identify how s/he most effectively gains knowledge, what gets in the way of potential success, and what must be done to achieve the success s/he desires and deserves.

Students receive credit for the first-year PAL courses and are able to continue in the program either full- or part-time as long as needed. Participation in PAL is for a minimum of one academic year and each PAL course carries an additional fee. Summer PAL is an optional program for accepted PAL students that provides a structured college experience in a supportive, enjoyable environment that allows students to begin their first college year with increased confidence and self-awareness. Students earn three credits for their participation in this three-week, intensive course that lays the foundation for developing self-understanding and effective learning habits. Classes focus on discussions, readings, and writing on topics such as brain functions, learning styles, and cognitive processing. Students have multiple problem-solving and critical thinking experiences that connect their personal learning profiles to real-world situations. Summer PAL introduces students to life at Curry and provides an opportunity to develop long-lasting relationships with faculty and students. There is an additional fee for this program.

In the first year, students enroll in required courses bearing 1.5 credits each: PAL 1190 and 1200, The Learning Process I and II. After the first year, PAL students are given the option to continue in one of the following non-credit courses: PAL 1210, Advancement in Learning, PAL 1220, Learning Transitions, and PAL 1230, Selected Topics in Learning. This course sequence is designed to provide a comprehensive and individualized approach to meeting student needs to develop independence. (See course descriptions for details).

Many successful graduates of PAL regard the support they received from their PAL professors and peers as critical components of their personal success. PAL students are fully integrated into all of the College’s courses and activities. From their first day at Curry to Commencement, PAL students are first and foremost Curry students – fulfilling the necessary curriculum requirements alongside students without learning disabilities. Students who participate in PAL are often actively involved in leadership roles across the campus, for example: student government, the Honors Program, The Currier Times, ONE Curry, and many other organizations. Approximately 25% of new Curry students are enrolled in PAL.

**PAL For Multilingual Students**
PAL for Multilingual Students (PML) is designed for students who are either non-native speakers of English or bilingual/multilingual students with a diagnosed language-based learning disability (LD) and/or Attention Deficit Hyperactive Disorder (AD/HD). PML provides individualized teaching based on specific learning profiles including direct instruction of academic English in the areas of critical listening, reading, and communication skills and learning/metacognitive strategies. Specialized services include academic advising, faculty liaison, peer support group, and an individually designed curriculum plan. PML is not intended to be an intensive English instruction program.

For additional information about the program, contact the Coordinator of PAL for Multilingual Students. General information and application procedures may be obtained by contacting the College’s Admission Office.
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.
EXPENSES

The total cost of a higher education today is only partially met by tuition and other fees charged by an independent college. To keep these costs at a reasonable level and still provide a quality-individualized education, it is necessary that colleges obtain additional funding from various outside sources. At Curry College these sources include the College's investment of its own endowment funds; gifts from friends, foundations, corporations, alumni, parents, and other donors; and, to a limited extent, federal and state funds.

<table>
<thead>
<tr>
<th>Charges for Two Semesters</th>
<th>Commuting Students</th>
<th>Resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Tuition</td>
<td>$40,080</td>
<td>$40,080</td>
</tr>
<tr>
<td>Standard Room Rate (multiple occupancy)</td>
<td>$9,050</td>
<td>$11,525</td>
</tr>
<tr>
<td>Standard Room Rate (single occupancy)</td>
<td>$9,995</td>
<td></td>
</tr>
<tr>
<td>886 (multiple occupancy)</td>
<td>$12,415</td>
<td></td>
</tr>
<tr>
<td>886 (single occupancy)</td>
<td>$13,965</td>
<td></td>
</tr>
<tr>
<td>Suites Rate (multiple occupancy)</td>
<td>$11,085</td>
<td></td>
</tr>
<tr>
<td>SCRH (multiple occupancy)</td>
<td>$11,515</td>
<td></td>
</tr>
<tr>
<td>SCRH (single occupancy)</td>
<td>$13,965</td>
<td></td>
</tr>
<tr>
<td>Bell Hall (multiple occupancy)</td>
<td>$10,755</td>
<td></td>
</tr>
<tr>
<td>Bell Hall (single occupancy)</td>
<td>$13,195</td>
<td></td>
</tr>
</tbody>
</table>

Food Plan Options

- 17 meals per week  $7,780
- 14 meals per week  $7,035
- 10 meals per week  $5,360

*limited to upper level students in specific residence halls.

Comprehensive Fee
- full time students  1,975
- students enrolled less than full-time  $450
- PAL Fee/Credit Bearing (if applicable)  $7,350
- PAL Fee/Non-credit bearing (if applicable)  $7,180
- PAL Supportive Fee (if applicable)  $3,870
- New Student Orientation Fee  $370

Charges are due and payable in two installments. A non-refundable $300 Room Deposit for all residents is due each spring to secure a space on campus for the ensuing year. First and second semester tuition, mandatory fees, and if applicable, room and board, payments are each due before registration for the Fall and Spring semester respectively by the dates and in the amounts specified in the semester invoice. Payments received after the due dates are subject to late fees.

The Commonwealth of Massachusetts requires colleges and universities to provide a Student Health Insurance Plan (SHIP) with minimum statutory levels of coverage. Curry College provides this coverage to all students who are enrolled in at least 75% of the full time curriculum. Unless an insurance waiver is completed by the specified due date, insurance will be provided by the College. The rate for the 2020-2021 year is $3,218 for the full year and $1,876 for spring admits.

For additional information on the Curry College sponsored student health insurance plan, brochures are available online at https://www.universityhealthplans.com/Curry

Important Health Insurance Note for students enrolling in the summer 2021 semester:

Students continuing enrollment in the summer semester and who purchased health insurance through the College during fall 2020 or spring 2021 may be charged an additional amount not yet determined, on their student account to extend coverage through the end of the summer semester.

Students required to purchase insurance for the first time due to enrollment in 75% of the full-time course load will be charged an amount to be determined for health insurance. If you have comparable U.S. based coverage you can waive the insurance by logging in to www.universityhealthplans.com/Curry

Note: Please check the Curry website www.curry.edu/tuitionandfinancialaid as updates of costs will be posted once available.

Please note in order to waive health insurance, you must have comparable coverage with an agency based in the United States. Out of state Medicaid coverage is not comparable coverage nor are travel insurance policies. As a result, you cannot waive the College’s insurance based on this type of coverage. Students who would like to enroll in the Student Health Insurance Plan may complete the enrollment form located at www.universityhealthplans.com/Curry.

Room Rate

This charge provides a room assignment to one of the College residence halls. The room rate is assessed based on your assignment to a specific building or room or any room or building changes you request. As a result, your initial fall semester bill may change once your room assignment is finalized.

Important note: The dining facility and all residence halls are closed during official College vacations, and meals and rooms are not provided during these vacations.

Housing Deposits

Students who want to secure on campus housing must make a housing deposit of $300.
Entering Students:
All entering students make the housing deposit at the time of depositing for admission and it is included in the $500 resident student deposit (entering students who will be commuting make a $200 deposit at the time of admission). Questions about the admission deposit process should be directed to the Admissions Office.

Continuing Students:
A $300 housing deposit is required to secure on-campus housing. For more information about the housing deposit and room selection process, log in to myCurry and review the information under the Student Life tab.

Comprehensive Fee
The Comprehensive Fee allows the College to offer a variety of co-curricular, co-academic and support services to traditional students to enhance their academic and student life experiences while enrolled at Curry.

Orientation Fee
An orientation fee is required of all new students to cover the cost of the summer and fall orientation programs. This is a fixed fee for all new students and includes room and board for the summer program and supports transitional programming for New Students at the beginning of each semester.

Parking Fee
There is a 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; please see the semester Course Selection Guide for details. The fees cover costs of materials and equipment upkeep.

Tuition Insurance
Each year thousands of college students are unable to complete classes for the semester due to unforeseen medical issues such as illness, accidents, or mental health related issues. Unfortunately, in many cases these families are unable to recoup all of their tuition dollars. At Curry College, depending on the timing of the withdrawal, there may be circumstances where you may not be eligible to receive a refund of all of your tuition and fees. We understand that these types of situations can be a financial hardship for many families. Therefore, we are pleased to make available an optional Tuition Refund Insurance Plan. Tuition Refund Insurance can help refund your tuition, fees, and room/board charges, up to the policy limits, if you are unable to complete the semester due to a covered medical reason such as an illness, accident, or mental health issue. This insurance program complements and enhances our school’s refund policy and we believe families will benefit from this added protection. Visit www.gradguard.com/curry for more information.

Credit Hour Tuition Charges
The additional tuition charge for each course credit over 18 in any one semester is $1,336. The tuition charge for each credit of a total course load below 12 credits in any one semester is $1,336. Students paying full tuition and taking a full load of courses are allowed to sit in on other courses without credit, if space is available. All course fees must be paid.

Credit Hour Tuition Charges for Overloads: Enrolling for more than 18 credits
The additional tuition charge for each registered credit over 18 in any one semester is $1,336. This applies to but is not limited to any course, lab, internship, independent study, etc. which places the student in more than 18 credits in the semester.

Private Music Instruction
There is a fee for private lessons. For a schedule of charges, consult the Fine and Applied Arts Coordinator.

Tuition for Non-Matriculating Students
Non-degree students register through Curry’s Division of Continuing and Graduate Studies. Please call the Division of Continuing and Graduate Studies at (617) 333-2364 to inquire about tuition rates, which vary by program. 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.

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.

CHARGES FOR NON-CLASSROOM LEARNING CREDIT

Field Experiences
The normal per credit tuition rates apply to all Field Experience courses taken at the College.

