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 2017**

<table>
<thead>
<tr>
<th>AUGUST</th>
<th>SEPTEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2</td>
</tr>
<tr>
<td>6 7 8 9 10 11 12</td>
<td>3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>13 14 15 16 17 18 19</td>
<td>10 11 12 13 14 15 16</td>
</tr>
<tr>
<td>20 21 22 23 24 25 26</td>
<td>17 18 19 20 21 22 23</td>
</tr>
<tr>
<td>27 28 29 30 31</td>
<td>24 25 26 27 28 29 30</td>
</tr>
</tbody>
</table>

- New Student Check-In: Fri., Aug. 25
- Welcome Weekend: Fri., Aug. 25 – Sun., Aug. 27
- Returning Student Check-In: Sun., Aug. 27
- Academic Convocation: Mon., Aug. 28
- CLASSES BEGIN: Mon., Aug. 28, 12:30 p.m.
- Columbus Day (no classes)**, offices closed*: Mon., Oct. 9
- Mid-term grades deadline: Wed., Oct. 18
- Course selection for spring 2018: Mon., Oct. 30 – Thurs., Nov. 9
- CLASSES END: Mon., Dec. 11
- Final examinations: Tues., Dec. 12 – Sat., Dec. 16
- Residence halls close at noon: Sun., Dec. 17
- Winter Break, offices closed*: Sat., Dec. 23
- See inside back cover for Spring Semester 2018 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.
# Table of Contents

<table>
<thead>
<tr>
<th>Academic Calendar</th>
<th>inside covers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College</td>
<td>3</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>6</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>11</td>
</tr>
<tr>
<td>Programs of Instruction (Academic Divisions and Departments)</td>
<td>27</td>
</tr>
<tr>
<td>Course Descriptions and Program Requirements</td>
<td>31</td>
</tr>
<tr>
<td>Academic Enrichment</td>
<td>31</td>
</tr>
<tr>
<td>Accounting</td>
<td>33</td>
</tr>
<tr>
<td>African-American Studies</td>
<td>36</td>
</tr>
<tr>
<td>Applied Computing</td>
<td>38</td>
</tr>
<tr>
<td>Art History</td>
<td>42</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>44</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>45</td>
</tr>
<tr>
<td>Biology</td>
<td>47</td>
</tr>
<tr>
<td>Business Management</td>
<td>53</td>
</tr>
<tr>
<td>Chemistry</td>
<td>66</td>
</tr>
<tr>
<td>Communication</td>
<td>69</td>
</tr>
<tr>
<td>Community Health and Wellness</td>
<td>89</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>95</td>
</tr>
<tr>
<td>Dance</td>
<td>105</td>
</tr>
<tr>
<td>Design</td>
<td>107</td>
</tr>
<tr>
<td>Education</td>
<td>110</td>
</tr>
<tr>
<td>English</td>
<td>134</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>142</td>
</tr>
<tr>
<td>Experiential Education</td>
<td>143</td>
</tr>
<tr>
<td>Fine and Applied Arts</td>
<td>144</td>
</tr>
<tr>
<td>First-Year Studies</td>
<td>145</td>
</tr>
<tr>
<td>Foreign Language and Culture - Chinese, French, Italian, Spanish</td>
<td>146</td>
</tr>
<tr>
<td>Honors Programs</td>
<td>149</td>
</tr>
<tr>
<td>Individually Initiated Major (IIM)</td>
<td>150</td>
</tr>
<tr>
<td>Information Technology</td>
<td>151</td>
</tr>
<tr>
<td>Integrated Liberal Studies</td>
<td>157</td>
</tr>
<tr>
<td>Mathematics</td>
<td>158</td>
</tr>
<tr>
<td>Music</td>
<td>162</td>
</tr>
<tr>
<td>Nursing (The School of)</td>
<td>168</td>
</tr>
<tr>
<td>Nursing (Accelerated)</td>
<td>173</td>
</tr>
<tr>
<td>PAL (Program for Advancement of Learning)</td>
<td>176</td>
</tr>
<tr>
<td>Philosophy and Religious Studies</td>
<td>180</td>
</tr>
<tr>
<td>Physical Education</td>
<td>186</td>
</tr>
<tr>
<td>Physics</td>
<td>188</td>
</tr>
<tr>
<td>Politics and History</td>
<td>189</td>
</tr>
<tr>
<td>Psychology</td>
<td>198</td>
</tr>
<tr>
<td>Public Health and Wellness</td>
<td>209</td>
</tr>
<tr>
<td>Science</td>
<td>216</td>
</tr>
<tr>
<td>Sociology</td>
<td>217</td>
</tr>
<tr>
<td>Software Development</td>
<td>225</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>229</td>
</tr>
<tr>
<td>Women's and Gender Studies</td>
<td>234</td>
</tr>
<tr>
<td>Writing Program</td>
<td>239</td>
</tr>
<tr>
<td>Division of Continuing and Graduate Studies</td>
<td>240</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>245</td>
</tr>
<tr>
<td>Graduate Studies Policies</td>
<td>246</td>
</tr>
<tr>
<td>Master of Arts in Criminal Justice (MACJ)</td>
<td>251</td>
</tr>
<tr>
<td>Master of Business Administration (MBA)</td>
<td>256</td>
</tr>
<tr>
<td>Master of Education (MED)</td>
<td>261</td>
</tr>
<tr>
<td>Graduate Certificates in Education</td>
<td>272</td>
</tr>
<tr>
<td>Master of Science in Nursing (MSN)</td>
<td>282</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>288</td>
</tr>
<tr>
<td>Financial Information</td>
<td>292</td>
</tr>
<tr>
<td>Admission Information</td>
<td>318</td>
</tr>
<tr>
<td>The Corporation and Board of Trustees</td>
<td>322</td>
</tr>
<tr>
<td>The Administration</td>
<td>323</td>
</tr>
<tr>
<td>The Faculty</td>
<td>325</td>
</tr>
<tr>
<td>Correspondence Directory</td>
<td>336</td>
</tr>
<tr>
<td>Directions to the Milton Campus</td>
<td>337</td>
</tr>
<tr>
<td>Index</td>
<td>338</td>
</tr>
<tr>
<td>Accreditation</td>
<td>341</td>
</tr>
</tbody>
</table>
The College

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 and Master of Science in Nursing 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.
The College

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, and a Master of Science in Nursing in 2008.

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 11:1.

The College is now a private, independent institution offering 27 majors and 60-plus minors and concentrations leading to undergraduate degrees, and offering graduate degrees in education, criminal justice, business administration, and nursing to a combined enrollment of over 2,800 students. The College offers a highly successful Honors Program and a wide array of extra-curricular activities, ranging from 14 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, as well as approximately 600 continuing education and over 200 graduate students. Approximately 1,525 students 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.

**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 science building; 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, the student newspaper offices, 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 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.

The College's most recently constructed facility and residence hall 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; or 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 35 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 Department of Student Activities & the Student Center staff 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 Week 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, Welcome Week and Winter Warm-Up. 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 serves as a representative voice of the Curry students to the administration, faculty, and staff and the Milton community. 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 12 sports in The Commonwealth Coast Conference (CCC), which includes 10 New England Division III institutions. The College is also a member of the New England Football Conference (NEFC).

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 IPOD docking stations. It also contains 25 pieces of Cybex selectorized equipment, great for beginners and those with advanced knowledge of exercise alike. The fitness center does offer orientations to the fitness equipment. 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. The Fitness Center also plays host to several fitness programs that encourage students to compete to stay healthy and excited about fitness and wellness.

Counseling Center
The Counseling Center provides psychological evaluation, individual and group psychotherapy as well as crisis intervention services on an as needed basis to help students identify, understand and problem solve the issues that they face. Services are available Monday through Friday, 8:30am-4:30pm and are typically done by prior appointment, though walk-in services are available for emergencies. Services are provided by licensed mental health professionals and supervised graduate level interns.
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. In fact, students do not need a “problem” in order to see a counselor. Some students who seek counseling do so because they are experiencing difficulty adjusting to academic stress, college life, or simply may need someone with whom to talk. The number of counseling sessions is determined between each student and their counselor, based on the treatment needs of the student. The average length of treatment is typically 6-12 sessions. For longer term and/or specialized treatment, Counseling Center staff typically will 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 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 underrepresented 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 a full-time nurse practitioner, registered nurse, and 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.

We offer most services that you would expect from your primary care provider. These include a full range of medical care, disease testing (pap smears, rapid strep and mono tests, urine tests, STD testing) including blood tests and medications or prescriptions. The health care providers make referrals to Milton Hospital, a comprehensive and thoroughly modern facility 2.5 miles from campus, or other health facilities or specialists in the area. X-rays are done at Milton Hospital. Public Safety or an ambulance will transport students who require emergency services to Milton Hospital. If a student has a contagious illness, every effort is made for the student to be cared for at home.

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. Since there is no infirmary on campus, any student requiring hospitalization is referred to nearby Milton Hospital.

Prior to matriculation, all Students are required by Massachusetts State Law to submit immunization records completed by their healthcare provider. Students will not be permitted to move into the residence halls without this documentation. In addition, the student must have a current physical (within one year) on file with Health Services. 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.

Substance Abuse & Wellness Education
The Office of Substance Abuse and Wellness Education works to provide students the information they need to make educated decisions about alcohol and other drug use. Through creative and fun educational programs, activities, classroom instruction and individual interactions, we are able to educate students on the facts on alcohol consumption, safe and healthy choices, as well as the possible consequences that alcohol abuse and misuse can bring to them. In addition, programs and information are offered that address general student wellness to include stress management, healthy lifestyles, meditation and responsible choices.

If you have questions, think you might know someone who has a problem with alcohol, drugs or stress and you don't know what to do, or would like to get more information and be involved, please feel free to contact Michelle McGraw, the Coordinator of Substance Abuse and Wellness Education, at mdevoe0314@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 - as well 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 Terry Hofmann, Director of Spiritual Life, at thofmann0210@curry.edu, or 617-979-3532.

Public 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.

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 commit-
ment 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.

Student Conduct
The mission of the Office of Student Conduct is to educate and foster student growth and 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.

Administrators from the College's Academic Affairs and Student Affairs Offices and their designees, have the authority to determine if a student's actions constitute a violation of the College's policies, standards, and expectations or otherwise warrant discipline and what disciplinary action is appropriate, given the particular circumstances. Each situation is evaluated in a case-by-case manner, as individual circumstances do vary. Accordingly, comparisons between disciplinary measures imposed on different students have no bearing on whether any particular disciplinary action is warranted in regard to any one student. Students who are involved in student conduct proceedings must realize that the rules, which apply to a court matter, do not apply to the College Student.

Conduct Process. The College wishes to encourage students to communicate openly and to benefit from this process. Please refer to the Student Handbook for a full description of the Student Conduct process and a list of College policies.
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, which identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where records may be inspected. If the records requested are not maintained by the Registrar, the Registrar will advise the student of the correct official to whom the request should be addressed.

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

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

   If Curry College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Curry College in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom Curry College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-5920

Directory Information
The Family Educational Rights and Privacy Act of 1974, as amended, provides that the College may disclose Directory Information, that is, information that is generally not considered harmful to students nor an invasion of their privacy if disclosed, without the consent of students. Under provisions of the Act, this information includes: name, address, enrollment status, date of birth, birthplace, major, activities information, sports participation, height and weight of athletic team members, dates of attendance, degrees and awards received, and most recent educational institution attended. Students who wish the College to withhold Directory Information must notify the Registrar in writing within 14 calendar days after 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
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.

The College reserves the right to revise requirements and course offerings.

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 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:

<table>
<thead>
<tr>
<th>Class</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>0-29.5</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59.5</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89.5</td>
</tr>
<tr>
<td>Senior</td>
<td>90 or more</td>
</tr>
</tbody>
</table>

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.

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.
## Academic Policies & Procedures

### GENERAL EDUCATION CURRICULUM

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>15-16 credits</strong></td>
<td><strong>3-4 credits</strong></td>
</tr>
<tr>
<td>First Year Inquiry with ePortfolio development and info literacy</td>
<td>3-4 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>Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>Quantitative Literacy/Math</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Breadth Requirements – Bachelor of Arts</strong></td>
<td><strong>4 credits</strong></td>
</tr>
<tr>
<td>The Sciences</td>
<td>4 credits</td>
</tr>
<tr>
<td>The Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>The Humanities</td>
<td>6 credits</td>
</tr>
<tr>
<td>The Social Sciences</td>
<td>6 credits</td>
</tr>
<tr>
<td>Courses in Breadth will also be RWE, ILE, or QRE*</td>
<td></td>
</tr>
<tr>
<td><strong>Breadth Requirements – Bachelor of Science</strong></td>
<td><strong>4 credits</strong></td>
</tr>
<tr>
<td>The Sciences</td>
<td>4 credits</td>
</tr>
<tr>
<td>The Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>The Humanities</td>
<td>3 credits</td>
</tr>
<tr>
<td>The Social Sciences</td>
<td>3 credits</td>
</tr>
<tr>
<td>Math, Science or Social Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>Courses in Breadth will also be RWE, ILE, or QRE*</td>
<td></td>
</tr>
<tr>
<td><strong>International/Global Interdependence Requirement</strong></td>
<td><strong>6-8 credits</strong></td>
</tr>
<tr>
<td>Foreign Language sequence or Study Abroad or Courses with Global Focus</td>
<td>6-8 credits</td>
</tr>
<tr>
<td><strong>Diversity/Inclusion Requirement</strong></td>
<td><strong>6 credits</strong></td>
</tr>
<tr>
<td>3 credits can be double counted with major requirements</td>
<td></td>
</tr>
<tr>
<td><strong>General Education Capstone Requirement</strong></td>
<td><strong>3-4 credits</strong></td>
</tr>
<tr>
<td>Junior Inquiry &amp; Integration</td>
<td>3-4 credits</td>
</tr>
</tbody>
</table>

*RWE = Reading, Writing, Research Enhanced; ILE = Information Literacy Enhanced; QLE = Quantitative Literacy Enhanced

---

To be completed by the time a student reaches 45 credits. Nursing students must complete the Quantitative Literacy/Math requirement by the time they reach 60 credits.