Life Experience Credit
An evaluation fee will be charged only for credit granted by the Committee of Equivalent Education for past life experiences that are equivalent to college-level work. The evaluation fee will be charged at $75 per credit. Call the Office of Experiential Education at 617-333-2195 for fee information. Please note: these credits cannot be included when your financial aid eligibility is being determined.
**Proﬁciency Evaluation**
An evaluation fee will be charged at $75 per credit hour. Please note: these credits cannot be included when your ﬁnancial aid eligibility and enrollment for federal loan deferment is being determined.

**Good Financial Standing:**
All tuition and fees are payable on the date speciﬁed prior to the opening of each semester. Any student who fails to settle all outstanding balances is at risk for losing the semester’s course schedule and, if applicable, their housing assignment. Additionally, the student may not check in at the start of the semester nor depart for study abroad/exchange programs, register for or attend classes, participate in student activities including athletics, utilize campus facilities such as the Fitness Center, be provided transcript service, receive grade reports, or be granted a degree. The student is responsible for any collection costs incurred by the College in collecting past due balances. Students must be in Good Financial Standing in order to participate in all Curry College programs and activities included but not limited to participation as an athlete, resident assistant, student government leader, and club member. To be in Good Financial Standing, a student must have settled their student accounts for all balances currently due. A student’s account is considered “settled” when it is either paid or covered by one or a combination of the following:

- Pending ﬁnancial aid, including alternative loans, with no outstanding paperwork or other issues remaining. Funds must be approved by the lender to be disbursed directly to the College at a speciﬁc future date.
- A current and up-to-date payment plan established through Curry’s third-party servicer, Nelnet Campus Commerce which allows payments to be spread over the course of the academic year.

**Billing Statements**
Electronic Bills are available via the myCurry portal. Students must complete an e-consent form (which can be found online through the myCurry portal under the Finances tab) to receive electronic notiﬁcation of the availability of the bill. Students are strongly encouraged to give the bill payer access to their electronic bill by granting them permission to view their ﬁnancial matters on the myCurry portal for families. See instructions below.

It is the student’s responsibility to notify Curry’s Registrar’s Ofﬁce promptly of any change in address. Fall semester bills are generally available to view in mid-June. Spring semester bills are generally available to view in mid-November. Each bill is due in full within 30 days of the billing date and prior to the start of the semester.

Students can view their current bill online by logging onto their myCurry account through the portal at:
- curry.edu
- clicking on the student account invoice
- clicking on the student account invoice

New transactions may take up to 24 hours to appear online.

The college will adhere to the requirements of and comply with the Veterans Beneﬁts and Transition Act of 2018, speciﬁcally S2248 PL 115-407 Section 103.

The college permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certiﬁcate of eligibility for entitlement to educational assistance under chapter 31 or 33 of this title.

The college ensures that the educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her ﬁnancial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title.

**Instructions for Family Portal**
A student can select who, if anyone, they wish to provide access to see their ﬁnancial matters on line or discuss with a representative of the Ofﬁce of Student Financial Services by changing the family member’s access from “no” to “yes” for each individual family member under the myFamily link of the myInfo tab of the student’s myCurry account.

*Note:* you can change access rights at any time by returning to the myFamily access link.

**To Notify Curry About Errors in Your Student Account**
If you believe your bill contains an error or you wish to dispute any item contained on it, describe the nature of your dispute in writing and mail it to Curry College, Attn: Student Financial Services, 1071 Blue Hill Avenue, Milton, MA 02186 or email to studentaccounts@curry.edu.

Contact us in writing as soon as possible to preserve your rights. We must hear from you in writing no later than 60 days from the time that we sent you the ﬁrst bill on which the error or problem occurred. Please provide the following information in your letter:

1. Your name and student ID number
2. The dollar amount of the suspected error
3. Describe the error in as much detail as you can, explaining why you believe there is an error.

After we receive your written notice, we will acknowledge your letter within seven days. Within 14 days from the receipt of your letter, we will either correct the error, or explain our ﬁndings to you.
Pending Financial Aid Payments
Students must complete and return all additional documentation, verification, corrections and/or new information requested by Curry’s Office of Student Financial Services or the outside agency to which an application was submitted. Financial aid awards will not be posted to a student’s account if any paperwork is missing. If paperwork remains outstanding, the financial aid may be forfeited and the student will remain responsible to pay any amounts that would have been covered by the financial aid.

The College reserves the right to decline to register or to continue the registration of any student whose presence it regards as detrimental to the general welfare of the College.

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 Direct Loans, create 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 same academic year, only if you complete a Credit Balance Authorization Form (CBA Form). Otherwise, a refund, payable to the student, will be either electronically transferred to your bank account* or a check will be mailed to your permanent address according to the timeframe established by the federal government. Note: checks are not available for pick-up and can take up to 14 days after your refund is processed to arrive.

*All students are urged to register with Nelnet, the College’s electronic refund partner to provide you with faster access to your money. There is NO FEE for this service. To register for E-refunds:

• Log into your myCurry account.
• Click on Account Invoice, under the Finances tab.
• Click on the Nelnet link – located at the bottom of the invoice.
• You will be brought to the Nelnet website to create an account. Your account will be prepopulated with information from your Curry student account. Click NEXT.
• Each time you log in going forward, this will be your Nelnet account home screen.
• Click on Manage Refunds to update banking information.
• Confirm your information is correct, including student ID. Click Next.
• Select “Bank Account/Direct Deposit”.

Note: If you do not select a refund method, a check will be sent to your permanent address (on file with the College) via first class mail and it will take approximately 14 days to arrive from the date your refund request is processed. It is crucial that you keep your permanent address current with Curry College.

Student Refund of Credit Balances
You may request a student refund for any portion of any credit balance on your student account even if you have filed a CBA Form (see “credit balances” previously). Refunds will only be issued for actual credit balances and will not be issued based on “pending” payments. A student refund normally requires approximately two weeks to process. All student refunds will be made payable to the student except in cases where the credit is based solely on a federal loan to the parent and the parent has not consented to the student receiving the refund. Students may request the refund online through their myCurry account.

• Once logged in go to the finances tab
• Click on refund request

Students can request a direct deposit of any credit balance directly into their bank account. Students sign up for direct deposit of their refund through their myCurry account, Finances tab, on the portal.

Please be aware that institutional based financial aid funds will not post to your student account until approximately one week after that semester’s Add/Drop deadline. Refer to the Academic Calendar for Add/Drop dates.

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 Nelnet 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

REFUND SCHEDULE
Entering student deposits for fall semester 2020 are refundable up to May 1, 2020.

Prior to the day of check-in, a student who officially withdraws from the college, is eligible to receive a 100% refund on tuition and certain other fees.
Should a student be suspended from the College, he/she will not receive a refund and will remain responsible for the full cost of tuition and fees for the semester they were suspended.

Room and board charges, possible refunds and contract termination charges are discussed below in “Housing Policy and Room and Board Agreement”. The refundable percentage of tuition declines as of the day of check in as described on the below:

New and Transfer Students
Withdrawal during the First Week 90%
Second Week 80%
Third Week 80%
Fourth Week 70%
Fifth Week 60%
Sixth Week 60%
Seventh Week 50%
Eighth Week 40%
Ninth Week 40%
Thereafter 0%

Returning Students
Withdrawal during the First Week 90%
Second Week 50%
Third Week 50%
Fourth Week 25%
Fifth Week 25%
Sixth Week 25%
Seventh Week 25%
Thereafter 0%

Prior to the day of check-in, a student who officially withdraws from the college, will have 100% of all Tuition Assistance (TA) funds returned to the Military Department that issued the benefits. The returnable percentage of tuition assistance benefits declines as of the day of Check In as described below:

Withdrawal during the First Week 90%
Second Week 80%
Third Week 80%
Fourth Week 70%
Fifth Week 60%
Sixth Week 60%
Seventh Week 50%
Eighth Week 40%
Ninth Week 40%
Tenth Week 40%
Thereafter 0%

**HOUSING POLICY AND ROOM & BOARD AGREEMENT**

The Room and Board Agreement is binding for the entire academic year. Room and board charges do not fall under the tuition and fees refund schedule, but as follows:

Request to Terminate Room & Board Agreement Based upon Student’s Withdrawal from College

If after signing the Room & Board Agreement a student decides to withdraw from the College, the student must notify the Office of Residence Life & Housing in writing. The College, in its sole discretion, can determine if the notice of withdrawal results in the termination of the Room & Board Agreement.

If the College determines that a student’s withdrawal from the College terminates the Room & Board Agreement, the student will be responsible to pay the following to the College:

**TERMINATION FEE SCHEDULE**

Fee Schedule
All housing deposits are non-refundable and non-transferable, regardless of the time of, or reason for, the termination of this Agreement.

The amount the student is responsible to pay will consist of pro-rated charges based on the date the Agreement is deemed terminated, plus a termination fee. The amounts the student is responsible to pay will be charged to the student’s account with the College. The student bears the obligation to pay those amounts.

This Fee Schedule does not apply to students who no longer live in the residence hall because of conduct and/or disciplinary issues. Please see the Termination of Room & Board Agreement Based on Student Conduct section for further information.

Pro-Rated Room & Board Charges and Termination Fee Where Termination of Agreement Occurs During the Fall Semester and Student is a New or Transfer Student:

<table>
<thead>
<tr>
<th>Date of Termination</th>
<th>Percentage of Room and Board Charges Student is Responsible to Pay</th>
<th>Amount of Termination Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Week</td>
<td>10%</td>
<td>$2,000</td>
</tr>
<tr>
<td>Second Week</td>
<td>20%</td>
<td>$2,000</td>
</tr>
<tr>
<td>Third Week</td>
<td>20%</td>
<td>$2,000</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>30%</td>
<td>$2,000</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>40%</td>
<td>$2,000</td>
</tr>
<tr>
<td>Sixth Week</td>
<td>40%</td>
<td>$2,000</td>
</tr>
<tr>
<td>Seventh Week</td>
<td>50%</td>
<td>$2,000</td>
</tr>
<tr>
<td>Eighth Week</td>
<td>60%</td>
<td>$2,000</td>
</tr>
<tr>
<td>Ninth Week</td>
<td>60%</td>
<td>$2,000</td>
</tr>
<tr>
<td>After Ninth Week</td>
<td>100%</td>
<td>$1,000</td>
</tr>
</tbody>
</table>
### Pro-Rated Room & Board Charges and Termination Fee

**Where Termination of Agreement Occurs Before the Fall Semester and Student is a Returning Student:**

<table>
<thead>
<tr>
<th>Date of Termination</th>
<th>Percentage of Room and Board Charges Student is Responsible to Pay</th>
<th>Amount of Termination Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to June 1, 2020</td>
<td>[None]</td>
<td></td>
</tr>
<tr>
<td>June 1 – June 29</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>June 30 – July 15</td>
<td>$700</td>
<td></td>
</tr>
<tr>
<td>July 16 – July 31</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>August 1 – August 15</td>
<td>$1,500</td>
<td></td>
</tr>
<tr>
<td>August 16 – Check-In Day</td>
<td>$2,000</td>
<td></td>
</tr>
</tbody>
</table>

**Date of Termination Fall Semester**

<table>
<thead>
<tr>
<th>Date of Termination</th>
<th>Percentage of Room and Board Charges Student is Responsible to Pay</th>
<th>Amount of Termination Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Week</td>
<td>10%</td>
<td>$2,000</td>
</tr>
<tr>
<td>Second Week</td>
<td>50%</td>
<td>$2,000</td>
</tr>
<tr>
<td>Third Week</td>
<td>50%</td>
<td>$2,000</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>75%</td>
<td>$2,000</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>75%</td>
<td>$2,000</td>
</tr>
<tr>
<td>Sixth Week</td>
<td>75%</td>
<td>$2,000</td>
</tr>
<tr>
<td>Seventh Week</td>
<td>75%</td>
<td>$2,000</td>
</tr>
<tr>
<td>After Seventh Week</td>
<td>100%</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

### Pro-Rated Room & Board Charges and Termination Fee

**Where Termination of Agreement Occurs Upon Student’s Withdrawal, During Spring Semester and Student is a Returning Student:**

<table>
<thead>
<tr>
<th>Date of Termination during to Spring Semester</th>
<th>Percentage of Room and Board Charges Student is Responsible to Pay</th>
<th>Amount of Termination Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Week</td>
<td>10%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Second Week</td>
<td>50%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Third Week</td>
<td>50%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>75%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>75%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Sixth Week</td>
<td>75%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Seventh Week</td>
<td>75%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Thereafter</td>
<td>100%</td>
<td>[None]</td>
</tr>
</tbody>
</table>

### Pro-Rated Room & Board Charges and Termination Fee

**Where Termination of Agreement Occurs during the SPRING Semester and Student is a NEW or TRANSFER Student in the SPRING Semester:**

<table>
<thead>
<tr>
<th>Date of Termination during to Spring Semester</th>
<th>Percentage of Room and Board Charges Student is Responsible to Pay</th>
<th>Amount of Termination Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Week</td>
<td>10%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Second Week</td>
<td>50%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Third Week</td>
<td>50%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>75%</td>
<td>$1,000</td>
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<tr>
<td>Fifth Week</td>
<td>75%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Sixth Week</td>
<td>75%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Seventh Week</td>
<td>75%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Thereafter</td>
<td>100%</td>
<td>[None]</td>
</tr>
</tbody>
</table>

### Pro-Rated Room & Board Charges and Termination Fee

**Where Termination of Agreement Occurs during the Summer Semester and Student is a Student in the Summer Semester should see Student Financial Services for the refund schedule.**

### Request to Terminate Room & Board Agreement for Reasons Other Than Withdrawal or Dismissal from the College:

Residents who wish to terminate the Room & Board Agreement for any reason other than withdrawal or dismissal from the College must receive prior written permission from the College, through the Director of Residence Life & Housing or other designees to terminate Agreement. A resident may request permission to terminate this Agreement by completing and submitting a request to terminate the housing Room & Board Agreement to the Office of Residence Life & Housing.

### Termination of Room & Board Agreement Based on Student Conduct:

Resident students dismissed from college housing or the college due to conduct issues will remain responsible for their housing room & board charges as follows:

#### Removed from College Housing

Should a student be removed from college housing during the term of the Room & Board Agreement, they will remain responsible for the full room and board charges for the full academic term of the Room & Board Agreement, even if the student is removed during the first semester of the two semester term.

#### Suspended from the College

Should a student be suspended from the College during the term of the Room & Board Agreement, they will remain responsible for the full room and board charges for the current semester when they are suspended. If suspension is during the first semester of the
academic term, in addition to the above, the student will be billed, at the time of suspension, a $1,000 termination fee for the second semester.

For more details, please refer to the Housing Policy and Room & Board Agreement, which can be found under the Residence Life section.

**Return of Title IV Funds**
Any student who withdraws from all classes officially or unofficially, is suspended or administratively withdrawn 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 federal financial aid, is subject to a Return of Title IV Funds calculation. This calculation is mandated by the federal government. Any student who receives Title IV funds will be subject to this policy.

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. This is calculated by dividing the number of days the student attended by the number of days in the semester. Refund calculations for students attending 8-week classes only will be based upon the number of days in the semester. Refund calculations for students attending 8-week classes only will be based upon the number of days in the semester. Refund calculations for students attending 8-week classes only will be based upon the number of days in the semester. Refund calculations for students attending 8-week classes only will be based upon the number of days in the semester. 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. This is calculated by dividing the number of days the student attended by the number of days in the semester. Refund calculations for students attending 8-week classes only will be based upon the number of days in the semester.

Students who remain enrolled through the 60% point of the semester are considered to have earned 100% of their financial aid and 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. Even though a student may be eligible to retain his/her financial aid after the 60% point, enrollment is reported to the National Clearinghouse on a monthly basis and may affect the grace period on your loans. The calculation will be done within thirty days of a student's withdrawal from the College. You will be notified in writing of any adjustments to your financial aid. If the College is required to return any of the Title IV funds that a student received, it may result in an amount owed by the student to the College. 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.

**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's funds is subject to a state withdrawal calculation.

**FINANCIAL AID**
Curry College recognizes the need on the part of some students for financial assistance to meet the cost of higher education. Each student applying for financial aid must file the Free Application for Federal Student Aid (FAFSA) specifying Curry College as a recipient (school code # 002143). The student is also required to provide Curry's Student Financial Services Office with any other documents or information requested by the Student Financial Services Office. Please refer to the College's website for a checklist of documents required.

**Student Responsibilities**
It is your responsibility to:

- Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov in order to have eligibility determined for and receive a financial aid award that includes federal grant, loan or work-study assistance. (Curry College's school code # is 002143).

- Review and consider all information about the College's programs before you enroll.

- File your FAFSA as early as possible to meet the priority deadline of March 1 for new admissions or April 15 for returning students. Errors can delay your receiving financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties including fines and imprisonment under the U.S. Criminal Code.

- Return all additional documentation, verification, corrections, and/or new information requested by either the Student Financial Services Office or the agency to which you submitted your application.

- Read and understand all forms that you are asked to sign and keep copies of them.

- Accept responsibility for all agreements that you sign including but not limited to loan promissory notes.

- If you have a loan, notify the lender of any changes in your name, address, or College enrollment status and complete all loan exit counseling requirements.

- Perform in a satisfactory manner, the work that is agreed upon in accepting a Federal Work-Study award.

- Know and comply with the deadline for application or reapplication for aid.

- Know and comply with the College's refund procedures.

- Maintain satisfactory academic progress in accordance with the standards in the Financial Aid Satisfactory Academic Progress Policy.

**Students Financial Aid Rights**
Keep yourself informed about:

- What financial assistance is available, including information about all federal, state, and institutional financial aid programs.

- What the deadlines are for submitting applications for each of
the financial aid programs available.

- What the cost of attendance is, and what the policies are on refunds to students who withdraw, take a leave of absence or are administratively or judicially removed from the College.
- What criteria are used to select financial aid recipients.
- How the College determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, and personal and miscellaneous expenses, etc. are considered in your budget.
- What resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need for financial aid.
- How much of your financial need, as determined by the institution, has been met.
- The various programs in your student aid package. You have the right to request reconsideration of the award which was made to you if your financial situation substantially changes after you filed your Free Application for Federal Student Aid (FAFSA).
- What portion of the financial aid you receive must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total that must be repaid, the repayment procedures, the length of time you have to repay the loan, and when repayment is to begin.
- How the College determines whether you are making satisfactory progress, and what happens if you are not (see Satisfactory Progress to Degree Completion).
- Graduate students may apply only for loans.

**Drug Conviction Policy**
Federal regulations require the College to notify all students of federal student financial aid penalties for drug law violations. Students who are convicted of any offense involving the possession or sale of a controlled substance under state or federal law while receiving federal Title IV financial aid benefits (including grants, loans, and work assistance) are ineligible to receive these benefits for the following time periods after the conviction:

- For the first offense, the period of ineligibility for Title IV financial aid for possession is one year and for sale is two years.
- For the second offense, the period of ineligibility for Title IV financial aid for possession is two years and for sale indefinite.
- For the third offense, the penalty is indefinite. A student who loses eligibility for federal financial aid may resume eligibility before the end of the determined period if:
  1. The student satisfactorily completes a drug rehabilitation program that:
     a. Meets Federal requirements; and (b) includes two unannounced drug tests; or
  2. The conviction is reversed or set aside.

**FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY**

**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 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 and to participate in varsity athletics can be found in the Academic Policies and Procedures section of the 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 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 drop/add 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 cumula-
tive 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 four-year 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 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 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.

**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 Associate Vice President of Financial Aid, Director of Financial Aid, Registrar, Associate Vice President of Academic Affairs, Academic Success Coordinator, and a representative of the Continuing Education and Graduate Studies Office 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. 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 Student Success Coordinator at SAP@curry.edu
Appeal Outcomes
The College 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 reevaluated 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 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
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.

Financial Aid Satisfactory Academic Progress for Graduate Students – Effective July 1, 2011
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 be found in the Academic Policies and Procedures 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 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, 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 Associate Vice President of Financial Aid, Director of Financial Aid, Registrar, Academic Success Coordinator, a member of the Academic Dean’s Office and as applicable, a representative from the of Continuing Education and Graduate Studies Office.

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 note: Incomplete appeal forms cannot be reviewed by the Appeals Committee. Please submit the Appeal online via the MyCurry portal. If you have questions regarding the Appeal process, please contact the Student Success Coordinator at SAP@curry.edu.
Financial Information

**Appeal Outcomes**
The College 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 for 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 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 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 a 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.

**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.

Effective July 1, 2011, U.S. Department of Education requirements state that a repeated course may count toward a student’s enrollment status (full-time 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.

**Explanation of the Return of Title IV Student Aid Policy**
The federal refund policy applies to any student who withdraws from all classes or takes an approved leave of absence or is dismissed by the College, but attended the institution for at least one day during the semester for which refunds to federal
financial aid programs are due. If a student ceases enrollment as determined by the office of the Registrar before completing the 60% point of the semester (measured in calendar days completed) and has received federal aid, a calculation will be performed to determine the amount of unearned funds to be returned. The amount of funds earned up to the date of withdrawal will be retained on the student’s account. The College is required to return a portion of unearned funds to the federal government in accordance with the Return to Title IV refund calculation. Each state has its own refund policy governing both funds awarded by the individual state directly to the student and funds administered by the College on the state’s behalf. Examples of Return of Title IV calculations for withdrawn students are available in the Student Financial Services Office. Any student receiving Federal Title IV funds will be subject to the following policy regarding return of Federal Title IV funds. Title IV federal financial aid includes: Federal Pell Grants, Federal SEOG, Smart and TEACH Grants, Federal Direct Stafford Loans (subsidized and unsubsidized), and Federal Direct PLUS Loans. Federal Work-Study is excluded.

The College and the student will be required to return to the federal aid programs the amount of aid received that was in excess of the aid “earned” for the time period that the student remained enrolled.

The percentage of the semester completed is the percentage of aid earned. This is calculated by the number of days the student attended divided by the number of days in the payment period (i.e. semester). For example, if a student withdrew on the 20th day of a semester 114 days in length, the student would have earned only 17.5% of the total aid (s)he was initially awarded. (20/114=0.175). Refund calculations for students attending 8-week classes only will be based upon the term(s) scheduled to be attended.

Scheduled breaks of five consecutive days or longer, i.e. Spring break, are excluded from both the numerator and the denominator in the calculation.

Students who remain enrolled through more than 60% of the payment period are considered to have earned 100% of the aid received and will not owe a repayment of Title IV grant funds, if they withdraw after this time.

If the College returns funds to the Title IV aid programs, it could result in the student owing Curry College for charges that were originally paid at the time of the aid disbursement. Students may also be required to return funds that were released to them for personal expenses. Failure of the student to return funds to federal financial aid programs in a timely manner may result in the student being ineligible for future federal student aid. Title IV refunds are made directly to the Title IV aid programs, and NOT to students. Monies returned to the Title IV aid programs will be applied first to loans to reduce the loan debt of the student and/or parent borrower.

**Return of Commonwealth of Massachusetts Funds**

Any student who withdraws from all classes or takes an approved leave of absence or is dismissed by the College, but attended the College 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.

**Additional Policies**

Student Financial Services maintains a number of policies which are posted to the Curry web. You are urged to review all policies and contact the office if you have any questions about how these policies may impact you and your eligibility for financial aid. Policies can be reviewed at https://www.curry.edu/admission-and-aid/tuition-and-financial-aid/financial-aid-policies

**Financial Aid comes in three forms:**

Grants and scholarships, loans, and student employment.

The following Financial Aid Programs are available:

**Curry College Named Scholarships**

Named Scholarships are provided through the generosity of donors and are awarded by the Curry College Office of Student Financial Services to full-time traditional students annually. The listing below outlines criteria for each of the Named Scholarships we currently offer. Students will automatically be given scholarship consideration based on the eligibility requirements for each scholarship. There is no separate application required. If you have any questions about your eligibility for any of the scholarship funds listed below, please contact the Student Financial Services Office at 617-333-2354 or Fin-Aid@curry.edu.

**The Theodore D. “Ted” Baldwin Scholarship** – Established by Ted Baldwin, who excelled at Curry and graduated magna cum laude. Ted reached his full academic potential through the PAL program which helped him see his dyslexia as a challenge to his learning abilities and as an opportunity and not as a disability. In the spirit of helping others confronting their own learning abilities, this scholarship is awarded to a deserving student in the PAL program.

**The Carroll Nursing Scholarship** – This scholarship was established by Paul ’83 and his wife Jean Carroll in memory of their son, Paul Carroll, III. In appreciation of the wonderful care and compassion the nursing staff showed their son and family while he was hospitalized. This scholarship is awarded to a Nursing student from MA in need of financial assistance.

**Neil A. Collins Memorial Scholarship** – This scholarship was established by Nancy Kidder in memory of her son Neil Collins. Neil was a man of integrity who took his responsibilities seriously and could be counted on to keep his word. He overcame many obstacles and faced challenges with great courage. This
scholarship is awarded to adult students with learning disabilities who, like Neil, embark on the journey of transformative learning and discover the amazing strengths they bring to it.

Frieda and Joseph Drapkin Scholarship – This scholarship was established in memory of Joseph Drapkin by his late wife, Frieda Drapkin. Both long-time trustees of the College, the Drapkins demonstrated excellence in the achievement of entrepreneurial endeavor and civic leadership. The scholarship is awarded to deserving Curry students of high standards and good character who strive to attain similar entrepreneurial and civic achievement.

The Carol Freedman Education Scholarship Fund – Established by Carol Freedman ’66, an Education major while a student at Curry and very active member of the Curry College campus. Carol made a very successful career of educating elementary age students. Awarded to a deserving Education major of good character, academic ability, with preference given to a student aspiring to a career in teaching.

H. Scott Gault Scholarship – This scholarship was established to provide aid to worthy students in the PAL program seeking education beyond High School.

Benjamin Gordon Scholarship – This scholarship was established by Mr. and Mrs. Alan G. Weiler of Scarsdale, New York, in honor of Mrs. Weiler's father, to aid deserving, intellectually gifted students of the Program for Advancement of Learning (PAL) who could not otherwise avail themselves of this unique opportunity.

Edward H. Hastings Scholarship – This scholarship was established by the Student Government Association of Curry College in memory of long-time Curry Professor and Dean Edward H. Hastings. It is awarded to a student of junior status in good academic standing who has made a contribution to the arts, particularly music, at Curry College.

Justin Hughes Memorial Scholarship – This scholarship was established to perpetuate the memory of Justin Hughes. A 1996 honors graduate of the College, Justin was killed shortly after his graduation from Curry in the summer of 1997. Justin was 23 years old. It is awarded to a returning student who has participated in at least one semester in the GEAR-UP Program or similar community outreach program and has committed to at least one semester of continued participation each year of the award.

Justin P. Hughes Endowed Scholarship Fund II – This scholarship was established by Justin Hughes’ parents, Pat and Carole, to continue to honor the memory of their son. The goal of the scholarship is to help high achieving students who need financial assistance in order to complete their degrees. The fund will be awarded to one or more students who are at least entering their Junior year who have a minimum 3.0 grade point average, are in good social standing and have a demonstrated financial need.

Vivian C. Jewett Scholarship – This scholarship is sponsored by alumnae of the Perry Normal School, a predecessor school of the Curry College Education Department which became part of the College in 1974. It is awarded each year to an education major showing academic promise and financial need. The scholarship honors Perry's long-time teacher and dean, Vivian C. Jewett.

Jerrold P. Kahn Scholarship – This scholarship was established by Mr. and Mrs. Arnold Kahn of Albany, NY, in memory of their son, Jerrold P. Kahn ’73. It is awarded to a deserving entering junior or senior in the Communication program, with preference given to a student who aspires to a career in radio.

Mahoney Family Scholarship – The Mahoney Family Scholarship is an endowed scholarship established by Trustee John “Ted” Mahoney, Esq. and Barbara, the parents of Curry alumnus John J. Mahoney ’03. It is awarded to students demonstrating both financial need and an exceptional determination to overcome challenges and succeed at Curry College.

Judith and Michael Meshken Scholarship – This scholarship was established by Judith and Michael Meshken. It is awarded to a needy student attending the College on a full-time basis who has proper academic and moral standing. Preference shall be given to students from Connecticut.

Jennifer Ann Phillips Memorial Scholarship – This scholarship was established by Mr. and Mrs. David M. Phillips in loving memory of their daughter Jennifer after her death in 1980. It is awarded to an outstanding freshman, sophomore or junior with learning disabilities or one who wishes to teach those with learning disabilities. The recipient must demonstrate financial need and academic excellence defined as “striving and working to full potential.

Lois R. Pickering Early Childhood Education Scholarship - This scholarship was established in accordance with the final wishes of Lois R. Pickering, a 1932 graduate of the Perry Normal School, a predecessor school of the Curry College Education Department which became part of the College in 1974. It is awarded to a returning student who has demonstrated good character, respect for others and of the teaching and learning environment.