Courses in Breadth will also be RWE, ILE, or QRE*.

**Must be from different disciplines**

Courses in Breadth will also be RWE, ILE, or QRE*.

---

To be taken after the majority if not all of General Education requirements are complete and within 60-90 credits.
Academic Policies & Procedures

First Year Core
Five courses comprise the General Education First Year Core. These 15-16 credits should be completed in the student’s first year at Curry and must be completed by the time the student earns 45 credits.

First Year Core courses can be double counted with courses in the student’s major.

First Year Inquiry – GEN 1000 - 3-4 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.

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.

As part of the Breadth requirements, 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.

In completing Breadth requirements, students may only count one course from each subject area.

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.

For students completing Bachelor of Science degrees, the following courses may be used to satisfy Breadth requirements: BIOL 1055, BIOL 1065, BIOL 1075, BIOL 1085, BIOL 2010, CHEM 1010, CHEM 1020, MATH 2130, PHYS 2010.

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 among 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 Interdependence coursework may double count with coursework in the student’s major.

Diversity
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 coursework may double count with coursework in the student’s major.

Junior Inquiry and Integration – GEN 3000 - 3-4 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. A student may fulfill the Active Learning requirement by completing a 3 credit Active Learning course, by completing two 1-2 credit Active Learning courses, by completing one 1-2 credit Active Learning course and one approved Active Learning co-curricular activity, or by completing two approved Active Learning co-curricular activities in two different semesters. For details on the co-curricular options for fulfilling this requirement, please contact your academic advisor. Active Learning coursework may double count with coursework in the student’s major.

Wellness
The Wellness requirement encourages 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 two approved Wellness co-curricular activities in two different semesters. For details on the co-curricular options for fulfilling this requirement, please contact your academic advisor. Wellness coursework may double count with coursework in the student’s major.

c-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 Junior Inquiry and Integration course.
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
15-16 credits FY CORE
3-4 credits Science
3 credits Arts
3 credits Humanities
3 credits Social Science
3 credits Global/International
3 credits Diversity
3-4 credits JYI
Wellness
Active Learning

Note: Students complete at least one course each, RWE, QLE, and ILE as part of breadth.

CATEGORY 3: 46 or more transfer credits
Without Associate's degree
3 credits RWE
3 credits ILE
3 credits QLE
3-4 credits JYI

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.
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):

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

Equivalent Credit and Life Experience Credit

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

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

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 Student Conduct.

For specific information concerning study abroad and study at other academic institutions, contact the Academic Enrichment Center (AEC).
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 on the Curry Web Information System (CWIS).

**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 Academic Advising Office, 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 statement of responsibility form must be completed and signed by the student at 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 $1,226/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)**
Add/drop forms are available in the Advising and Registrar’s Offices; completed 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 the signature of 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 in 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.
**Academic Policies & Procedures**

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

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

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

**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 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 instructor of the current course. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution.

- **e) Complicity** - is assisting or attempting to assist another person in any act of academic dishonesty.

- **f) Misconduct in Research and Creative Endeavors** - is any deviation from the accepted professional and ethical practices within a discipline, or from the policies of the College, in carrying out, reporting, publishing or exhibiting the results of research. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation.

- **g) Misuse of Intellectual Property** - is the illegal use of copyright materials, trademarks, trade secrets or intellectual properties. Students are afforded a great deal of discretion under the legal principle of fair use, to employ copyrighted materials for academic purposes, but should consult with their instructor prior to using such materials for coursework of any kind.

**II. Process for handling alleged violation of this policy:**

1. **Conference with the Student**

A conference between the student and the instructor is the first step in addressing alleged violations of the policy on Academic Integrity. The instructor has the right to decide whether additional steps in this process should be pursued.

   a. If an instructor has reason to believe that a student has committed a violation of the Academic Integrity Policy, the instructor will contact the student within 10 business days to notify the student of the suspected violation and to arrange a time to discuss the matter with the student. The meeting shall take place as soon as possible after the discovery of the alleged violation.

   b. The instructor will inform the student of the details of the alleged violation. The instructor will present evidence of the alleged violation of the Academic Integrity Policy. The student will be provided the opportunity to respond to the allegation and may explain any suspected or alleged misconduct by presenting evidence, giving additional information relevant to the matter, explaining extenuating or mitigating circumstance, or acknowledging a violation.

   c. If the student declines to discuss the matter or attend a meeting with the instructor, or is unavailable for more than ten (10) business days, the instructor will make a determination as to whether a violation of this Policy has occurred and what the appropriate sanction will be.
2. Reporting of Violation
   a. Once an instructor determines that an undergraduate student has violated the Academic Integrity Policy, the instructor will report the violation through the Academic Alert System, which sends a 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 member and the student involved;
   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 to 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.
GRADES & GRADE POINTS

Grades and grade points are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent achievement of course goals</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
<td>Good achievement of course goals</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good achievement of course goals</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
<td>Adequate achievement of course goals</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Minimal achievement of course goals</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
<td>Failure to achieve course goals (or for lack of attendance and failure to respond to mid-semester deficiency notification by officially withdrawing from course)</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>D–</td>
<td>0.7</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Audit (no effect on GPA)</td>
</tr>
<tr>
<td>IN</td>
<td>-</td>
<td>Continuing Education Unit</td>
</tr>
<tr>
<td>P</td>
<td>-</td>
<td>Proficiency Credit (no effect on GPA; credits count toward graduation)</td>
</tr>
<tr>
<td>W</td>
<td>-</td>
<td>Proficiency Failure (no effect on GPA; no credit earned)</td>
</tr>
<tr>
<td>AU</td>
<td>-</td>
<td>Special (e.g., Equiv. Ed. explained below)</td>
</tr>
<tr>
<td>CEU</td>
<td>-</td>
<td>Equivalent Education Credit (CEE): Credits awarded for prior learning. Grade for credits awarded is indicated by ‘SP.’</td>
</tr>
<tr>
<td>NG</td>
<td>-</td>
<td>‘I’ Followed by a letter grade indicates an Incomplete changed to a grade</td>
</tr>
<tr>
<td>TCR</td>
<td>-</td>
<td>Transfer Credit</td>
</tr>
</tbody>
</table>

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

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

MIDTERM ASSESSMENTS

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

- S: Satisfactory; grade at midterm is C or higher
- U: Unsatisfactory; grade at midterm is passing but C- or below
- F: Failing at midterm
- 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 in the Office of the Registrar.

When the instructor grants an incomplete, he or she will specify on the contract precisely what must be achieved to complete the course; will specify a deadline for resolving the incomplete, which may be shorter than 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 in-
Academic Policies & Procedures

complete 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 writing and math to ensure that they are registering for the appropriate level of writing and math courses.

Writing:
First-year students will be expected to submit a piece of original writing for assessment; either their best SAT Writing Essay (if available) or the Curry College Writing Assessment will be reviewed by expert readers and students will be placed into either WRIT1060: The Academic Writing Process, or WRIT 1400: Reading, Writing and Research I. Students will be expected to take the appropriate writing course in their first semester of study and they will receive credit toward graduation, regardless of which course begins their writing course sequence.

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 22). 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 credits, 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>Credits Attempted</th>
<th>GPA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 18.99</td>
<td>at least 1.5 cumulative GPA</td>
</tr>
<tr>
<td>19 to 59.99</td>
<td>at least 1.8 cumulative GPA</td>
</tr>
<tr>
<td>60 or more</td>
<td>at least 2.0 cumulative GPA</td>
</tr>
</tbody>
</table>
Academic Policies & Procedures

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 with in 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. Students to be
dismissed for either academic or disciplinary reasons may not withdraw from the College. The student’s official withdrawal date will be the date of notification of withdrawal to the college or the date the college determines that the student is no longer in attendance. Students who stop attending the College but do not complete the official withdrawal process will be reviewed by the Registrar’s Office to determine their last date of academic activity and the determination of that last date of activity will be considered to be the student’s official date of withdrawal. Students are responsible for all academic course work, for all tuition and other charges until officially withdrawn from 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**
To return to the college after an official withdrawal, a student must contact the Office of the Registrar to initiate the readmission procedure.

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

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

This policy applies only to those students who return to Curry to complete a second major or concentration, not to students earning two degrees or a double major simultaneously. This policy does not pertain to transfer students who earned their first degrees at other institutions. It also does not apply to any Curry alumnus/alumna who returns to the Division of Continuing and Graduate Studies to pursue an undergraduate certificate program. It does apply to any Curry student who started as a double major but graduated with one major completed and wishes to return to complete the second one.

**Continuing Registration**
A student who fails to qualify for graduation as a result of outstanding incompletes which he/she expects to finish, or who has been granted permission to take an additional number of required credits elsewhere, shall be 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.
Programs of Instruction

Organization of Departments and Academic Divisions

ACADEMIC ENRICHMENT CENTER
Edward Bradford, Director
Anne Benoit, Kara Provost, Coordinators

DEPARTMENT OF APPLIED TECHNOLOGY
Maryann Gallant, Deanna Gordon, Chairpersons

DEPARTMENT OF COMMUNICATION
John Barrett, Chairperson

DEPARTMENT OF EDUCATION
Michelle LeBlanc, Chairperson
Undergraduate Education
Dorothy Alexander, Coordinator
Graduate Education
Holly Gray, Director
Physical Education
Marijke Alsbach, Director
Health and Wellness
Katherine Morrison, Coordinator

DEPARTMENT OF FINE AND APPLIED ARTS
Efram Burk, Chairperson

DEPARTMENT OF GENERAL EDUCATION
Julia Sloan, Director
First-Year Studies
Silas Pearman, Coordinator

DEPARTMENT OF HUMANITIES
Robert Smid, Chairperson
English
Andrew Horn, Coordinator
Writing
Lindsay Illich, Coordinator
Foreign Language and Cultures
Jeannette DeJong, Coordinator
Integrated Liberal Studies
William Nancarrow, Coordinator
Philosophy and Religious Studies
Bette Manter, Coordinator

DEPARTMENT OF MANAGEMENT
Anthony Fabrizio, Chairperson
Steven Gunning, Director, Master of Business Administration

DEPARTMENT OF NATURAL SCIENCES AND MATHEMATICS
Marie Turner, Chairperson
Mathematics
Tracy Wang, Coordinator

SCHOOL OF NURSING
Desiree Hensel, Dean, School of Nursing
Cathleen Colleran, Chairperson
Michelle Mcmahon, Director, Master of Science in Nursing

DEPARTMENT OF POLITICS AND HISTORY
Larry Hartenian, Chairperson

DEPARTMENT OF PSYCHOLOGY
Eric Weiser, Chairperson

DEPARTMENT OF SOCIOLOGY & CRIMINAL JUSTICE
Sandra O’Neil, Chairperson
Jennifer Balboni, Rebecca Paynich, Directors, Master of Arts in Criminal Justice

PROGRAM FOR ADVANCEMENT OF LEARNING (PAL)
Laura Vanderberg, Director
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. Courses may be counted only once toward either the major or minor.

**Bachelor of Arts Majors are available in:**
- Biology
- Business Management
- Communication
- Community Education
- Community Health and Wellness
- Criminal Justice
- Design
- Early Childhood Education
- Elementary Education
- English
- Integrated Liberal Studies
- Mathematics Education
- Out of School Time Education
- Philosophy
- Politics and History
- Psychology
- Sociology
- Special Education
- Studio Arts

**Bachelor of Science Majors are available in:**
- Accounting
- Biochemistry
- Biology
- Information Technology
- Nursing
- Public Health and Wellness
- Software Development

**The career potential of these majors may be supplemented by special concentrations in:**
- Accounting
- American Literature
- British Literary Heritage
- Communication Studies
- Corporate Communication
- Counseling Psychology
- Creative Writing
- Developmental Psychology
- Early Intervention
- Educational Psychology
- Entrepreneurship
- Film
- Finance
- Gerontology
- Health Psychology
- Human Resources
- Marketing
- Multimedia Sports Journalism
- Professional Writing
- Public Relations
- Radio/Audio Production
- Social Work
- Sports and Recreation
- Sports/Youth Recreation
- Programming
- Substance Abuse Counseling
- Survivor/Witness/Victim Advocacy
- Television/Digital Video
- Theatre
- Video Game Studies

**Minors are available in:**
- African-American Studies
- Accounting
- Applied Computing
- Art History
- Asian Studies
- Biology
- Business Management
- Chemistry
- Communication
- Community Health and Wellness
- Criminal Justice
- Dance
- Design
- Early Intervention
- Education
- English
- Environmental Studies
- Gerontology
- Information Technology
- Management Information Systems
- Mathematics
- Mathematics Education
- Music
- Philosophy
- Physics
- Politics and History
- Psychology
- Religion
- Sociology
- Spanish
- Sports/Youth Recreation
- Programming
- Studio Arts
- Substance Abuse Counseling
- Theatre
- Women's and Gender Studies
- Youth Advocacy

**Licensure is available in:**
- Early Childhood: Teacher of Students with and without Disabilities (Pre-K-2)
- Elementary: Teacher (1-6)
- Mathematics: Teacher (5-8; 9-12)
- Teacher of Students with Moderate Disabilities: Special Needs (Pre-K-8)
Declaring a Major
By the end of their first two years of study, students must:
1. Declare through the Academic Advising 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 Dean's Office.
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 Web 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/ENG/FA/VA/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 Web 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 are intended to 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 268 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 1002 Academic Skills for the Adult Learner 1 credit
Offered periodically within a three-year academic cycle
Addresses the continuing education student’s unique needs, focusing on the academic reading and writing processes. Emphasizes research writing and APA format. Teaches strategies to improve reading comprehension and note-taking skills. Helps students become more comfortable with using technology to enhance their learning. Course readings and writing assignments focus on the challenges adult learners face. Course is intended for undergraduate and graduate students who are beginning their Curry education. Advisor recommendation is strongly encouraged before enrolling in this course.