Publicover Family Scholarship – This scholarship was established by Roy K. Publicover ’68, a former trustee of Curry College, in memory of his parents, Cecilia R. and Albert F. Publicover. It is awarded each year to a deserving sophomore, junior, or senior.

The Samuel M. Quain ’01 and Kyle L. Berliner ’12 Endowed Scholarship – This scholarship was established by parents Cherie F. Quain and Ira E. Berliner with love and in honor of their children. It will provide assistance to a deserving member(s) of the junior class who clearly loves Curry College as much as Samuel and Kyle did and still do.
Gertrude Whall Queen Scholarship – This scholarship was established by Juanita Queen, a former member of the Curry College Corporation, in memory of her mother, Gertrude Whall Queen ’02, an alumna and major benefactor of Curry College. It is awarded to deserving female students of demonstrated ability, character, and potential for excellence.

Thomas L. Radley, Jr. Scholarship – This scholarship was established by a longtime Curry College employee and friend, Mrs. Carol G. Wagner, in memory of her eldest son. It is awarded to deserving juniors or seniors of character, commitment to helping others, and overall promise who are concentrating in sociology.

The Jerald Savage Scholarship Fund – This scholarship was established through a donation from the New England Sinai Hospital Charitable Foundation in memory of former Curry College Board of Trustees member Jerald S. Savage. He was deeply committed to giving back to the community serving as treasurer of the Curry College Board of Trustees since 1996. The scholarship is awarded to a nursing student(s).

Scangas Foundation Scholarship – This scholarship was established by the Scangas Foundation. It is awarded to students of ability and need majoring in business Administration. Preference will be given to students from Lynn, MA, and to employees or children of employees of West Lynn Creamery, Inc. and Richdale Dairy Stores, Inc., but excluding any persons related to the owners of those companies.

Bernice and Samuel Shapiro Scholarship – This scholarship was established by Samuel Shapiro, a noted industrialist, philanthropist, and holder of an Honorary Doctoral degree from Curry, along with his wife, Bernice. It is awarded to gifted yet needy students in the Program for Advancement of Learning (PAL) who, like their grandson, a Curry alumnus, demonstrated prior outstanding leadership abilities at the secondary school level.

Jordan Vogel Memorial Scholarship – This scholarship was established in memory of a vibrant young man, loyal friend, and loving son, whose life flourished while attending the Program for Advancement of Learning (PAL). The scholarship provides Jordan’s fellow PAL students with the means to continue their education at Curry and the support they need to achieve their full potential.

D. Forbes Will Scholarship – This scholarship was established in memory of Mr. Will, a highly regarded member of Curry’s Board from 1972 to 1983. It is awarded to students of high standards and good character who show potential for civic and community leadership, with preference given to students from Canton and Milton, MA.

OTHER INSTITUTIONAL AID PROGRAMS AVAILABLE

Need-Based Curry Grants are awarded by the Curry College Student Financial Services Office to full-time, traditional, degree-seeking students who demonstrate financial need as a result of filing the FAFSA. The total of Curry grants, scholarships and waiver funds cannot exceed tuition. Students must reapply for aid annually to determine eligibility. All grants are credited to the student’s tuition account approximately one week after the end of the add/drop period for the semester.

Curry Grant
Awarded to full-time, traditional undergraduate degree seeking students on the basis of demonstrated financial need as evidenced by the filing of the FAFSA and as funding levels permit. Award amounts vary.

Other Curry College funds are available based on the eligibility requirements noted for each award below. You do not have to file a FAFSA for consideration of this funding.

Merit Based Scholarships
The College offers a number of merit based scholarships. During the admission process, each student who is offered admission to Curry College will automatically be considered for a merit scholarship. Your continued eligibility for these funds in future semesters will be reviewed annually at the close of the spring semester grading period. The award amount will not increase and students not offered a merit award at the time of admission are not eligible for these funds in a future semester.

The College offers a number of merit based scholarships. During the admission process, each student who is offered admission to Curry College will automatically be considered for a merit scholarship.

For students entering the College as of September, 2017: Curry College Trustees Scholarship, Academic Achievement Scholarship, and Excellence Scholarship are awarded to acknowledge past academic achievement, promising academic ability, demonstrated leadership skills, character and citizenship, community service and talent. These awards range from $3,000 to $22,000 and are renewable for three additional years provided you continue consecutive enrollment as a full-time, degree seeking student, maintain a minimum 2.0 grade point average and remain in good social and judicial standing. No additional application or FAFSA is required to be eligible for merit scholarships. Students who file the FAFSA may qualify for need-based aid in addition to a merit scholarship.
Curry Success Scholarship
In addition to one of the above merit scholarships, first-year students entering the College prior to September, 2019, were considered for a Curry Success Scholarship. Students meeting a minimum high school GPA and SAT/ACT score were considered for this $4,000 scholarship. Similar to the above scholarships, the Curry Success Scholarship is renewable for three additional years provided you continue consecutive enrollment as a full-time, degree seeking student, maintain the minimum grade point average stated in your admission letter and remain in good social and judicial standing. Please note, Nursing students are not eligible for the Curry Success Scholarship.

Alexander Graham Bell Awards
Alexander Graham Bell Awards are awarded to students who meet selection criteria and are renewable provided consecutive, continuous enrollment as a full-time, degree seeking undergraduate student. Students must also maintain satisfactory academic progress as outlined in the Curry College Course Catalog.

Curry Access Awards
The Curry Access Award in the amount of $14,000 annually, with a four year total of $56,000, is awarded to qualified students who are recognized as being able to be successful and make a strong contribution as a member of the College community. These awards are made to those students who do not meet the eligibility requirements for other academic scholarships and are renewable provided you maintain consecutive, continuous enrollment as a full time, degree seeking undergraduate student. Students must also maintain satisfactory academic progress as outlined in the Curry College Course Catalog.

Curry Spirit Awards
For students entering the College prior to September 2019, the Curry Spirit Award in the amounts of up to $10,000 is awarded to students who meet selection criteria and are renewable for up to 3 additional years provided you complete the FAFSA annually and maintain consecutive, continuous enrollment as a full-time, degree seeking undergraduate student. Students must also maintain satisfactory academic progress as outlined in the Curry College Course Catalog.

Curry Resident Awards
The Curry Resident Award, in amounts up to $3,000, is offered to students entering as of September 2019, at the time of admission to the College, to eligible students planning to reside on-campus. This award is renewable for up to 3 additional years provided you continue consecutive enrollment as a full-time, degree-seeking student, residing in Curry’s residence halls and remain in good academic, social and judicial standing. No additional application or FAFSA is required. NOTE: you must remain as a resident student to continue to receive this award.

Dean’s Award
The Dean’s Award, in amounts up to $2,000, is offered to students enrolling as of September, 2019 at the time of admission to the College, to students who meet selection criteria. This award is renewable for up to 3 additional years provided you continue consecutive enrollment as a full-time, degree-seeking student, and remain in good academic, social and judicial standing by meeting satisfactory progress standards as outlined in the Curry College Course Catalog. No additional application or FAFSA is required.

Early Action Awards
Early Action (EA) is a non-binding application option where students who apply and complete their application under this plan by the December 1 deadline will have an admission decision mailed to you by December 15.

If you are accepted under the Early Action plan, you will automatically receive an Early Action Award of $2,000. This award is renewable for three additional years resulting in an award total of $8,000 provided you continue consecutive enrollment as a full-time, degree seeking student and remain in good academic, social and judicial standing. No additional application or FAFSA is required. Students who file the FAFSA may also qualify for need-based financial aid.

PAL Supplemental Award
The PAL Supplemental Award in the amount of $2,000 was offered to students enrolling prior to September, 2019 offered to select full-time, degree seeking undergraduate students who we believe would make a significantly positive impact on our campus. No additional application or FAFSA is required. The PAL Supplemental Award is a one-year award and not a need-based fund. Students who file the FAFSA may also qualify for need-based financial aid.

Curry-Massasoit CJ Transfer Scholarship
Students enrolled through the 2+2 transfer agreement will receive a renewable merit-scholarship in the amount of $6,500 for criminal justice students who have graduated from Massasoit with a minimum 3.0 GPA. The award is renewable for 1 year as long as you are enrolled full-time in Curry’s Bachelor degree from criminal justice and maintain a 3.0 cumulative GPA.

Family Discount
If a family has more than one student attending Curry at the same time and both are enrolled full-time as traditional undergraduates in a degree program, the second student will receive a 10% discount of their tuition. The discount only applies to regular full-time tuition charges and excludes course overload.
fees, room and board and any other fees. There is no application process for this discount. All discounts are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester.

NOTE: Students receiving Merit Based Scholarships or other tuition discounts or waivers are not eligible to receive this discount.

**Alumni Discount**
If you are the child of a Curry Alum, you will receive a 10% discount on your tuition, provided you are enrolled full-time as a traditional undergraduate in a degree program. The discount applies only to regular full-time tuition charges and excludes course overload fees, room and board and any other fees. There is no application process for this discount. All discounts are credited to the student’s tuition account approximately one week after the end of the add/drop period for the semester.

NOTE: Students receiving Merit Based Scholarships or other tuition discounts or waivers are not eligible to receive this discount.

**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 $657 to a maximum of $6,195 for the academic year 2019-2020 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.

**Federal Supplemental Educational Opportunity Grants (FSEOG)**
A federally funded program for students, 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.

**TEACH Grant Program**
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 annual amounts are subject to federal budget sequestration and Congressional approval. Students enrolled less than full-time are eligible, but the maximum grant will be reduced. The grant is also available for post-baccalaureate teacher certification coursework.

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.
- 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.