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 their home couture and customs, as course subject matter.

AE 1050 Introduction to Academic Reading: Global Emphasis 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 Semesters
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 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.
**Academic Enrichment**

**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.

**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, 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.
The Accounting Program:

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 1510 Business Management I(^1)</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1511 Business Management II</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1610 Economics: Macro</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1611 Economics: Micro</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>
</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 2050 Accounting Information Systems                                     | 3       |
| ACNT 3010 Cost Accounting                                                    | 3       |
| ACNT 3050 Auditing                                                           | 3       |
| MGT 2150 Quantitative Methods and Analytics\(^2,3\)                          | 3       |
| MGT 2250 Business Law                                                        | 3       |
| MGT 2510 Organizational Systems and Processes                                | 3       |
| MGT 2520 Marketing Management                                                | 3       |
| MGT 2570 Financial Management                                                | 3       |
| MGT 3930 Management of International Business                                | 3       |
| MGT 3950 Business Ethics Seminar                                             | 3       |
| MGT 3980 Senior Seminar: Management Policy                                   | 3       |

Electives at the 2000/3000-level<br>Choose three from the list below:<br>

| ACNT 2021 Business Entity Taxation                                           | 3       |
| ACNT 2030 Financial Statement Analysis                                       | 3       |
| ACNT 2040 International Accounting                                          | 3       |
| ACNT 2060 Forensic Accounting                                                | 3       |
| ACNT 3020 Financial Planning                                                 | 3       |
| ACNT 3030 Government and Not-for-Profit Accounting                           | 3       |
| ACNT 3450 Accounting Internship                                              | 3       |

Prerequisite or Corequisites:<br>\(^1\) AC 2764 Business Presentations (for MGT 1510) | 3       |
\(^2\) MATH 1150 Statistics I (for MGT 2150)                                      | 3       |
\(^3\) AC 2120 Electronic Spreadsheets: Excel (for MGT 2150)                    | 3       |

See the Business Management section for course descriptions and more information on department requirements.
Accounting

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 Management majors and minors.
Prerequisite: Math Assessment.

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 Management majors.
Prerequisite: ACNT 1010 (with a minimum grade of C) or permission of the instructor.

ACNT 2010  Intermediate Accounting I  3 credits  
Fall Semester
This is the first of two courses covering the study of accounting principles and procedures essential to the preparation of financial statements with particular emphasis on the corporate form. Topics of coverage include financial statements, current assets, inventory, property, plant, and equipment, and intangible assets. IFRS and ethical issues are discussed throughout.
Prerequisite: ACNT 1010.

ACNT 2011  Intermediate Accounting II  3 credits  
Spring Semester
Intermediate Accounting II is the second of two courses covering the study of accounting principles and procedures essential to the preparation of financial statements with particular emphasis on the corporate form. The course provides an in-depth focus on financial instruments, current and long-term liabilities, and stockholders’ equity. Topics of coverage include investments, bonds, leases, accounting for income taxes, accounting changes, share-based compensation and pension plans. IFRS and ethical issues are discussed throughout.
Prerequisite: ACNT 2010.

ACNT 2020  Individual Federal Income Tax  3 credits  
Fall Semester
An examination of the U.S. Income Tax structure with an emphasis on the taxation of individuals. Topics of coverage include income determination, filing status, exemptions, deductions for and from adjusted gross income, credits, self-employed business income and deductions, payroll taxes, and advanced property transactions. Research, analysis and planning of tax issues are also introduced.
Prerequisite: Math Assessment.

ACNT 2021  Business Entity Taxation  3 credits  
Fall 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 2030  Financial Statement Analysis  3 credits  
This course uses a case based approach to provide students with the knowledge and skills necessary to interpret and compare financial data. Computations using basic financial ratios and other financial analysis techniques are extensively covered. An emphasis is placed on the research and analysis of a company and its industry. Forecasted financial statements are also discussed.
Prerequisite: ACNT 2011.

ACNT 2040  International Accounting  3 credits  
An in-depth study into the financial reporting and financial statement analysis of multi-national and international entities. The differences between U.S. Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) are discussed. International auditing standards, international tax and ethical considerations are also introduced.
Prerequisite: ACNT 2011.
ACNT 2050  Accounting Information Systems  3 credits
Fall Semester
An introduction to accounting information systems, with an emphasis on the role of technology and risk analysis. Addresses concepts and applications relating to the analysis, design and implementation of accounting systems. Students will be able to integrate both financial and non-financial information into a corporate information system. Legal and ethical issues pertaining to the use of technology in accounting are discussed throughout.

ACNT 2060  Forensic Accounting  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 1011.

ACNT 3010  Cost Accounting  3 credits
Fall Semester
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 3020  Financial Planning  3 credits
An introduction into the theory and practice of the financial planning process, which includes insurance planning, investment planning, income tax planning, retirement planning and estate planning. Time value of money concepts are discussed throughout. Emphasis is also placed on the preparation and analysis of a financial plan.
Prerequisite: ACNT 2020.

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 1011.

ACNT 3050  Auditing  3 credits
Spring Semester
Examines the accounting profession, professional ethics, legal liability and financial audits by external and internal auditors in both private and public sectors. Covers the audit report and the opinion of the certified public accountant. Emphasis is placed on generally accepted auditing standards and the utilization of statistical sampling methods and computers in auditing.
Prerequisite: ACNT 2011.
African-American Studies

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

Requirements for African-American Studies Minor:

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

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

Total Credits 15

AFAM 2150 African-American Literature 3 credits
Fall and Spring Semesters
Examines African-American literature in its historical contexts from the era of slavery to the present. (Same course as ENG 2150). This course meets the General Education Diversity requirement. Prerequisite: Six (6) credits of Writing/English at the 1000-level.

AFAM 2330 African-American History 3 credits
Fall Semester
Comprehensively examines the history of Africans in the United States from their beginnings in Africa through the Middle Passage to the present day. The approach will be topical within a chronological framework. The course will consider the interaction between social, economic, and educational mechanisms created by whites to govern race relations in the US and on efforts by African Americans to accommodate with, modify, and/or abolish these mechanisms. It will also consider the place of African Americans within the Black Diaspora and thus will explore the place of Africans in today's world. (Same course as P&H 2330).

AFAM 2450 Intro to African-American Studies 3 credits
Spring Semester
Designed to provide students a multidisciplinary introduction and survey of African-American Studies in preparation for courses within the minor. Students will consider the African-American experience from economic, social, historical, racial, cultural, national, and global perspectives. (Same course as P&H 2450).

AFAM 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). Prerequisite: Sophomore standing.

AFAM 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
AFAM 3050 Race, Class, Gender and Health  
3 credits  
Fall Semester

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

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

AFAM 3900 Senior Seminar: Special Topics  
3 credits  
Spring Semester

Small group or semi-independent reading on any topic directly related to African-American Studies.
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.

Minors

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

Applied Computing Minor:

AC 1000 Navigating Your Digital World
AC ---- Four 2000/3000 level-electives from the list below
AC 3900 Senior Seminar: This is IT!

Applied Computing Minor for Business Management Majors:

AC 2025 Data Management
AC 2120 Electronic Spreadsheets: Excel
AC 2764 Business Presentations
AC ---- Two 2000/3000 level-elective from the list below
AC 3900 Senior Seminar: This is IT!

Approved Elective Courses

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

AC 1000 Navigating Your Digital World 3 credits

Fall and Spring Semesters

Covers the basics of the Windows Operating System, Microsoft Office, the Internet and web site evaluation. Students will become familiar with terminology and functions of Windows including proper file management. Utilizes an interactive, hands-on program designed to increase understanding of how software can be used in academic and professional environments. New and emerging technologies as well as information literacy topics will be discussed.

AC 1600 Adobe Illustrator/Photoshop Basics 3 credits

Fall and Spring Semesters

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

AC 2010 Identity Theft 3 credits

Offered periodically within a three-year academic cycle

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

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

Not open to students who have taken or are required to take AC 2025.

AC 2025 Data Management 3 credits
Fall Semester
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 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 DES 2072, SA 2072). Fee.

Prerequisites: SA 1770 or SA 1800 and AC/DES 1600.

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

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 meeting 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 IT/CJ 2500).

Prerequisite: CJ 1000.

AC 2761 Digital Video Editing 3 credits
Fall and Spring Semesters
This course introduces the student to the equipment and procedures used to manipulate video and audio with a computer. Hands-on projects allow students to create, mix, and edit still and animated images, sounds, and video into presentations of the type and design suitable for educational, commercial, and corporate use. (Same course as COM 2761).

Prerequisite: AC 1000 or permission of instructor.

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

AC 2768  Web Design  3 credits  
Fall 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 DES 2768).

AC 2769  Desktop Publishing:  3 credits  
Adobe InDesign  
Spring Semester

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

Prerequisite: Any 3-credit AC course.

AC 2797  Digital Photography  3 credits  
Alternate Years

Combining traditional techniques and contemporary digital technology, this course will seek to realize new aesthetic possibilities in photography. Students will photograph assignments designed for manipulation and enhancement in the digital darkroom and produce a final portfolio. A digital or 35mm camera is required. (Same course as DES 2797, SA 2797).

Pre or Corequisite: AC/DES 1600 or SA 1770.

AC 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 IT 3100).

Prerequisite: Any 2000-level AC/IT course.

AC 3520  Creating Web Pages  3 credits  
Offered periodically within a three-year academic cycle

Graphical editing tools have become a popular resource for individuals who design, build and manage websites. The emphasis of this course is on learning to use Graphical Editors to create and manage a large web site. Adding animation and user interaction with graphics, text and sound effects is also covered. After completing this course, students will be able to create websites using various tools that include graphics, style sheets, tables and links, as well as navigation bars and other page elements that provide visual feedback to the user. (Same course as DES 3520, IT 3520).

AC 3740  Elements of Dynamic Media  3 credits  
Alternate Spring Semesters

Intermediate graphic design course involving the development of strong visual and conceptual development for motion, interactive and web-based theories and technologies. Through the use of static, temporal, and interactive exploration, students will develop sensitivity and sensibility to relationships of form and content in context to dynamic media. Course focuses on concepts and ideas first, and technology second. Course addresses the appropriate use, context, and application of technology, rather than teaching technology for technology's sake. Through the process, students will design and develop their own online portfolios using web technologies involving XHTML/CSS and Flash. (Same course as DES 3740).

Prerequisite: AC/DES 1600.

AC 3775  Design and Production  3 credits  
Fall Semester

In this “real world” class, students work as virtual agencies to develop projects and assignments for a client within specified budgets. Students work with actual vendors, pitch concepts and ideas and gain valuable experience in professional design. While exploring and developing design solutions for clients, students are exposed to a variety of production techniques, design and production philosophies. The class will also explore how type is used with visual elements. (Same course as DES 3775).

Prerequisites: SA 1770 and AC/COM/DES 2769.
AC 3900  Senior Seminar: This is IT!  3 credits  

*Spring Semester*

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

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

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 Management, 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:

AH 2910  History of Visual Arts from Paleolithic Times to the Gothic Era  3 credits
AH 2920  History of Visual Arts from the Renaissance to Contemporary Times  3 credits

6

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

AH 2970  History of Graphic Design
AH 2498  Film Criticism
AH 2720  A History of Photography
AH 2930  Contemporary Art
AH 2935  Modern Art
AH 2960  Non-Western Art

12

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

Spring Semester

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.

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

Fall Semester

The analytical and historical approach to the development of modern visual art. This course meets the General Education Humanities Breadth requirement.

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. (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 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.

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.
Asian Studies

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 Management, and Politics & History.

Requirements for the Asian Studies Minor:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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>
</tbody>
</table>

Choose three of the following electives*:

- CHIN 1010  | Elementary Chinese I (Mandarin)                  | 3       |
- CHIN 1020  | Elementary Chinese II (Mandarin)                 | 3       |
- MATH 1170  | East Asian Mathematics                            | 3       |
- PRS 2170   | Introduction to Chinese Philosophy                | 3       |
- PRS 2551   | Traditions of SacredSound                         | 3       |
- P&H 2120   | China: Tradition and Change                       | 3       |
- SOC 2085** | World Cultures                                    | 3       |

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.

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:

- Demonstrate an in-depth knowledge of the major disciplines of biology and chemistry including cell biology, genetics, organic, inorganic, physical and analytical chemistry and biochemistry.

- Apply their knowledge of biology and chemistry to competently solve quantitative problems, and employ critical thinking and analytical reasoning to make sure that their answers are reasonable.

- Competently conduct experiments using a broad variety of chemical/analytical/biochemical laboratory techniques and modern instrumentation and critically analyze and evaluate experimental data.

- Read and understand original research including current issues in the discipline and present their findings through oral, written and visual presentations.

- Conduct and design chemical/biochemical research and present their work through oral, written and visual presentations.

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

## Biochemistry Major Requirements

### Requirements in Related Areas: Credits

<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 2015</td>
<td>Microbiology for Science Majors</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2100</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3030</td>
<td>Cell Biology</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</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3800</td>
<td>Biochemistry, Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 3500, 3900</td>
<td>Junior/Senior Seminar (3cr- 1cr per semester)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 4010</td>
<td>Biochemistry Independent Research I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 4010</td>
<td>Biochemistry Independent Research II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credits = 55**
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.

**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 (Ph.D. programs) or professional schools and programs, such as medical, dental, physician's assistant, veterinary, pharmacy, nurse practitioner, or physical/occupational therapy. The BS degree is a rigorous program with much depth and a great deal of laboratory and research experience.