Teaching Obligation
To avoid repaying the TEACH Grant with interest you must be a Highly qualified, full-time teacher in a high-need subject area for at least four years at a school serving low-income students. You must complete the four years of teaching within eight years of finishing your TEACH grant funded program. You incur a four-year teaching obligation for each educational program for which you received TEACH Grant funds, although you may work off multiple four-year obligations simultaneously under certain circumstances. Specific definitions of these terms are included below.

Highly-Qualified Teacher
You must perform the teaching service as a highly-qualified teacher, which is defined by federal law at http://www.ed.gov/policy/elsec/leg/esea02/pg107.html.

Full-Time Teacher
You must meet the state’s definition of a full-time teacher and spend the majority (at least 51 percent) of your time teaching one of the high-need subject areas. Elementary teachers who teach many subjects would not be able to fulfill their service agreement.

High-Need Subject Areas
• Bilingual Education and English Language Acquisition
• Foreign Language
• Mathematics
• Reading Specialist
• Science
• Special Education
• Other teacher shortage areas listed in the Department of Education’s Annual Teacher Shortage Area Nationwide Listing at http://www.ed.gov/about/offices/list/ope/pol/tsa.doc.

Financial Information

Schools Serving Low-Income Students
Schools serving low-income students include any elementary or secondary school that is listed in the Department of Education’s Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits at: https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp.

Documentation
You must respond promptly to all requests for information or documentation from the U.S. Department of Education. You will be asked regularly to confirm that you either intend to teach or that you are teaching as required. You must provide documentation to the U.S. Department of Education at the end of each year of teaching. If you temporarily cease enrollment in your program of study or if you encounter situations that affect your ability to begin or to continue teaching, you will need to stay in touch with the U.S. Department of Education to avoid your grants being converted to loans before you are able to complete your teaching obligation. Failure to complete the teaching obligation, respond to requests for information, or properly document your teaching service will cause the TEACH Grant to be permanently converted to a loan with interest. Once a grant is converted to a loan, it cannot be converted back to a grant.

Federal Work Study (FWS)
A federally funded program that provides part-time employment opportunities to Curry students with financial need. Unlike other financial aid awards, work study earnings do not reduce tuition charges and therefore, this award is not deducted from the tuition bill. This program was developed by the federal government to provide eligible students with an opportunity to help themselves in meeting some of their out-of-pocket educational expenses. The program is subsidized by the federal government and the College provides a matching allocation. Work Study students must work to earn the amount of their academic award. Students will receive a biweekly pay check for the number of hours that they work. As funds are limited, eligible students will receive notice of their eligibility to participate in federal Work Study on their Financial Aid Award letter. Students are required to complete a FAFSA annually for consideration. Curry College’s Human Resources Office manages the hiring process for students with this award. Questions about eligibility should be directed to Student Financial Services. If you have any questions about the student employment hiring process including available jobs please view the Student Work Study Employment section of the website or contact Human Resources, 55 Atherton Street, 617-333-2263.
FEDERAL PERKINS LOANS

IMPORTANT NOTE: this program has been closed by the federal government and is currently unavailable.

If the program was to re-open, the terms and information below may change. A federally funded, need-based educational loan for students with exceptional need, enrolled at least part-time, and who have been awarded their maximum eligibility for federal Subsidized and Unsubsidized Direct loan. 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 halftime 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 student who has not successfully completed a program of undergraduate education. 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; and (2) $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 http://www.mappingyourfuture.org/oslc/. Funds for this program are very limited as this program is being phased out by the federal government. 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 University Accounting Services (UAS). UAS can be contacted via telephone by calling 1-844-870-8701 Monday through Friday 8:00am - 6:00pm EST.

Perkins Loan Exit Counseling

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 online at https://www.uasconnect.com. Additionally, you are responsible for notifying University Accounting Services (UAS), 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 University Accounting Services (UAS). UAS can be contacted via telephone by calling 1-844-870-8701 Monday through Friday.

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 completing and signing the Financial Aid Change Request Form available at https://www.curry.edu/admission-and-aid/tuition-and-financial-aid/applying-for-aid-and-forms 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 required. 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. For first-time 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 (per Academic year):
- Freshmen (0-29.5 credits) up to $3,500
- Sophomores (30-59.5 credits) up to $4,500
- Juniors & Seniors (60-120 credits) up to $5,500

Terms:
- For new loans as of July 1, 2019, interest rates are determined each spring for the upcoming year for new loans but are fixed for the life of the loan.
- 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 determined each spring for the upcoming year for new loans but are fixed for the life of the loan.
- Undergraduate, Subsidized and Unsubsidized Direct Loans: 4.53%, Graduate Unsubsidized Direct Loans: 6.08%
- 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 with a $50 minimum monthly payment
- Up to a 10 year repayment period
- An Origination fee, set by the Federal government, will be deducted from loan proceeds prior to disbursement

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 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
- Undergraduate, Subsidized and Unsubsidized Direct Loans: 4.53%, Graduate Unsubsidized Direct Loans: 6.08%
- 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 with a $50 minimum monthly payment
- Up to a 10 year repayment period
- An Origination fee, set by the Federal government, will be deducted from loan proceeds prior to disbursement

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<th>Federal Direct Subsidized and Unsubsidized Loans</th>
<th>Financial Information</th>
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<tbody>
<tr>
<td>Dependent Undergraduate Students</td>
<td>$23,000</td>
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<td>(whose parents were not denied a PLUS loan)</td>
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<tr>
<td>Independent Undergraduate Students</td>
<td>$23,000</td>
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<td>(and dependent students whose parents were denied a PLUS loan)</td>
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<tr>
<td>Graduate and Professional Students</td>
<td>$65,500</td>
<td>$73,000</td>
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<td>(including undergraduate Stafford loans)</td>
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<td>$138,500</td>
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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 online at www.studentloans.gov. 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/sa/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 FAFSA PIN. 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.

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. The consolidated loan interest rate will not exceed 8.25%. There are no fees to consolidate. For additional information about Loan Consolidation visit http://studentaid.ed.gov/PORTALSWebApp/students/english/consolidation.jsp?tab=repaying

State Programs
State grants are based on financial need and may be offered to eligible students from their state of legal residence. Students should complete the FAFSA and follow any additional application requirements from their home state. Students should also be aware of any deadlines that are imposed by their home state. Vermont and Pennsylvania have reciprocal agreements with Massachusetts and provide funding to students who attend Massachusetts Colleges. If you are eligible for state aid funds, your tuition account will be credited once the College receives the funds from your state agency for the semester but no earlier than the end of the add/drop period for the semester. Please contact your state agency for additional information regarding eligibility.
Financial Information

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 students to use state grant funds at Curry College include Vermont, and Pennsylvania. Award amounts for 2019-2020 are not yet finalized by the Commonwealth. The Commonwealth of Massachusetts also offers additional assistance to qualified eligible students who are part-time or demonstrate high academic performance in their post-secondary academic courses. All of the grants provided by the Commonwealth of Massachusetts are subject to an application deadline of May 1.


Mass State Grants - Awards are based on exceptional financial need as determined from filing the FAFSA and availability of funds to Massachusetts residents enrolled as full-time degree-seeking students in their first bachelor’s program. Awards range from $600 - $1,600 as set by the Commonwealth. No separate application is necessary.

Mass Part-Time Grants - These grants are awarded by the College based on a limited allocation of funds received from the Commonwealth. Awards are made to students based on exceptional financial need as determined from filing the FAFSA and availability of funds to undergraduate Massachusetts residents enrolled at least half-time but no more than three-quarter time for the semester in a degree program seeking their first bachelor’s degree. Awards are set by the Commonwealth.

Massachusetts Gilbert Grant - Gilbert Grants are funded by the Commonwealth of Massachusetts and are awarded by Curry College to eligible Massachusetts residents enrolled full-time in a degree program seeking their first bachelor who demonstrate financial need as determined by the results of the students filing the FAFSA. Awards vary and are subject to available funding.

Massachusetts No Interest Loan (NIL) - A loan program funded by the Commonwealth of Massachusetts and administered by the College for Massachusetts residents enrolled full-time in a degree program working toward their first bachelor’s degree who demonstrate high need. This is a loan and must be repaid. No Interest Loans are subject to available funding. The minimum NIL award a student can receive is $1,000, with a maximum award amount of $4,000 per academic year. NIL award amounts are determined according to financial need. A NIL eligible student has a lifetime borrowing limit of $20,000. You will be required to sign a promissory note and complete a Loan Entrance Interview with a Representative from Student Financial Services at the start of the semester. Loan proceeds will be credited to your tuition account once the loan funds are received from the Commonwealth but no earlier than the end of the add/drop period for the semester. Borrowers of Massachusetts No Interest Loans are required to complete an Exit Interview prior to ceasing enrollment on a half-time basis. This is completed online. You will receive a letter from the Massachusetts Department of Higher Education Office of Student Financial Assistance outlining the steps for completion of the online exit interview. You will be asked to log in to Educational Computer Systems, Inc. (ECSI) website to complete the exit interview. ECSI is the loan servicing company for the Massachusetts Department of Education. You will be required to provide family information and personal references. Please be sure to have this information ready when you begin the online Exit Interview. If you have any questions regarding your Massachusetts No Interest Loan debt or the Exit Interview process, please contact our office. *Award amounts are ESTIMATES until final payment is approved by the Commonwealth of Massachusetts.