### BS in Biology Curriculum

#### 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>
</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 2015</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 3075</td>
<td>Advanced Physiology (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 3500, 3900</td>
<td>Junior/Senior Seminar (1 credit over 3 semesters)</td>
<td>3</td>
</tr>
</tbody>
</table>

**BIOL Electives (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 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 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 2450</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 3210</td>
<td>Advanced Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 3300</td>
<td>Biotechnology (includes Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3570/3670</td>
<td>Biochemistry I (includes laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3050</td>
<td>Cancer Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

**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>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>PHYS 2010</td>
<td>Introduction to Mechanics, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2020</td>
<td>Electricity and Geometric Optics, with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Statistics I</td>
<td>3</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:** 32-37
As a Biology BS degree major, students will fulfill all the coursework requirements for application to medical, dental, and veterinary schools. Interested students should consult with the Pre-Health Professions Advisor. The general requirements for medical school, as determined by the Association of American Medical Colleges, are: one year of biology, two years of chemistry through organic chemistry, one year of physics, one year of English, and one year of math (usually through Calculus). Individual schools vary. Students will also be expected to have taken the MCAT exam. Requirements for PA (physician's assistant) programs are similar but somewhat different, and for NP (nurse practitioner) programs the requirements are quite different; students interested in these post-baccalaureate tracks should also consult with the Pre-Health Professions Advisor.

**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. Students with this degree will be well prepared for many careers and fields of graduate work; this includes, for example, environmental/sustainability, education, and writing in the sciences.

### BA in Biology Curriculum

**PREREQUISITES:**
- BIOL 1055 Introduction to Organisms (includes Laboratory) 4
- BIOL 1065 Introduction to Molecules and Cells (includes Laboratory) 8

**REQUIREMENTS FOR BIOLOGY MAJOR:**

#### Core Requirements
- BIOL 2100 Genetics (includes Laboratory) 4
- BIOL 3120 Evolution and Genomics 3
- BIOL 3900 Senior Seminar (1 credit) 1

Students must complete a minimum of 16 additional BIOL 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.

**Choose at least one from:**
- BIOL 2015 Microbiology for Science Majors (includes Laboratory) 4
- BIOL 3030 Cell Biology (includes Laboratory) 4
- BIOL 3300 Biotechnology (includes Laboratory) 4
- CHEM 3570/3670 Biochemistry I (includes laboratory) 4
- BIOL 3050 Cancer Biology 3

**Choose at least one from:**
- BIOL 2050 Animal Behavior 3
- BIOL 2215 Environmental Science (Includes Laboratory) 4
- BIOL 2310 Field Ecology (includes Laboratory) 4
- BIOL 2330 Aquatic Biology (includes Laboratory) 4
- BIOL 3210 Advanced Environmental Science 3

**Choose at least one from:**
- 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
- BIOL 3075 Advanced Physiology (includes Laboratory) 4

24
### REQUIREMENTS IN RELATED AREAS:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1010, 1110</td>
<td>Introductory Chemistry I, with Laboratory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 1020, 1120</td>
<td>Introductory Chemistry II, with Laboratory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM/PHYS Electives</td>
<td>Introductory Chemistry I, with Laboratory (2000 or 3000 level)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Statistics I &amp; MATH 1190 (College Algebra) or MATH 2130 (Calculus I)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

22

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**  **Fall and Spring Semester**
The first semester will be an introduction to organismal biology. It will explore the diversity and beauty of living organisms, emphasizing their structure, function, and interrelationships. Lecture and laboratory. Laboratory required for all students. Fee.

**BIOL 1056**  **Biological Concepts**  **4 credits**  **Fall and Spring Semesters**
Introduces students to the major concepts that define the science of Biology. Topics include cell structure and function, a review of the major animal and plant groups, ecosystems, and the theory of evolution by natural selection. Lecture and laboratory. Fee.

**BIOL 1065**  **Introduction to Molecules and Cells**  **4 credits**  **Fall and Spring Semesters**
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 contributes to the diversity of life and evolution of new species. These topics will be explored through the lens of past and present scientific discovery. This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements. Lecture and laboratory. Fee.

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

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

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

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

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

**BIOL 2015**  **Microbiology for Science Majors**  **4 credits**  **Fall Semester**
This course introduces science majors to the basic properties
of micro-organisms, microbial metabolism and genetics, the principles of microbial pathogenicity, the mode of action of antibiotics and chemotherapeutic agents, the fundamentals of immunology, and the response of the human host to infections. This course also addresses the importance of micro-organisms in research, ecosystems, and their economic significance. The laboratory experience provides students with specific skills needed to grow, isolate, observe, identify, and study microbes. Lecture and laboratory. Fee. 
Prerequisites: BIOL 1065 and CHEM 1020/1120, 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. Prerequisites: BIOL 1055 and 1065 or BIOL 1075/1175 and 1085/1185, or permission of instructor.

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  
3 credits

Physiology  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 the application of isoenzyme electrophoresis to population genetics. Lecture and laboratory. Fee. Prerequisite: BIOL 1055, 1065 and 2015, or permission of instructor.

BIOL 2120  
Biology of the Mind  
3 credits

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

BIOL 2215  
Environmental Science  
4 credits

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

BIOL 2310  
Field Ecology  
4 credits

Alternate Fall Semesters
The course will consider the interrelationships of living things and their environment. Special attention will be given to the experimental demonstration of these interrelationships in various types of habitats. Specific topics to be covered will
include old field succession, lake succession, species diversity, primary productivity, and tide pool ecology. Fee.

Prerequisite: Any college science course, or permission of instructor.

**BIOL 2330  Aquatic Biology**  
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 college science course, or permission of instructor.

**BIOL 2450  Human Sexuality**  
Alternate Spring Semesters

Discusses human sexuality in an integrated way, exploring biological, psychological, social, and political aspects. (Same course as PSY 2450, WGS 2450).

Prerequisites: One course in biology and one course in psychology or permission of the instructor.

**BIOL 2520  Nutrition**  
Fall and Spring Semesters

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

Prerequisite: Any 3- or 4- credit BIOL, CHEM, or SCI course.

**BIOL 2700  Introduction to Forensic Science**  
Spring Semester

This course will cover a variety of subjects within the field of forensic science. Topics will include: the identification and collection of evidence; the scientific methods used to identify biological and drug evidence; the use of PCR technology in evidentiary DNA testing; and the principles behind the chemical analysis of firearms and trace evidence. Lectures will focus on scientific analysis and the application of forensic techniques to actual casework. (Same course as CHEM 2700).

Prerequisite: Any science course or any BIOL course.

**BIOL 3030  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.

Prerequisites: BIOL 1065 2015, 2100, plus, CHEM 1020/1120, or permission of instructor.

**BIOL 3050  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 isoenzyme electrophoresis, 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 3300  **Biotechnology**  4 credits

Offered periodically within a three-year academic cycle
This laboratory skills-based course integrates the fundamental concepts of the life and physical sciences with the technical skills needed to succeed in postsecondary education and to work in a modern laboratory. The course focuses on basic lab methods, critical thinking, and communication skills currently used in the biotechnology industry. Specifically, the course covers the foundation of the scientific method, lab safety and lab documentation, calculation and preparation of lab solutions, and basic bacterial cell growth using sterile techniques. Specific techniques performed include macromolecule isolation, pH measurement, spectrophotometry, centrifugation, DNA and protein electrophoresis, Western blotting, histology, and fluorescence microscopy. In addition issues related to the biotechnology industry such as understanding the product development process and the ethical, legal and societal concerns associated with biotechnology are addressed. Lecture and laboratory. Fee.  
Prerequisites: BIOL 2015 and 3030, or permission of the instructor.

BIOL 3500  **Junior Seminar**  1 credit

Spring Semester
This course focuses on extensive use and analysis of primary scientific literature. The knowledge builds on a thorough awareness of the method of scientific inquiry, and the course design begins to foster the development of the methods and skills used by professional scientists.  
Prerequisites: at least 65 credits accumulated as a Biology major.

BIOL 3800  **Advanced Topics 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 engagement in, 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  **Senior Seminar**  1 credit

Fall and Spring Semesters
This course design is to further foster 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. The knowledge discussed and accumulated in this course continues to enhance students’ awareness and understanding of scientific inquiry. Extensive analysis of primary scientific literature is central to this course and it provides practical experience in developing the skills of written and oral communication used by all scientists. Students engaged in research projects also discuss their work/progress and problems that may be arising.

BIOL 4000  **Research Proposal**  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.  
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.  
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.
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 Management Department integrates a combination of required and recommended courses and learning experiences, designed to prepare students for management in the Twenty-first Century. Teambuilding and problem-solving are emphasized throughout the program, as is an appreciation of the value of individual differences. At Curry, the ability to work with others, and to successfully complete upper-level offerings, begins in year one! The program develops and builds individual skills and provides an environment that enables the abilities of academically qualified students to be further tested in field settings and by other independent learning experiences as students progress through the curriculum. Graduates of the program will have demonstrable competence in business subject matter, and the principles and techniques of management.

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

The Business Management Program:

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 1510</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1511</td>
<td>3</td>
</tr>
<tr>
<td>ACNT 1010</td>
<td>3</td>
</tr>
<tr>
<td>ACNT 1011</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1610</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1611</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Core Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 2150</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2250</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2510</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2520</td>
<td>3</td>
</tr>
<tr>
<td>MGT 2570</td>
<td>3</td>
</tr>
<tr>
<td>MGT 3930</td>
<td>3</td>
</tr>
<tr>
<td>MGT 3950</td>
<td>3</td>
</tr>
<tr>
<td>MGT 3980</td>
<td>3</td>
</tr>
<tr>
<td>MIS 1010</td>
<td>3</td>
</tr>
<tr>
<td>ACNT/MIS/ Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>
### Business Management

**Prerequisite or Corequisites:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 2764</td>
<td>Business Presentations (for MGT 1510)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Statistics I (for MGT 2150)</td>
<td>3</td>
</tr>
<tr>
<td>AC 2120</td>
<td>Electronic Spreadsheets: Excel (for MGT 2150)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Recommended:**

- MGT 3450: Business Management Internship and Seminar 1-9 credits
- MGT 3900: Special Project in Business Management 3 credits

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

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

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

**Requirements for the Business Management Minor:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 1500</td>
<td>Principles of Business Management</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>MGT 1510: Business Management I</td>
<td></td>
</tr>
<tr>
<td>ACNT 1010</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGT 1610</td>
<td>Economics: Macro</td>
<td>3</td>
</tr>
<tr>
<td>ACNT/MIS/MGT</td>
<td>Electives at the 2000/3000-level</td>
<td>12</td>
</tr>
</tbody>
</table>

*(Note: The approval of A. Fabrizio must be obtained.)*

**Requirements for the Management Information Systems Minor:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 1500</td>
<td>Principles of Business Management</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>MGT 1510: Business Management I</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>MGT 2100: Small Business Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MIS 2010</td>
<td>Designing Business Information Systems</td>
<td>15</td>
</tr>
<tr>
<td>MIS 2020</td>
<td>Business Intelligence, Web and Social Media Analytics</td>
<td></td>
</tr>
<tr>
<td>MIS 2030</td>
<td>Electronic Commerce</td>
<td></td>
</tr>
<tr>
<td>MIS 3040</td>
<td>Data Mining and Management</td>
<td></td>
</tr>
<tr>
<td>MIS 3050</td>
<td>Enterprise Systems Project Management</td>
<td></td>
</tr>
<tr>
<td>ACNT 2060</td>
<td>Forensic Accounting</td>
<td>18</td>
</tr>
</tbody>
</table>

*(Note: ONE of the above electives may be substituted with either ACNT 1010 Financial Accounting, AC 2768 Web Design or IT 2100 Programming Logic. Note: The approval of S. Cooray must be obtained.)*

**Applied Computing Minor for Business Management Majors:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 2025</td>
<td>Data Management</td>
<td>3</td>
</tr>
<tr>
<td>AC 2120</td>
<td>Electronic Spreadsheets: Excel</td>
<td>3</td>
</tr>
<tr>
<td>AC 2764</td>
<td>Business Presentations</td>
<td>3</td>
</tr>
</tbody>
</table>
5th Year MBA
The 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.

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

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

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

Accounting  E. Delano-Dykas
Applied Computing Minor (for Business Management)  M. Gallant
Entrepreneurship/Small Business  E. Silver
Finance  M. Bennett
Human Resources  A. Fabrizio/A. Graziano
Management Information Systems Minor  S. Cooray
Internships (for Business Management)  A. Fabrizio/M. Perrault
Business Management Minor  A. Fabrizio
Marketing  M. Perrault
Special Projects (for Business Management)  A. Fabrizio
Sports and Recreation Management  A. Fabrizio
Residential Property Management  A. Fabrizio

Accounting
ACNT 2010  Intermediate Accounting I
ACNT 2011  Intermediate Accounting II
ACNT 2020  Individual Federal Income Tax
ACNT 2050  Accounting Information Systems
ACNT 3010  Cost Accounting
ACNT 3050  Auditing
One of the following may be substituted:
ACNT 3450  Internship & Seminar
ACNT 3900  Special Project

Entrepreneurship/Small Business
MGT 2100  Small Business Concepts
MGT 2110  Sales Management
Business Management

MGT 2120 Retailing Management
MGT 2550 Operations Management
MGT 2820 Personal Finance
MGT 3100 Advertising Management
One of the following may be substituted:
MGT 3450 Internship & Seminar
MGT 3900 Special Project

Finance
MGT 2820 Personal Finance
MGT 2850 Financial Markets and Institutions
MGT 2880 Risk Management
MGT 3700 Financial Modeling
MGT 3820 Investments
MGT 3830 International Finance
One of the following may be substituted:
MGT 3450 Internship & Seminar
MGT 3900 Special Project

Human Resources
MGT 2262 Employment and Labor Law
MGT 2265 Collective Bargaining and Labor Relations
MGT 2500 Human Resource Management
MGT 2511 Public Administration
MGT 2540 Employee Recruitment & Retention
MGT 3500 Employee Training and Development
MGT 3510 Leadership
MGT 3530 Total Compensation
One of the following may be substituted:
MGT 3450 Internship & Seminar
MGT 3900 Special Project

Marketing
MIS 2020 Bus. Intelligence, Web/Social Media Analytics
MGT 2110 Sales Management
MGT 2120 Retailing Management
MGT 2160 Consumer Behavior
MGT 2790 Principles of Public Relations
MGT 3100 Advertising Management
MGT 3560 Global Marketing Management
One of the following may be substituted:
MGT 3450 Internship & Seminar
MGT 3900 Special Project
Business Management

Sports and Recreation Management
MGT 2262  Employment and Labor Law
MGT 2264  Sports and Recreation Law
MGT 2265  Collective Bargaining and Labor Relations
MGT 2410  Sports and Recreation Management
MGT 2420  Sports Facilities & Event Management
MGT 2500  Human Resource Management

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

Residential Property Management
MGT 2310  Residential Property Management I
MGT 2320  Residential Property Management II
MGT 3310  Advanced Residential Property Management
MGT 3320  Contemporary Issues in Residential Property Management
MGT 3450  Management Internship & Seminar
MGT 3900  Special Project in Management
MGT 3901  Capstone Field Work/Project in RPM

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

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

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

Prerequisites:
1. A 3.00 average in Business Management;
2. A 2.75 cumulative (overall) average;
3. An approved proposal (see MGT 3900 description).
Note: The approval of A. Fabrizio must be obtained.

Sigma Beta Delta, International Honor Society for Business, Management and Administration
Business Management 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 Management majors must rank in the upper 20 percent of the junior or senior class (minimum 3.40 GPA) and have earned 60 credits from Curry College. A special induction ceremony and dinner is held each spring for students who qualify for membership.
Business Management

For Accounting course descriptions, please see the Accounting section on page 33.

MIS 1010  Technology in Business  3 credits  
Fall and Spring Semesters  
In the modern corporate world an understanding of technology is a must. Information systems underlie ALL aspects of business management especially marketing, operations and financial accounting. Provides a business driven view of technology that will familiarize students with the IT vocabulary and concepts they will need as business managers. The course will enable students to confidently converse and collaborate with the IT departments in their organizations, and use technology very strategically to get a competitive advantage over business rivals. Technology concepts such as web design, Search Engine Optimization (SEO), social media, social media analytics, database concepts, data analytics concepts, basics of Enterprise Resource Planning (ERP) and Customer Resource Management (CRM) and cloud basics will be covered. The course format will include lectures, business case discussions and hands on use of the latest technologies. Required for Business Management majors.  
Prerequisite: MGT 1500, MGT 1510 or MGT 1511.

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

MGT 1510  Business Management I  3 credits  
Fall Semester  
Focuses on how the 21st Century’s dynamic environment and complex systems impact managers and organizations. The functions, activities and roles of managers necessary to achieve and maintain a competitive advantage in the marketplace are studied in depth; basic concepts of entrepreneurship are explored. Customer relationship and total quality management, valuing business ethics, and technology-based planning processes and techniques are presented as essential elements to effective managerial decision-making, and strategic planning. Themes woven throughout this course include: the global economy; cross-cultural awareness and diversity; and corporate social responsibility. Lectures and case analysis are emphasized; a team-based “new venture” project is included; guest speakers and peer facilitators support the learning process and course goals. Required for first-year Business Management majors. 
Corequisite: AC 2764.

MGT 1511  Business Management II  3 credits  
Spring Semester  
After a brief review of the concepts presented in MGT 1510, MGT 1511 focuses on understanding how the management functions of organizing and leading relate to effective management of human resources, and how the design of organizations, as well as organizational systems, processes, and policies enable a corporation to gain and maintain a competitive advantage in the marketplace. Strategies used by organizations to recruit, motivate and to develop employee commitment to productivity, and quality, are studied in depth. Leadership is examined by studying motivational techniques, and how communication, and interpersonal skills are used by managers to foster innovation and implement planned change. Technology is viewed as transforming traditional work rules for employees, and changing the historical role of the manager. Themes woven throughout MGT 1510 and MGT 1511 include: the global economy; cross-cultural awareness and diversity; and corporate social responsibility. Lectures and case analysis are emphasized; a team based “large organization” project is included; guest speakers and peer facilitators support the learning process and course goals. Required for first-year Business Management majors. 
Prerequisite: MGT 1510 (with a minimum grade of C) or permission of instructor.

MGT 1610  Economics: Macro  3 credits  
Fall and Spring Semesters  
The study of economic analysis in theory and practice. The structure and determinants of a nation’s income, employment, investment, and balanced growth. Required for Business Management majors and minors. This course meets the
MGT 1610  Economics: Micro  3 credits  

Fall and Spring Semesters

Includes economic issues and decision-making processes. The operation of the price system based on the various market forms of the firm; monopoly power, controls and essentials of workable competition; resource pricing and income distribution going to labor and capital. Required for Business Management majors. Prerequisites: MGT 1510 or MGT 1500, MGT 1610.

MIS 2020  Designing Business Information Systems  3 credits

Modern organizations are continuously striving to improve their operational efficiency many of which are dependent on technological improvements. Furthermore new business models using technology are being proposed routinely. Successful enterprises require managers to understand the different phases of the systems development life cycle and the processes involved. In this course students will conduct business process reengineering where they will learn to critically analyze the users, tasks, flow of information in business processes and determine areas of friction/bottlenecks. Students will learn to design information systems solutions to the real world business problems by reengineering said processes and determining which tasks should be supported by technology. Students will also gain experience in eliciting business requirements from end users and translating those requirements into a design specification/format that technical developers can work with. This course will include coverage of systems oriented concepts, object-oriented concepts, and agile methods approach to systems analysis and design. The course format will include lectures and hands on use of tools and techniques used in analysis and design. There will be a semester long client project where students will interview clients every two weeks and present their recommendations at the end of the semester. Prerequisite: MGT 1500, MGT 1510 or MGT 1511.

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 this experience 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. Prerequisite: MGT 2050.

MIS 2040  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 mak-
Business Management

ing 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.

MGT 2100 Small Business Concepts 3 credits
Fall Semester
Examines various forms for business ownership, long and short term financing, risk management, human resource management, marketing and information systems required to establish successful small businesses. Includes a review of accounting principles, budgeting and economic trends that affect small businesses.
Prerequisite: ACNT 1010.

MGT 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: MGT 1500 or MGT 1510 or MGT 1511.

MGT 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: MGT 1500, MGT 1510 or MGT 1511.

MGT 2150 Quantitative Methods and Analytics for Business 3 credits
Fall and Spring Semesters
This course covers a number of quantitative techniques used to solve business problems. Topics range from network analysis as applied to project management and financial methods to techniques such as decision analysis and simulation. The objectives of the course are for the students to learn to apply the techniques discussed and for them to improve their general problem solving abilities. Required for Business Management majors.
Prerequisite: MATH 1150, AC 2120, MGT 1611, and Junior standing.

MGT 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 marketplace. 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: MGT 1500 or MGT 1510, MGT 2520.

MGT 2250 Business Law 3 credits
Fall and Spring Semesters
Begins with a study of the historical background and sources of law, and examines the civil and criminal justice systems. Torts, contracts, government regulation of the competitive process, and consumerism are the main topics covered. Required for Business Management majors.
Prerequisite: MGT 1500 or MGT 1511.

MGT 2262 Employment and Labor Law 3 credits
Alternate Fall Semesters
An examination of the legal and economic relationships between employers and employees. Labor unions and collective bargaining are addressed in depth as are the areas of at-will employment, wrongful termination, downsizing/restructuring and employee benefits. The balance between an employee's rights to privacy and employer's right to ef-
MGT 2263  Health Care Law  3 credits  
*Summer Semester*
Examines legal and regulatory issues confronted by the health care professional in today's changing environment. Specific issues addressed include health care facility liability, staff and nursing liability, patient consent, law and the mental health patient, reporting obligations, patient rights, medical records, labor relations and hospital reorganization.

Prerequisite: MGT 2250.

MGT 2264  Sports and Recreation Law  3 credits  
*Alternate Spring Semesters*
An examination of the law as applied to sports and recreation management. Topics addressed include contracts, player agency requirements, antitrust and exemptions, deferred compensation, workman's compensation, insurance and torts, and liability.

Prerequisite: MGT 1500 or MGT 1510.

MGT 2265  Collective Bargaining and Labor Relations  3 credits  
*Spring Semester*
Explores the relationships between organized labor, the employees it represents, and management. Focuses on how the objectives of management and labor are influenced and determined by the existing structures and processes of collective bargaining. Using case studies and classroom exercises, students consider methods of responding to industrial disputes and controversies that challenge the management of the enterprise, and union-management perspectives on preparing, negotiating and administering the collective bargaining agreement. A main objective is to understand how various labor-management relationships affect company policy, economic status and organizational behavior.

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

MGT 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.

MGT 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: MGT 2310.

MGT 2410  Sports and Recreation Management  3 credits  
*Fall Semester*
An in-depth examination of management principles and practices applied to the sports and recreation industries including “lifestyle sports”, such as health and fitness, within the recreational sports industry. The course begins with a focus on the wide scope of the sports and recreation business, and the “off field” role managers play to create value and success for their program or business. Students will learn how to analyze, evaluate, and solve problems by applying prior training in management, marketing, finance and ethics to readings, in-class exercises, case studies, and research projects.

Pre- or corequisite: MGT 1500 or MGT 1510.

MGT 2420  Sports Facilities and Event Management  3 credits  
*Spring Semester*
This course provides students with fundamental knowledge and skills in designing and managing sport and recreational facilities and organizing events. This course includes facility requirement and enhancements for both indoor and outdoor areas, planning for events from routine athletic schedules to special events and tournaments, and scheduling of facilities.

Pre- or corequisite: MGT 1500 or MGT 1510.

MGT 2500  Human Resource Management  3 credits  
*Spring Semester*
A survey of the human resources management and development function. Examines how organizations plan, staff, motivate, evaluate, and develop employees to enhance productivity, advance the quality of work life, and guarantee that organizations are in legal compliance with the management of employee relations. Class topics include human resource planning, job analysis and design, recruitment and selection of personnel, administration of wages and fringe benefits, collective bargaining, and labor relations. Required for returning, transfer, and Continuing Education Management majors.

Prerequisite: MGT 1500 or MGT 1511.
Corequisite: AC 2764.
MGT 2510  Organizational Systems and Processes  3 credits  Fall and Spring Semesters
Analyzes the management of organizational systems, and processes. An original, field-based, team research project and presentation focused on how a “live” organization integrates systems, processes, and best practices is required. Organizational design and development concepts to facilitate effective team work, cross-functional team decision-making, and conflict resolution are examined. Required for Business Management majors. Prerequisite: MGT 1500 or MGT 1511.

MGT 2511  Public Administration  3 credits  Alternate Spring Semesters
An overview of public organizations and their responses to the expectations and demands of the public. The managerial and organizational dimensions of government agencies, including organizational structures, personnel systems, budgeting, program evaluation and public relations are analyzed. Ethical, political and social considerations affecting operational and decision-making processes are also examined. Required for Business Management majors. Prerequisite: MGT 1500 or MGT 1511.

MGT 2520  Marketing Management  3 credits  Fall and Spring Semesters
Develops an understanding of marketing problems and emphasizes the dynamics of successful decision-making. The vital relationships of selling, advertising, pricing, and channels of distribution are analyzed in the light of consumer and marketing behavior. Required for Business Management majors. Prerequisite: MGT 1500 or MGT 1511.

MGT 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: MGT 2500.

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

MGT 2570  Financial Management  3 credits  Fall and Spring Semesters
Studies the principles and practices of corporate financial management. Examines various analytical and forecasting techniques, the time value of money concepts, cost of capital, management of working capital, capital budgeting, evaluation of capital projects using discounted cash flow, short and long-term financing, sources and uses of cash, and current asset management. Problem solving and cases are used. Required for Business Management majors. Prerequisites: ACNT 1011 and MGT 1610.

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

MGT 2820  Personal Finance  3 credits  Fall and Spring Semesters
An in-depth study of personal financial decisions, which the average person can expect to confront using the life-cycle approach. Emphasis throughout the course is given to applying theoretical knowledge to practical consumer-oriented problems in financial planning which must be addressed in an attempt to achieve a chosen life style. Prerequisite: Math Assessment.

MGT 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
Business Management

MGT 2900  Peer Tutor/Group Facilitator  3 credits
*Fall and Spring Semesters*

Peer Tutors/Group Facilitators participate in MGT 1510/11 and ACNT 1010/1011 classes 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.*

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: MGT 2050 or ACT 2050 or IT 1010.*

MGT 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: MGT 2520.*

MGT 3110  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: MGT 2320.*

MGT 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: MGT 3310.*

MGT 3450  Business Management  1-9 credits
*Internship Field Experience*
*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 MGT 3450 an Internship application must be submitted.)
*Prerequisites: EXP 2340 with a grade of C, an application, and permission of A. Fabrizio/M. Perrault.*
*Corequisite: MGT 3450 SM.*

MGT 3450SM  Business Management  0 credit
*Internship Seminar*
*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 Management interns.
*Corequisite: MGT 3450*
*Prerequisite: permission of A. Fabrizio/M. Perrault.*

MGT 3500  Employee Training and Development  3 credits
*Offered periodically within a three-year academic cycle*

Examines the broadening role of employee training and de-
Development in organizations. Discusses how training practices and the organization of the training function can support business goals, create value, and help companies deal successfully with competitive challenges. Covers traditional training methodology: presentation methods, hands-on methods, and group methods. Introduces new methodology: web-based instruction, multimedia, and distance learning. The changing nature of careers and the career management process are examined.

Prerequisite: MGT 2500 or MGT 2510.

MGT 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: MGT 2500 or MGT 2510.

MGT 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.

MGT 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 worldwide 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: MGT 1610 and MGT 2520.

MGT 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: MGT 2570.