Students who file the FAFSA may qualify for need-based aid in addition to one of these awards:

GI Bill® Yellow Ribbon Program
This institutional and federal match program is open to eligible U.S. Veterans and does not require that you file a FAFSA for consideration. Recipients must be in a degree seeking, undergraduate program. You must contact the Veteran’s Certifying Official located in Curry’s Registrar’s Office to have your eligibility for this program certified. The Yellow Ribbon Program is comprised of a Curry College Yellow Ribbon Grant and a federal Yellow Ribbon Match Award. You will need to complete an Enrollment Verification Form available in the Student Financial Services Office indicating your intended enrollment plans for the academic year for which you are seeking funds. Funding levels are very limited and available on a first-come basis. Funds will be credited to the student’s tuition account once the federal match component is received for the semester. Students must maintain eligibility and renewal criteria as outlined by the Veterans Administration.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government web site at https://www.benefits.va.gov/gibill.

IBEW (International Brotherhood of Electrical Workers) - Local 103 Scholarship
Value
$5,000 per year
$20,000 over four years
Duration
Renewable for up to four years. Renewal is based upon the
student’s ability to maintain at least a 2.5 grade point average (GPA) or better while completing a minimum of 30 semester credit hours per academic year.

**Available for IBEW - Local 103 members and their families only.** Please contact the local 103-IBEW for consideration. Consideration is given to accepted full-time first-year students with a minimum grade point average (GPA) of 2.5. Decisions will be based on many factors including GPA, extracurricular activities, and test scores.

**Veterans Administration Benefits**
If you are a veteran, the widow of a veteran, or the child of a disabled or deceased veteran, you may qualify for assistance from the United States Veterans Administration. For information, contact the Veterans Administration office nearest your home.

**Tuition Payment Plan**
Curry College utilizes Nelnet Campus Commerce to offer an interest-free tuition monthly payment plan to Curry’s families. Information can be found online at curry.afford.com.

**Private Education Loans**
Please consider that the borrower may be eligible for Federal Loans and such Federal loans may have more beneficial terms than Private Education Loans. Additional financing is available for families through various non-need based education loans offered by lenders and private agencies. Families must apply separately and provide credit and debt information. Application fees and interest rates will vary depending on the type of loan requested. An example of available loans is the Federal Direct Parent (PLUS) Loan.

Information and application instructions for this and other loans are available in the Student Financial Services Office or on the Curry College website under Financing Options.

The method and criteria used by Curry College in selecting the Private Education Loan Lenders to publish in its brochures is available on the Curry website: www.curry.edu. The College will work with and process loans for any lender of your choice. Parents and students have the right to select the lender of their choice without penalty by the College and are not required to use any lenders on any lender list published by the College. When selecting the option best suited for your circumstances, you should compare interest rates, borrowing limits, credit requirements and repayment options.

**Study Abroad**
Enrollment in a program of study abroad through a third party provider, approved for credit by the College may be considered enrollment at Curry College for purposes of applying for Institutional, federal and state aid. Students seeking study abroad opportunities are encouraged to speak with a financial aid counselor to discuss their individual circumstances. Additional information about these programs is available at https://www.curry.edu/admission-and-aid/tuition-and-financial-aid/financial-aid-policies

**Code of Conduct**
An institutional financial aid professional, or any other College administrator involved in Title IV fund management or processing, is expected to always maintain exemplary standards of professional conduct in all aspects of carrying out his or her responsibilities, specifically including all dealings with any entities involved in any manner in student financial aid, regardless of whether such entities are involved in a government sponsored, subsidized, or regulated activity. In doing so, these employees should:

- Refrain from taking any action for his or her personal benefit.
- Refrain from taking any action he or she believes is contrary to law, regulation, or the best interests of the students and parents he or she serves.
- 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.
Curry College is pleased to admit those students who have the necessary preparation and background to meet the requirements of the College. No student shall be denied admission on the ground of race, religion, national origin, sexual orientation, age, or sex, provided he or she has the necessary preparation and background.

First-year students are selected on the basis of a combination of the following criteria: secondary school record, personal essay, standardized test scores on the Scholastic Aptitude Test of the College Entrance Examination Board or the ACT of the American College Testing Program, recommendation from the secondary school, and the college readiness of the candidate.

International students are encouraged to apply. They must complete the same requirements as all other applicants to the College. For those students whose native language is not English, results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) must be sent in addition to other required materials. All international students must also submit a notarized Declaration of Financial Support in U.S. dollars. While Curry College offers merit scholarships, it is unable to offer financial aid to international students.

Financial Information

http://www.myfedloan.org/index.html
Federal Loan Servicing and Loan Repayment information
https://www.nslds.ed.gov/nslds/nslds_SA/

The National Student Loan Data System (NSLDS) is the U.S. Department of Education’s (ED’s) central database for student aid. NSLDS receives data from schools, guaranty agencies, the Direct Loan program, and other Department of ED programs. NSLDS Student Access provides a centralized, integrated view of Title IV loans and grants so that recipients of Title IV Aid can access and inquire about their Title IV loans and/or grant data.

Office of Student Financial Assistance
454 Broadway, Suite 200, Revere, MA 02151
Phone: (617) 391-6070 | Fax: (617) 727-0667
http://www.mass.edu/osfa/students/forstudents.asp

OSFA is primarily responsible for the management and oversight of all state funded financial aid programs and advises the Board of Higher Education about financial aid policy matters of concern to the Commonwealth of Massachusetts.

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ADMISSION REQUIREMENTS – FIRST-YEAR STUDENTS

Secondary School Record
To be considered for admission, the applicant generally will present a minimum of 16 units of work and will graduate from an approved secondary school. The basic units for admission should include four years of English, and the remaining units should consist primarily of foreign language, mathematics, science and social studies. A recommended program of studies would include four years of English, at least two years of a foreign language, three years of mathematics, two years of science (including at least one laboratory science), and two years of social studies. In lieu of a valid high school diploma, a GED certificate will be accepted.

Application Procedure
Students interested in candidacy should apply online at www.curry.edu or apply using the Common Application. Be sure to add Curry College to your “My Colleges” list. A rolling admission policy is followed, with December 1 as the application and supporting document completion deadline for Early Action candidates, an April 1 priority deadline for freshman (March 1 if applying for PAL, unless applying Early Action), and a priority deadline of July 1 for transfer students. The Admission Office begins the review of completed applications in September in order to inform candidates at the earliest possible date.

After the application has been submitted, accompanied by the non-refundable application fee of $50 and personal essay, candidates should request their secondary school counselor to submit official transcripts and recommendations directly to the Admission Office. Concurrently, candidates are required to submit the results of the SAT or ACT examinations directly to the Admission Office.

Accepted candidates for admission will be required to submit a deposit to the Admission Office by the Candidates’ Reply Date (May 1), or by an alternate date specified by the Vice President of Admission and Dean of Undergraduate Admission. This deposit is refundable provided written notification is received by May 1. A final high school transcript and an official indication of graduation, i.e. a high school diploma, should be received by the Admission Office no later than July 15. Failure to submit these documents may result in the student’s acceptance being rescinded.

ADMISSION TO THE PROGRAM FOR ADVANCEMENT OF LEARNING (PAL)
Candidates for the Program for Advancement of Learning must submit diagnostic evaluation(s) and other materials which describe a specific language-based learning disability and/or ADHD. Testing must be administered within three years of application. Materials should be submitted directly to the Learning Center and include:

A. An individually administered comprehensive test of cognitive ability, adult version (WAIS-III, Woodcock- Johnson Cognitive Battery, etc.) that includes both subtest scores and narrative report. (Note: the WASI is not accepted).
B. Achievement testing indicating current levels in reading (decoding and comprehension), math and written language. For those students needing diagnostic or other educational testing, please contact the Educational Diagnostic Center (EDC) at Curry College.
C. Optional Supplementary Application. The application is available online or by request at (617) 333-2250.
D. An IEP or its equivalent is requested, if available (not mandatory). An interview with PAL is strongly recommended, and may be required in some cases. Deadlines: March 1 for first year students; July 1 for transfer students.

PAL is designed for students who have a primary diagnosis of a language-based learning disability and who have average to above average intellectual ability. Due to the popularity of PAL, space is limited. PAL is not designed to support students who have significant psychiatric or other disabling conditions in addition to a language-based learning disability. Such individuals, if otherwise qualified for admission to the College, are eligible for reasonable accommodations under the Americans with Disabilities Act (ADA) as arranged through the College’s ADA Coordinator. Please contact Coordinator of PAL for questions or more information regarding PAL admission procedures. Applicants to PAL for Multilingual Students or the Adult Center at PAL should see below for admission information to those programs.

PAL for Multilingual Students
To be considered for PAL for Multilingual Students, candidates must submit all required documents as outlined in Admission requirements as well as TOEFL score (except for students from the U.S. and the Commonwealth of Puerto Rico), and learning disabilities documentation in English (see PAL admission requirements). Please contact the Coordinator of PAL for Multilingual Students for more information regarding admission procedures.

Adult Center at PAL (ACP)
Applicants to the Adult Center at PAL (ACP) must submit formal documentation of a learning disability, including results of a recent Wechsler Adult Intelligence Scale (WAIS-R or WAISIII) as well as achievement testing in reading, language and math. An
Admission Information

Interview with the Coordinator of ACP is required for admission to the program. Please contact the Coordinator of ACP for more information or to inquire about your eligibility for ACP.

Early Admission
Certain qualified students may be allowed to enroll in the College at the completion of their junior year of high school. Candidates for this program must gain the approval of their high school to participate. College credit will be given for courses carried. The student must have his/her high school’s approval of the courses and assurance that the courses will be accepted toward satisfying secondary school diploma requirements. The successful completion of the prescribed course of study and the secondary school’s granting of a diploma will allow the student to matriculate. Academic standing will be determined by the number of semester credits of work completed. Financial assistance is not available to the student until his/her high school diploma has been awarded.

Advanced Placement Examinations
Curry College normally grants academic credit toward graduation to those who have successfully participated in the Advanced Placement Program of the College Entrance Examination Board and have earned a rating of “3,” “4,” or “5” on the Advanced Placement Examination. Applicants desiring this credit should request the College Entrance Examination Board to send the examination results to the Admission Office, Curry College.