MGT 3820 Investments 3 credits

Offered periodically within a three-year academic cycle

Spring Semester

Examines the principles behind investing in securities such as stocks, bonds, options, and future contracts. Provides an understanding of how to analyze securities, how to determine whether they are appropriate for inclusion in an investment portfolio, and how to buy and sell them. Designed to impart practical knowledge to Business Management students interested in becoming investment professionals or sophisticated private investors.

Prerequisite: MGT 2570.

MGT 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 ands aims particularly on international risk assessment (currency risk, political risk) and management.

Prerequisite: MGT 2570.

MGT 3900 Special Project in Business Management 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 Management concentration. May be linked to a Business Management internship.

A major paper is required. (Prior to registration for MGT 3900 a 1-2 page proposal outlining the intended project must be submitted.)

Prerequisite: An approved proposal and permission of A. Fabrizio.
MGT 3901  Capstone Fieldwork/Project in RPM  
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: MGT 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 Management Internship and Seminar (3 credits).

MGT 3930  Management of International Business  
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 Management majors. This course meets the General Education International/Global Interdependence requirement.
Prerequisites: MGT 1500 or MGT 1511; MGT 1610.

MGT 3950  Business Ethics  
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 MGT 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 Management majors.
Prerequisites: 2000-level prerequisite and major core requirements. (May be taken concurrently with MGT 3930 and MGT 3980).

MGT 3980  Senior Capstone Seminar: 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 Management seniors.
Prerequisites: 2000-level prerequisite and major core requirements. (May be taken concurrently with MGT 3930 and MGT 3950). Department approval required.
Chemistry

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. Corequisite: CHEM 1002.

CHEM 1002 Laboratory for Chemical Concepts 1 credit
Fall and Spring Semesters
CHEM 1002 is designed to provide hands-on laboratory experience using appropriate experiments applicable for students in the nursing and health related fields. Students will develop several laboratory techniques including gravity filtration, centrifugation, vacuum filtration, titration and extraction as they collect, analyze and evaluate experimental data and present their results in a written format. This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements. Fee. Corequisite: CHEM 1001.

CHEM 1010 Introductory Chemistry I 3 credits
Fall Semester
CHEM 1010 is the first semester of a two-semester course for science majors. This course is designed to introduce students to the fundamental principles of chemistry. We will begin with the atomic and molecular nature of matter and its changes, unit conversions, the periodic table and nomenclature. We will discuss the mole concept, stoichiometry, oxidation-reduction and precipitation reactions, and solution chemistry. We will finish the semester discussing quantum chemistry and examine the atomic theory, modes of bonding, periodicity, Lewis structures, VSEPR theory, intermolecular forces and the gas laws. Corequisite: CHEM 1110.

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.
CHEM 1110  Laboratory for 1 credit
Introductory Chemistry I  Fall Semester
CHEM 1110 is designed to provide hands-on laboratory experience using appropriate experiments for science majors. The laboratory exercises have been carefully selected to (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 1 credit
Introductory Chemistry II  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. Prerequisite: CHEM 1110.

CHEM 2030  Analytical Chemistry 3 credits
Alternate Spring Semesters
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 Spring Semesters

CHEM 2510  Organic Chemistry I 3 credits
Fall Semester
CHEM 2510 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 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.
Chemistry

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

CHEM 3570  Biochemistry I  3 credits
Fall Semester
Introduction to the biochemistry of living systems. Topics include structure and function of biomolecules (proteins, carbohydrates, lipids, and nucleic acids), enzyme kinetics, the energetics of membrane transport, and standard methods of DNA analysis.
Corequisite: CHEM 3670.
Prerequisites: BIOL 1065 and CHEM 2520.

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

CHEM 3580  Biochemistry II  3 credits
Spring Semester
A continuation of Biochemistry I with emphasis on bioenergetics and metabolism. Topics include the catabolism of nutrient molecules (carbohydrates, lipids, and proteins), regulation of metabolic pathways, nutrition guidelines based on metabolic principles, and information pathways from DNA to RNA to protein.
Corequisite: CHEM 3680.
Prerequisites: CHEM 3570 and 3670.

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

CHEM 4010  Independent Research in Biochemistry and Chemistry  3 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 read/investigate previous literature in the field; 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 on a question/problem 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.
Prerequisites: Permission of area instructor. The project must begin no later than the fall of the student’s senior year.
Communication

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

- 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 playbook 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 only 14 centers to be certified by the National Association of Communication Centers, with endorsement from the National Communication Association. The Speaking Center provides individual assistance to students at all stages in the speech preparation process. Students preparing a speech or presentation for any class may work on it at the Speaking Center. A key element in the success of the Speaking Center is the staffing by carefully selected, trained peer tutors known as Speech Associates who work one-on-one with students by videotaping practice sessions, giving feedback, and aiding students in polishing their presentations. The Speaking Center is open to any students in any course, regardless of major. It is located on the top floor of AAPC across from the elevators.
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. The 3D program, launched during the 2011-2012 academic year, was the first program of its kind on the East Coast. 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 AVID and Final Cut Pro 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 NewsSource, 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.

COM Scholars
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>

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>

Introductory 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 2400</td>
<td>Dramatic Literature</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 2900</td>
<td>Multimedia Journalism</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives*:

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

* 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.
COMMUNICATION AREA CONCENTRATIONS

All Communication majors must declare a concentration by the time they reach the end of their third semester (must have earned a minimum of 40 credits). A student who has an interest and/or career goals in a specific area of communication may pursue a concentration in that area. Suggested course groupings for each specific concentration are listed on the following pages. Students may use appropriate courses, among the nine courses required for the major, to meet the requirements for a specific concentration.

Students who 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 72 on how to launch an IIC.

CONCENTRATION AREAS WITH ADVISORS

<table>
<thead>
<tr>
<th>Communication Studies</th>
<th>COM Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Communication</td>
<td>Professor Sinnott</td>
</tr>
<tr>
<td>Film</td>
<td>Professor Ritch</td>
</tr>
<tr>
<td>Multimedia Sports Journalism</td>
<td>Professor Lemberg</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Professor Whitten</td>
</tr>
<tr>
<td>Radio/Audio Production</td>
<td>Professor Frank</td>
</tr>
<tr>
<td>Television/Digital Video</td>
<td>Professor Gibbs</td>
</tr>
<tr>
<td>Theatre</td>
<td>Professor Holbrook</td>
</tr>
<tr>
<td>Video Game Studies</td>
<td>Professor MacDougall</td>
</tr>
</tbody>
</table>

COMMUNICATION STUDIES Concentration

The Communication Studies Concentration is designed for students interested in exploring the broad range of the Communication field.

Required courses:                        9 credits
COM 2020    Intercultural Communication  3
COM 2300    Rhetorical Criticism          3
COM 3650    Media, Culture and Society    3

Choose two of the following:             6 credits
COM 2112    Conflict Management           3
COM 2180    Leadership Communication      3
COM 3015    Advanced Public Speaking      3
COM 3040    Persuasion                     3

Choose one of the following:             3 credits
COM 2498    Film Criticism                 3
COM 2640    Video Games: A Cultural History 3
COM 3651    Sports Media                   3
COM 3652    Gender Communication           3

Total: 18 credits
**CORPORATE COMMUNICATION Concentration**
The Corporate Communication concentration is designed for students who are interested in studying the internal and external communication needs of organizations. Students may enjoy careers in communication consulting, human resources, sales, management, and political campaigns.

**Required:** 15 credits
- COM 2010  Public Speaking                3
- COM 2100  Managerial Communication      3
- COM 2180  Leadership Communication      3
- COM 2790  Principles of Public Relations 3
- COM 3040  Persuasion                     3

**Choose two of the following:** 6 credits
- COM 2112  Conflict Management           3
- COM 2130  Nonverbal Communication       3
- COM 2320  Effective Listening           3
- COM 3010  Small Group Discussion        3
- COM 3015  Advanced Public Speaking      3

Total: 21 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:** 9 credits
- COM 2492  Introduction to Film: The History of Film 3
- COM 2493  Introduction to Film: Art and Form       3
- COM 2498  Film Criticism                          3

**Choose two of the following:** 6 credits
- COM 2220  Screenwriting for Film and Television  3
- COM 2700  The Business of Hollywood             3
- COM 2760  Video Field Production                 3
- COM 2780  Digital Documentary and Moviemaking    3

**Choose one of the following:** 3 credits
- COM 3650  Media, Culture and Society            3
- COM 3760  RED Camera Film Production            3
- COM 3805  Film Topics                           3

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

Total: 21 credits
MULTIMEDIA SPORTS JOURNALISM Concentration
The Multimedia Sports Journalism concentration is designed to prepare students for successful careers in sports media. Due to ongoing digital innovations and rapid changes in how people consume information, this concentration provides students with the skills and knowledge necessary for the sports journalism jobs of today and the ever-evolving opportunities of tomorrow.

Required: 18 credits
COM 2900  Multimedia Journalism  3
COM 2390  Writing About Sports  3
COM 2060  Radio/TV Sports Broadcasting  3
COM 3655  Advanced Multimedia Sports Journalism  3
COM 3651  Sports and Media  3
COM 3506  Media Law and Ethics  3

Choose two of the following: 6 credits
COM 2761  Digital Video Editing  3
COM 2762  Digital Audio Production  3
DES 2769  Desktop Publishing: Adobe InDesign  3
MGT 2264  Sports and Recreation Law  3

Total: 24 credits

PUBLIC RELATIONS Concentration
Public Relations is best described as getting positive messages out to various “publics.” That may be external communication, like TV, newspapers and websites, or internal communication, like employees or shareholders. Students will learn the theories and practices of Public Relations in hands-on courses and internships.

Required: 18 credits
COM 2790  Principles of Public Relations  3
COM 2800  Publicity Techniques  3
COM 2900  Multimedia Journalism  3
COM 3440  Public Relations Case Studies  3
COM 3450  Field Experience in Public Relations  3
COM 3960  Communication Research  3

Choose one of the following: 3 credits
COM 2150  Health Communication  3
COM 3040  Persuasion  3
COM 3050  Crisis Communications  3
COM 3506  Media Law and Ethics  3

Choose one of the following: 3 credits
COM 2769  Desktop Publishing: Adobe InDesign  3
AC 2768  Web Page Design  3

Total: 24 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: 9 credits
- COM 1710 Introduction to Broadcasting 3
- COM 2200 Writing for Broadcast Media 3
- COM 2762 Digital Audio Production: Pro Tools 3

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

Choose one of the following: 3 credits
- COM 2050 Radio Announcing 3
- COM 2060 Radio/TV Sports Broadcasting 3
- COM 2900 Multimedia Journalism 3
- COM 4050 Independent Studio: Advanced Audio Production 3

Choose one of the following: 3 credits
- COM 2642 Rock 'n' Roll Radio: A History 3
- COM 3650 Media, Culture and Society 3
- COM 3754 Golden Age of Television 3

Choose one of the following: 3 credits
- COM 3506 Media Law and Ethics 3
- COM 3600 Broadcast Law 3

Choose one of the following: 3 credits
- COM 2620 Broadcast Sales and Marketing Research 3
- COM 3550 Radio/TV Station Management 3
- COM 3900 American Broadcasting Issues 3

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
- COM 2200 Writing for Broadcast Media 3
- COM 2740 Television Producing and Production 3
- COM 2760 Video Field Production 3
- COM 2761 Digital Video Editing 3

Choose one of the following: 3 credits
- COM 1710 Introduction to Broadcasting 3
- COM 2700 The Business of Hollywood 3
- COM 2900 Multimedia Journalism 3

Choose one of the following: 3 credits
- COM 3740 Advanced Television Production 3
- COM 3752 TV On-Air: Broadcast Reporting 3
- COM 3753 TV On-Air: News Anchoring and Performance 3
- COM 3755 Television Directing 3

Choose one of the following: 3 credits
- COM 2070 Broadcast News 3
- COM 2620 Broadcast Sales and Marketing Research 3
Communication

<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 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**

**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:** 16 credits

<table>
<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>
</tbody>
</table>

**Choose one of the following:** 1 credit

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<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>
</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 2400</td>
<td>Dramatic Literature</td>
<td>3</td>
</tr>
<tr>
<td>COM 3545</td>
<td>Modern Drama</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 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>
<tr>
<td>COM 3474</td>
<td>Musical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>COM 3475</td>
<td>Stage Combat</td>
<td>3</td>
</tr>
<tr>
<td>COM 3470</td>
<td>Acting Styles</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 23 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 2640</td>
<td>Video Games: A Cultural History</td>
<td>3</td>
</tr>
<tr>
<td>COM 3645</td>
<td>Video Games: Theory and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>COM 2761</td>
<td>Digital Video Editing</td>
<td>3</td>
</tr>
<tr>
<td>COM 2762</td>
<td>Digital Audio Production: Pro Tools</td>
<td>3</td>
</tr>
<tr>
<td>AC 2250</td>
<td>Game Creation I</td>
<td>3</td>
</tr>
<tr>
<td>COM 3450</td>
<td>Internship in Video Gaming</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 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>
</tbody>
</table>

**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 Management, Psychology, Education, Criminal Justice, and Nursing to name a few. A minor in Communication involves taking a minimum of 15 credit hours in Communication courses at the 2000/3000 levels with at least three credits at the 3000-level.

Minoring in Communication with a Concentration:
Students may also pursue courses in fields like Corporate Communication, Radio/Audio Production, Multimedia Sports 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
Spring Semester
This course will emphasize what happens when members of different cultures interact face-to-face, either casually or in organizational settings. It will focus on the communication behaviors and values common to all cultures and on the differences that divide people. Students will learn to overcome intercultural communication problems by learning how to understand and respect these cultural differences. This course meets the 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.

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 broad casts. 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.

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.
Communication

COM 2200  Writing for Broadcast Media  3 credits  

Fall and Spring Semesters

Study and practice in writing for a variety of formats in TV and radio broadcasting, cable, and other electronic media. Focus is on techniques and formats used in production of public service announcements, promotions, commercials, and news.

COM 2210  Writing for Online and Print Media  3 credits  

Fall Semester

Examines the role and history of print and online media in American society. Provides students with the opportunity to write for a variety of media, including newspapers, magazines, and the Internet. Students research and write an article for submission to a publication.

Prerequisite: Six (6) credits of 1000-level Writing/English, including WRIT 1400.

COM 2220  Screenwriting for Film and Television  3 credits  

Alternate Fall Semesters

An introductory course in the form and function of film and television scripts. Narrative fiction scripts and story development in several genres will be examined. Students will learn film and TV screenwriting techniques and terminology through individual writing projects, and through the study and critique of works of others.

Prerequisite: COM 1010.

COM 2230  Writing for Communication  3 credits  

Fall and Spring Semesters

The communication field requires specialized reading and writing skills. This course will equip students to thrive in any of the varied fields within the area of communication. Students will sharpen skills used in absorbing, analyzing, and processing information, and develop a clean and clear writing style.

Prerequisite: WRIT 1500.

COM 2300  Mass Media Criticism  3 credits  

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  3 credits  

Fall Semester

Explores the interviewing process in business and the helping professions. Personality, informative, persuasive, employment, in-depth and problem-solving interviews are studied. Sample interviews on videotape, case studies, role play and group experiments are used.

Prerequisites: COM 1010 and sophomore standing.

COM 2320  Effective Listening  3 credits  

Alternate Fall Semesters

Examine the importance of listening in daily life. Learn to set appropriate listening goals for various content and relational communication situations. Identify, analyze and appreciate your own personal strengths. Work on ways to minimize weaknesses. Learn to cope with anxiety, listener apprehension and negative self-fulfilling prophecies. 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  3 credits  

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  3 credits  

Fall and Spring Semesters

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

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

COM 2400  Dramatic Literature  3 credits  

Spring Semester

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

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

**COM 2410 Acting II**  
*3 credits  
Alternate Fall Semesters*

Through a series of exercises and scenes, this workshop focuses on character development, comic timing, and meaningful dialogue.

**Prerequisite:** COM 1410.

**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.)

**Prerequisite:** WRIT 1280 or 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.

**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.

**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 Eng-
lish. 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
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).

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

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

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

COM 2540 Intermediate Radio Practicum 1 credit
Fall and Spring Semesters
Continuation of COM 2530. Fee.
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 2560 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 2570 and permission of the Director of Radio.

COM 2580 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 2580 and permission of the Director of Radio.

COM 2620 Broadcast Sales and Marketing Research 3 credits
Alternate Fall Semesters
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 2640 Video Games: A Cultural History 3 credits
Alternate Fall Semesters
This course introduces students to a cultural history of video games. We begin by considering the idea of “a game” in human cultures over time. We’ll investigate how games function as “texts” that tell us something about the cultures in which they are produced, as well as the cultures within which they are primarily consumed. The course offers students a critical reading of the socio-cultural and political functions of video games, with a special focus on their constitutive role in the North American context.

COM 2642 Rock and Roll Radio: A History 3 credits
Alternate Fall Semesters
This course will introduce students to the format that saved radio from the “invasion” of television in the early 1950s. There will be an analysis and examination of early radio formats, from radio’s inception through current themes. Discussion and audio examples will be provided to determine the changes in “rock” formats that occurred as radio evolved from AM to FM. Students will be responsible for
developing a research paper with an audio project as an option.
Prerequisite: COM 1010 or COM 1710.

COM 2700 The Business of Hollywood 3 credits
Alternate Fall Semesters
This course introduces students to the personnel and business strategies that make up the Hollywood movie and television industry. Through case studies, guest speakers, and discussion students will learn the basic skills necessary to write pitches, produce sitcoms and movies, and compete in the Los Angeles, New York, and Boston-area production markets.
Prerequisite: COM 1010 or permission of instructor.

COM 2740 Television Producing and Production 3 credits
Fall and Spring Semesters
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.
Prerequisite: COM 1010 or permission of instructor.

COM 2748 The Business of Sports Production 3 credits
Alternate Fall Semesters
This course will provide students a look at the business of developing, creating and executing sports programming. It will include an analysis of how sports programming is designed, marketed, and sold to a network, developed from sold concept to final product in the production stage, then sponsored and promoted to create a revenue generating business for its partners.

COM 2760 Video Field Production 3 credits
Fall and Spring Semesters
Students will learn the basics of single camera production and post-production. Projects will include movie-style camera techniques, continuity, and news/documentary-style scripting, shooting, and editing with HD and 3D camera gear.
Pre- or Co-requisite: AC/COM 2761, or permission of instructor.

COM 2761 Digital Video Editing 3 credits
Fall and Spring Semesters
This course introduces the student to the equipment and procedures used to manipulate video and audio with a computer. Hands-on projects allow students to create, mix and edit still and animated images, sounds, and video into presentations of the type and design suitable for educational, commercial and corporate use. (Same course as AC 2761).
Prerequisite: AC 1000 or permission of instructor.

COM 2762 Digital Audio Production: Pro Tools 3 credits
Alternate Years
This course introduces students to the basics of editing and manipulating audio on a computer. Using industry-standard audio software, students will work on projects including news and sports production, PSAs, and music editing. Students should have an entry-level understanding of MAC/PC operating systems and folder/file management.
Prerequisite: AC 1000 or permission of instructor.

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

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

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

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

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

Covers the basics of reporting and news writing. Emphasis on lead writing, interviewing, researching and preparing news stories. Discussion of libel laws and ethics. Students will also be introduced to blogging, and video/audio reporting techniques for use on the Internet. (Same course as ENG 2900).  
*Prerequisites: WRIT 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
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/Field Experience  1-9 credits
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 meetings with on-campus supervisors.
Prerequisites: EXP 2340 with a grade of C, appropriate cumulative average, and signature of director of field experience.

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

COM 3550  Radio and Television Station Management  3 credits  
**Alternate Fall Semesters**
Studies the organization and management of radio and television stations, as well as administration, programming, technical, sales problems, and physical facilities. **Fee.**
Prerequisite: COM 1710 or permission of instructor.

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

COM 3580  WMNL-FM Management  2 credits  
**Fall and Spring Semesters**
Open only to WMNL-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  WMNL-FM Management  2 credits  
**Alternate Fall Semesters**
Open only to WMNL-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. **Fee.**
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. **Fee.**
Prerequisite: One course in COM at the 2000-level or above, or permission of instructor.

COM 3650  Media, Culture and Society  3 credits  
**Alternate Years**
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. **Fee.**
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
Communication

society, including its influence on race, gender, violence, celebrity, entertainment and business. From the Tweets of Chad Johnson to the news coverage that helped integrate professional baseball, students will explore how the media has changed the way sports are consumed, celebrated and understood.

Prerequisite: Any one of the following: COM 2900, COM 2390, MGT 2520, or MGT 2264.

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 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 3 credits and Performance
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: AC/COM 2760 or AC/COM 2761 or COM 2780 or permission of instructor.
Communication

COM 3805 Film Topic 3 credits
Each Film Topics course explores a specific area of film studies or film production, often calling on the expertise of outside professionals. May be repeated up to four times with different specializations.

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.

COM 3900 American Broadcasting Issues 3 credits Alternate Spring Semesters
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 3950 Communication Theory 3 credits Fall and Spring Semesters
Provides a summary and critique of the major perspectives, conceptualizations, hypotheses, models, and philosophical analysis that constitute current thinking about communication. A research paper is required.
Prerequisites: COM 1010 and junior standing or permission of instructor.

COM 3960 Communication Research 3 credits Fall and Spring Semesters
This course provides an overview of the research process and examines various types of research methods as they relate to the study of human communication.
Prerequisites: COM 1010 and junior standing or permission of instructor.

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.

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>Credits</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1075</td>
<td>Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BIOL 1085</td>
<td>Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>BIOL 1175</td>
<td>Anatomy &amp; Physiology I Lab</td>
</tr>
<tr>
<td>BIOL 1185</td>
<td>Anatomy &amp; Physiology II Lab</td>
</tr>
<tr>
<td>CHEM 1001</td>
<td>Chemical Concepts*</td>
</tr>
<tr>
<td>CHEM 1002</td>
<td>Chemical Concepts Lab*</td>
</tr>
<tr>
<td>HE 1000</td>
<td>Personal Health</td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Statistics I</td>
</tr>
</tbody>
</table>
* May be taken pass/fail

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

Major Requirements:
<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 1001</td>
</tr>
<tr>
<td>HE 2000</td>
</tr>
<tr>
<td>HE 2010</td>
</tr>
<tr>
<td>HE 2200</td>
</tr>
<tr>
<td>HE 3000</td>
</tr>
<tr>
<td>HE 3010</td>
</tr>
</tbody>
</table>

18

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

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Enrichment</td>
</tr>
<tr>
<td>AE 2000</td>
</tr>
<tr>
<td>AE 2150</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American Studies</td>
</tr>
<tr>
<td>AFAM 2012</td>
</tr>
<tr>
<td>AFAM 2330</td>
</tr>
<tr>
<td>AFAM 3050</td>
</tr>
<tr>
<td>Community Health and Wellness</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
</tr>
<tr>
<td>BIOL 2010  Microbiology     4</td>
</tr>
<tr>
<td>BIOL 2120  Biology of the Mind 3</td>
</tr>
<tr>
<td>BIOL 2030  Human Disease     3</td>
</tr>
<tr>
<td>BIOL 2060  Introduction to Exercise Science Physiology 3</td>
</tr>
<tr>
<td><strong>Business Management</strong></td>
</tr>
<tr>
<td>MGT 2263  Health Care Law    3</td>
</tr>
<tr>
<td>MGT 2410  Sports and Recreation Management 3</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>COM 2020  Intercultural Communication 3</td>
</tr>
<tr>
<td>COM 2150  Health Communication 3</td>
</tr>
<tr>
<td><strong>Community Health and Wellness</strong></td>
</tr>
<tr>
<td>HE 1500  Stress Reduction Based on Mindfulness 3</td>
</tr>
<tr>
<td>HE 2150  Introduction to Holistic Health 3</td>
</tr>
<tr>
<td>HE 2520  Nutrition           3</td>
</tr>
<tr>
<td>HE 3020  Current issues in Health &amp; Wellness 3</td>
</tr>
<tr>
<td>HE 3030  Introduction to Public Health 3</td>
</tr>
<tr>
<td>HE 3050  Race, Class, and Gender 3</td>
</tr>
<tr>
<td><strong>Criminal Justice</strong></td>
</tr>
<tr>
<td>CJ 2120  Social Justice and Incarceration 3</td>
</tr>
<tr>
<td>CJ 2402  Domestic Violence   3</td>
</tr>
<tr>
<td>CJ 3404  Sociology of Violence 3</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
</tr>
<tr>
<td>PE 1217  The Science of Weight Management 3</td>
</tr>
<tr>
<td>PE 2500  Physical Awareness: A Wellness Approach 3</td>
</tr>
<tr>
<td><strong>Philosophy and Religious Studies</strong></td>
</tr>
<tr>
<td>PRS 2410  Environmental Ethics 3</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
</tr>
<tr>
<td>PSY 2060  Aging and the Life Cycle 3</td>
</tr>
<tr>
<td>PSY 2070  Motivation          3</td>
</tr>
<tr>
<td>PSY 2100  Adolescent Psychology 3</td>
</tr>
<tr>
<td>PSY 2106  Psychology of Women  3</td>
</tr>
<tr>
<td>PSY 2115  Men, Self &amp; Society  3</td>
</tr>
<tr>
<td>PSY 2125  Substance Abuse Counseling 3</td>
</tr>
<tr>
<td>PSY 2200  Behavior Disorders in Children 3</td>
</tr>
<tr>
<td>PSY 2220  Death, Dying and Bereavement 3</td>
</tr>
<tr>
<td>PSY 2330  Drugs and Behavior   3</td>
</tr>
<tr>
<td>PSY 2400  Human Development    3</td>
</tr>
<tr>
<td>PSY 2450  Human Sexuality      3</td>
</tr>
<tr>
<td>PSY 2500  Behavior Change: Theory and Practice 3</td>
</tr>
<tr>
<td>PSY 2800  Social Psychology    3</td>
</tr>
<tr>
<td>PSY 3100  Psychology of Learning 3</td>
</tr>
<tr>
<td>PSY 3120  Counseling Theory    3</td>
</tr>
<tr>
<td>PSY 3130  Brain and Behavior   3</td>
</tr>
<tr>
<td>PSY 3350  Health Psychology    3</td>
</tr>
<tr>
<td><strong>Sociology</strong></td>
</tr>
<tr>
<td>SOC 2060  Aging and the Life Cycle 3</td>
</tr>
<tr>
<td>SOC 2115  Men, Self &amp; Society  3</td>
</tr>
<tr>
<td>SOC 2220  Death, Dying and Bereavement 3</td>
</tr>
<tr>
<td>SOC 2310  Intro to Social Work Practice 3</td>
</tr>
<tr>
<td>SOC 2402  Domestic Violence    3</td>
</tr>
</tbody>
</table>
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:
HE 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):

HE 2000 Foundations of Community Health
HE 2010 Health Behavior, Education, and Promotion
HE 2200 Social Determinants
HE 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. Classes taken as an elective may not also count toward any minor.


**Community Health and Wellness**

**HE 1000  Personal Health  3 credits**

*Fall and Spring Semesters*

This course will introduce the student to all the major areas of health and how they affect their lives. Health promotion, wellness and empowerment will be discussed and analyzed in relation to each health component. Upon completion of this course, students will have a better understanding of the importance their personal decisions make on their health. *This course meets the General Education Wellness requirement.*

**HE 1001  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 placed on the history of public health, health status, health care philosophy, health and wellness, chronic and infectious diseases, health-related behavior, and health theories and program models. Students will learn skills that are essential to ensure success in the Community Health & Wellness program including learning to use library databases and writing a review of health-related literature.