The International Baccalaureate/Higher Level International Baccalaureate Examinations
Students who have participated in the International Baccalaureate diploma program at a secondary school may be eligible to receive advanced standing credit. Credit is granted on a case by case basis. An official IB transcript as well as the student’s secondary school transcript is required. Advanced standing credit may also be awarded to the student who has completed a Higher Level IB course examination(s). Official test score results must be submitted for evaluation by the Registrar’s Office.

Credit by Examination
1. ACT/PER, 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/PER) or the DANTES Subject Standardized Testing (DSST) Program. Students can earn as much 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 than 10% of their credits in this manner (maximum of 12 credits/120 credits or 6 credits/60 credits). Additional information may be obtained from the Registrar’s Office. Continuing Education students should seek information from the Division of Continuing and Graduate Studies.

2. Proficiency Evaluations: Proficiency evaluations for certification of credit are available for many courses at Curry. Matriculated students are eligible for these evaluations and, upon demonstration of satisfactory achievement, will receive ungraded credit for the course(s). The evaluations measure end-of-course competency in particular Curry course offerings and afford an additional option for shortening the time required to earn a degree. Directions, fee scale, and the application form for proficiency evaluations are available in the Registrar’s Office. Continuing Education students should seek information from the Division of Continuing and Graduate Studies. An IEP or its equivalent is requested, if available (not mandatory).

Transfer Students
Each September and January, Curry College admits and welcomes transfer students. (Applications for transfer into the Nursing Program are accepted for the fall semester only). Students interested in applying for admission apply online at www.curry.edu or apply using the Common Application. If using the Common Application, be sure to add Curry College to your “My Colleges” list. A rolling admission policy is followed, except for students interested in transferring into the nursing program, with a priority deadline of July 1 for the fall semester and January 1 for the spring semester.

After the application has been submitted, accompanied by the non-refundable application fee of $50 and personal essay, candidates should submit all official college transcripts, the College Official’s Report Form from each college previously attended, and proof of high school graduation to the Admission Office.

The results of the SAT or ACT, as well as an official high school transcript, are required if the applicant has completed less than 30 credits at another institution. If the student has completed more than 30 credits at another institution, proof of high school graduation is required and may be submitted as a photocopy of the high school diploma, GED results, or an official final high school transcript.

A student who has attended any other institution beyond the high school level, regardless of whether or not any advanced standing credit has been earned or is desired, is required to have an official transcript sent directly from his or her former institution to the Admission Office. A transfer applicant must report all colleges previously attended. Failure to provide accurate information or deliberate omission of transcripts may invalidate any acceptance to Curry College. The Admission Office expects to receive the final transcript prior to the acceptee’s first registration at the
College as a degree candidate. If extenuating circumstances prevent this, the final transcript must be sent directly to the Registrar's Office by the end of the first semester the student is enrolled at Curry College. The College may not accept credits in transfer if the transcript is received after the first semester.

Transfer students who, at the time of their matriculation have an Associate's Degree in a liberal arts course of study with a 2.0 cumulative average and 60 credits or the equivalent with no grades below a C– will be granted full junior status. Students transferring from a college with which Curry has an articulation agreement will be treated according to the terms of that agreement. Associate degrees from programs other than liberal arts will be evaluated for transfer credit on an individual basis.

College-level credit received from another institution, whether or not Curry College offers a parallel course, will normally be granted for graded courses in which a “C–” or better has been earned and the course is not of a technical nature that may not fit within the academic areas of the College.

Applicants to the Nursing Program must earn a grade of “C” or better in all prerequisites (Anatomy & Physiology I, Anatomy & Physiology II and Chemistry with Lab) in order for the courses to transfer and for their application to be considered for admission. If any of the prerequisite courses were failed and/or repeated at other institutions, the applicant will not be considered for Admission to the nursing program at Curry College.

Regardless of the number of credits accepted by Curry College, the transfer student must meet the normal requirements for graduation.

These are:
• The accumulation of 120 credits or the successful completion of a comprehensive evaluation by the Curry faculty
• Fulfillment of the requirements of a major
• Achievement of a 2.0 cumulative grade point average
• Fulfillment of the general degree requirements as specified in this Catalog

Credit for courses taken with United States Armed Forces Institute (USAFI) will be accepted on the basis of the guidelines developed by the American Council on Education document, “Guide to the Evaluation of the Educational Experiences in the Armed Services.” Curry College may accept transfer credits for non-traditional study in accordance with the following guidelines and procedures:

A student may apply for up to a maximum of 9 credits toward graduation for experiences which have had an educational value although they have not occurred in the traditional academic environment. The student must apply to the Committee on Equivalent Education for the awarding of these credits, stating the nature of the experiences and demonstrating the educational value of the experience. These credits will not replace the normal requirements for graduation, but will count as “elective” credits toward the 120 credits required for graduation.

Transfer credits for criminal justice majors will be accepted only from regionally accredited institutions. Criminal Justice majors may not receive credit for any non-traditional study, including life experience, professional development and coursework completed through the Armed Services.

Before a transfer student will be asked to respond to an offer of Admission, Curry will notify the applicant of the specific course credits or equivalents to be granted upon enrollment. If an evaluation cannot be completed at the time admission is offered, Curry will make an evaluation before asking the student to make a commitment. A copy of the transfer student’s Curry transcript will be sent to the student during the first semester at Curry. This record will serve as an official confirmation of recorded credits.
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David Rosati

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Vice President of Institutional Advancement
Sally Murray

Public Relations
Vice President of Marketing & Communications
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Adam Stearn

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Steven Gunning

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Michelle McMahon

Student Personnel Matters, Residence Life,
Counseling
Vice President of Student Affairs
Maryellen M. Colliton Kiley
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- From the Massachusetts Turnpike: Proceed south on Route 128 (which is also Route 95 at that point). After exit 13, DO NOT follow signs for Route 95-Providence, RI. Follow signs for Route 93 North. Take exit 2B, which is Route 138 North. The College is 2 miles on the left.

- From Providence, R.I.: Take Route 95 North to exit 12. Follow signs for Route 93 North. Take exit 2B, which is Route 138 North. The College is 2 miles on the left.

- From Boston: Proceed South on the Expressway (Route 93 South) to Route 128 North. Take exit 2B, which is 138 North. The College is 2 miles on the left.

- From Cape Cod: Take Route 3 North to 128 North (Route 93 South). Take exit 2B, which is Route 138 North. The College is 2 miles on the left.

- By public transportation from Boston, take the MBTA red line from South Station to Ashmont Station. At Ashmont take the green trolley to Mattapan Station. Board the JBL 716 Bus marked “Stoughton” or “Canton” for a three-mile ride to the College entrance on Blue Hill Avenue in Milton. The College also provides free shuttle service daily, on an hourly basis, between local MBTA stops and the College during the academic year.
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This edition of the Curry College Catalog supersedes all previous editions, and is subject to change without notice.

Curry College is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied though a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
(781) 425 7785
E-Mail: info@neche.org

Granting the degrees of Bachelor of Arts, Bachelor of Science, Master of Business Administration, Master of Education, Master of Arts in Criminal Justice, and Master of Science in Nursing under the authority of the Commonwealth of Massachusetts, Curry is officially recognized by the United States Department of Education and is listed in the Department’s Higher Education Directory.

The School of Nursing baccalaureate program pre-licensure tracks are approved by the Massachusetts Board of Registration in Nursing, 39 Causeway Street, Suite 500 Boston, MA 02114 617.727.9961.

The baccalaureate degree program in nursing and master’s degree program in nursing at Curry College are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.
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, athletic or other college administered programs.

Also, the following policy statement was approved unanimously by the Curry College Board of Trustees on May 17, 1985.

“As members of a college community which is committed to the development of abilities and values that can lead to a lifetime of personal and professional fulfillment within an environment of positive challenge, support, and friendliness, we shall not tolerate sexual harassment in any form. We recognize this type of unwelcomed behavior not only as a form of sexual discrimination, and therefore illegal, but, more importantly, as an infringement of human rights which adversely affects the relationships between all members of the college community — students, faculty, and staff alike. At Curry College, sexual harassment is defined as the attempt to subject an individual to unwanted sexual attention, physically or verbally; or to coerce an individual into a sexual relationship or to punish the failure to comply; or to create a sexually intimidating environment wherever an individual lives, learns, or works.”
## Academic Calendar 2020-2021

### SPRING SEMESTER 2021

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### JANUARY

- Offices reopen: Mon., Jan. 4
- Martin Luther King Day, offices closed*: Mon., Jan. 18

### FEBRUARY

- CLASSES BEGIN: Mon., Feb. 1
- Add/Drop deadline (without fee): Mon., Feb. 15

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### MARCH

- Mid-term grades deadline: Wed., March 31

### APRIL

- Course selection for fall 2021: Mon., April 5 – Fri., April 16
- Course withdrawal deadline: Fri., April 9
- Grade/Pass/Fail deadline: Fri., April 9
- Web registration for fall 2021: Mon., April 12 – Fri., May 7
- Patriots Day (classes held), offices closed*: Mon., April 19

### MAY

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### MAY

- CLASSES END: Mon., May 10
- Final examinations: Tues., May 11– Sat., May 15
- Residence halls close at noon: Sun., May 16
- COMMENCEMENT: Sun., May 16
- Memorial Day, offices closed*: Mon., May 31

### SUMMER SESSION 2021

- Contact the Division of Continuing and Graduate Studies (617) 333-2364 for summer schedules.

### Fall Semester 2020 Calendar

* Office staff should check with supervisor.

** CE accelerated eight-week classes held during this time. Please consult with the Division of Continuing and Graduate Studies for details.