**HE 1500  Stress Reduction Based Mindfulness  3 credits**

*Fall and Spring Semesters*

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

**HE 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: HE 1000.*

**HE 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: HE 1000.*

**HE 2150  Introduction to Holistic Health  3 credits**

*Offered periodically within a three-year academic cycle.*

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

**HE 2200  Social Determinants of Health  3 credits**

*Every Year*

This course is designed to provide students with an understanding of the social determinants of health and their influence on population health. The course will utilize 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 spe-
cialists advocate for health-enhancing policies on the local, state, and national level.
*Prerequisite: HE 1000 or junior standing.*

**HE 2520 Nutrition**  
3 credits  
*Fall and Spring Semesters*

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

**HE 3000 Introduction to Epidemiology**  
3 credits  
*Fall Semester*

This course introduces the student to the distribution, frequency, and determinants of patterns of disease and health conditions in various human populations.
*Prerequisite: MATH 1150, HE 2000, and HE 2010, or permission of the instructor.*

**HE 3010 Senior Seminar in Health and Wellness**  
3 credits  
*Spring Semester*

This capstone course provides opportunities for the student to engage in critical analysis and exploration of multiple issues related to the professional role, function and trends in health. Synthesis of health promotion theory content and practice will provide the foundation for exploration of such topics as philosophy, values, ethics, culture, economics, history, politics and health behavior and attitudinal changes.
*Prerequisite: HE 2000, HE 2010, HE 2020, and HE 3000, or permission of the instructor.*

**HE 3020 Current Issues in Health & Wellness**  
3 credits  

*Offered periodically within a three-year academic cycle.*

This class is designed to inform the students of current health issues occurring in the world today. Topics will range from cutting edge information to older news in the health field that have been evolving. These areas will be discussed and explored with the emphasis on developing critical thinking skills.
*Prerequisite: HE 1000.*

**HE 3030 Introduction to Public Health**  
3 credits  

*Offered periodically within a three-year academic cycle.*

This course serves to introduce the student to the basics of community public health. Content includes the role and interaction of federal, state and municipal agencies, historical perspectives of public health, inspection and licensing processes, public health nursing, housing and food code violations, nuisances, enforcement, emergency preparedness, and additional community public health issues, including the Nyanza Dye Plant Health Study. This course would benefit those who are contemplating a career as a registered environmental health specialist, registered sanitarian, public health officer, health educator, or public health nurse.
*Pre or Co-requisite: HE 3000 or NSG 3040.*

**HE 3050 Race, Class, Gender and Health**  
3 credits  
*Fall Semester*

This course is designed for those students who are interested in exploring the impact that racism, sexism, classism, and heterosexism have on a population's overall health and well-being. This course will deconstruct these social concepts and their meanings in today's society and contrast them to the health status of vulnerable communities. Major areas that are explored in this course include the impact of race/cultural on infectious and chronic diseases, the influence of discrimination on illness and death, social status and its relation to health care access, impact of acculturation and assimilation on health and well-being, and methods/strategies of working with diverse populations. Ideal for those who are interested in going into a health-related profession, students are provided with knowledge and skills that are necessary to work with diverse communities. (Same course as AFAM 3050, WGS 3050).
*Pre or Co-requisite: HE 1000 and junior standing.*

**HE 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: HE 1000, 1001, 2000, 2010, 2200, 3000.*
Community Health and Wellness

HE 4560SM  Senior Practicum in Health  0 credits

Spring Semester

This weekly, one-hour seminar is taken in conjunction with HE 4560: Senior Practicum.
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.
Criminal Justice

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

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

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

Criminal Justice Electives:
Six credits, one each at the 2000- and 3000- level.  6
(May also be used to fill a concentration.)  33

Requirements in Related Areas:
MATH 1150  Statistics I  3

Related requirements outside of the Criminal Justice Major  6

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

AC 2010  Identity Theft
AFAM/P&H 2330  African-American History
AFAM/P&H 2450  Introduction to African-American Studies
BIOL/CHEM 2700  Intro to Forensic Science
COM 2010  Public Speaking
COM 2020  Intercultural Communication
COM 2100  Managerial Communication
COM 2112  Conflict Management
COM 2130  Nonverbal Communication
COM 2180  Leadership Communication
COM 2230  Writing for Communication
COM 3040  Persuasion
ED 2455  Programming for Positive Youth Development
ED 2600  Children with Special Needs
ENG 2480  Writing for the Professions
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 2215</td>
<td>Information Technology 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 2400</td>
<td>The Ethics of War and Peace</td>
</tr>
<tr>
<td>PRS 2530</td>
<td>Faith and Fanaticism</td>
</tr>
<tr>
<td>PRS 3100</td>
<td>Social and Political Philosophy</td>
</tr>
<tr>
<td>PSY 2100</td>
<td>Adolescent Psychology</td>
</tr>
<tr>
<td>PSY/SOC/WGS 2115</td>
<td>Men, Self, and Society</td>
</tr>
<tr>
<td>PSY 2125</td>
<td>Substance Abuse Counseling</td>
</tr>
<tr>
<td>PSY 2200</td>
<td>Behavior Disorders in Children</td>
</tr>
<tr>
<td>PSY 2205</td>
<td>Dysfunctional Families</td>
</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 2200</td>
<td>Race and Ethnicity</td>
</tr>
<tr>
<td>SOC 2310</td>
<td>Introduction to Social Work</td>
</tr>
<tr>
<td>SOC/WGS 2410</td>
<td>Working with Individuals</td>
</tr>
<tr>
<td>SOC 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 3390</td>
<td>Crisis Intervention</td>
</tr>
<tr>
<td>SOC 3610</td>
<td>Communities</td>
</tr>
<tr>
<td>WGS 2000</td>
<td>Gendered Lives</td>
</tr>
<tr>
<td>Any foreign language course</td>
<td></td>
</tr>
</tbody>
</table>
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:** 12 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ/SOC 2350</td>
<td>Human Diversity in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 3300</td>
<td>Justice and Human Rights Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2310</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3390</td>
<td>Crisis Intervention</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>CJ/SOC 2160</td>
<td>Urban Life: Culture and change</td>
<td>3</td>
</tr>
<tr>
<td>CJ 2170</td>
<td>Population, Immigration, and Crime</td>
<td>3</td>
</tr>
<tr>
<td>CJ/SOC 2402</td>
<td>Domestic Violence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2410</td>
<td>Working with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2420</td>
<td>Working with Groups and Communities</td>
<td>3</td>
</tr>
<tr>
<td>CJ 3212</td>
<td>Community Policing: Case Studies and Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>CJ/SOC 3404</td>
<td>Sociology of Violence</td>
<td>3</td>
</tr>
<tr>
<td>CJ/SOC 3640</td>
<td>Deviance and Social Control</td>
<td>3</td>
</tr>
</tbody>
</table>

**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 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
CJ 1000 Introduction to Criminal Justice
CJ 2100 Corrections or CJ 2350 Human Diversity in Criminal Justice (Prerequisite: CJ 1000)
MATH 1150 Statistics I

SOPHOMORE YEAR
CJ 2000 Criminology (Prerequisite: CJ 1000)
CJ 2020 Criminal Law (Prerequisite: CJ 1000) *Spring Only
CJ 2350 Human Diversity in Criminal Justice or CJ 2100 Corrections (Prerequisite: CJ 1000)
CJ 2XXX Elective

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)
CJ 2212 Policing (Prerequisite: CJ 1000)
Criminal Justice Related Requirement

SENIOR YEAR
CJ 3XXX Elective
CJ 2600 Research Methods (Prerequisites: MATH 1150 and CJ 2000)
CJ 3300 Justice and Human Rights Advocacy (Prerequisite: CJ 2350)
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.
Criminal Justice

**CJ 1000  Introduction to Criminal Justice Systems and the Administration of Justice**  
*3 credits*  
*Fall and Spring Semesters*

Traces the history and philosophy of criminal justice system and the administration of justice, introducing the causes and patterns of crime and criminal behavior and the ways in which criminal justice institutions have responded in trying to solve these social problems; in the context of social justice and the promotion of human rights. *The course is a prerequisite for all criminal justice courses.*

**CJ 2000  Criminology**  
*3 credits*  
*Fall and Spring Semesters*

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

**CJ 2018  Ethics and Law Enforcement**  
*3 credits*  
*Offered periodically within a three-year academic cycle*

Explores the ultimate purpose of the criminal justice system (punishment or “restoration of the evil doer” or some combination) Examines a variety of ethical issues faced by law enforcement officials: The relationship between ethics and the law; the tension between personal ethics and social expectations; professional ethics; the use of force, especially deadly force; law enforcement, the community, and the common good; issues of race, gender, and class.  
*Prerequisite: CJ 1000.*

**CJ 2020  Criminal Law**  
*3 credits*  
*Spring Semester*

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

**CJ 2030  Criminal Procedure**  
*3 credits*  
*Fall Semester*

This course will examine how the justice system processes criminal cases, paying special attention to the balance between public order and individual rights. It will explore the origins and sources of criminal procedural rights, paying particular attention to the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments in the Bill of Rights, as well as issues of habeas corpus. In addition, criminal procedures of criminal justice systems found in other countries will be examined. It will focus on both law enforcement and the courts as they relate to state powers of arrest, interrogation, pre-trial and trial procedures, and review the appellate process.  
*Prerequisites: CJ 2000, CJ 2020, CJ 2100, CJ/SOC 2350 and junior standing, or permission from the Department Chairperson.*

**CJ 2100  Corrections**  
*3 credits*  
*Fall and Spring Semesters*

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

**CJ 2110  Probation and Parole**  
*3 credits*  
*Offered periodically within a three-year academic cycle*

The course explores forces that have molded alternatives to incarceration; examining the people, systems, practices, policies, and problems of probation and parole at the local, state, and federal levels. Critical issues such as the latest advances in probation and parole research and the use of risk instruments to predict recidivism for probationers and parolees will be discussed.  
*Prerequisite: CJ 1000.*

**CJ 2120  Social Justice and Incarceration**  
*3 credits*  
*Every Year*

In this course students will explore how social justice is framed in prison settings in the United States and around the world. Students will explore the limitations of the Western legal system and look at alternatives like restorative justice practices. Students will focus on various meanings of social justice and the systemic contradictions within the criminal justice system that are mandated to punish and rehabilitate. The course will also focus on the moral dilemmas and contradictions that arise when exploring issues of racism, immi-
Criminal Justice

CJ 2160  Urban Life: Culture and Change  3 credits

Fall and Spring Semesters
An analysis of urban social systems with a focus on life-styles and change in contemporary American society. The course will center on ethnicity and ethnic groups, using cross-cultural case studies, data on immigrants, and life-styles and family framework. Emphasis will be placed on strategies groups employ to manage and effect political and economic change in an urban ethnic setting. (Same course as SOC 2160). This course meets the 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 2180  Urban Crime, Policing, and Social Policy through HBO's The Wire  3 credits

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

CJ 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 2204  Adjudication, Courts and Conflict Resolution  3 credits

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

CJ 2212  Policing  3 credits

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

CJ 2301  Juvenile Justice  3 credits

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

Prerequisite: CJ 1000.

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

Prerequisite: CJ 1000 or SOC 1000.

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

Prerequisite: CJ 1000.

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

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).

Prerequisite: CJ 1000.

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

Prerequisites: MATH 1150 and CJ 2000 or SOC 1000.

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

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

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

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

Prerequisite: Any 2000-level Criminal Justice course.

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

Prerequisite: CJ 2212 or permission from instructor or Department Chairperson.

CJ 3300  Justice and Human Rights  3 credits
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. This course meets the General Education International/Global Interdependence requirement.

Prerequisite: Junior Status and CJ/SOC 2350.

CJ 3404  Sociology of Violence  3 credits
Every Year
Study and evaluation of the major sociological theories and research regarding violence, including interpersonal, family, criminal, and institutionalized violence. Contexts regarding how persons are affected as perpetrators of violence and victims of violence are analyzed. Specific topics include cross-cultural and contemporary forms of violence, and social responses to violence. Analysis to social responses includes prevention, treatment intervention strategies, criminalization, and public policies. (Same course as SOC 3404, WGS 3404).

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

CJ 3450  Criminal Justice Experiential Learning (Internships)  3 credits
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.

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

CJ 3450 SM  Criminal Justice Internship Seminar  0 credits
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 3500  Comparative Justice Systems  3 credits
Offered periodically within a three-year academic cycle
Cross-cultural study of the models of criminal justice systems and the administration of justice and conflict resolution in various contemporary societies. Attention given to what constitutes crime and criminal behavior, the profile of crime rates, criminal adjudication procedures, incarceration patterns, and crime prevention programs.

Prerequisite: Any 2000-level Criminal Justice course.
CJ 3640  Deviance and Social Control  3 credits
Offered periodically within a three-year academic cycle
Examines people's behaviors and attributes that others come
to believe are deviant. Reviews sociological theories that ac-
count for deviance. Explores different forms of social control
that define and aim to prevent and inhibit deviance. Analyz-
es 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 devi-
ant 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 exis-
tence and persistence. In addition, the course will discuss:
various sociological and criminological theories in an at-
tempt 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 3800  Seminar: Selected Topics in Criminal Justice  3 credits
Offered periodically within a three-year academic cycle
Selected criminal justice and justice administration themes
will be explored in a seminar format.
Prerequisite: Any 2000-level Criminal Justice course.

CJ 3900  Capstone Seminar: Criminal Justice  3 credits
Fall and Spring Semesters
The Capstone Seminar in Criminal Justice reviews the ma-
jor 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 assign-
ments.
Prerequisites: CJ 2600, 21 credits of 2000 or 3000-level CJ
courses and Senior Status.
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-awareness 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 Management, 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.

### Requirements for the Dance Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 1000</td>
<td>3</td>
<td>Introduction to Fine Arts</td>
</tr>
<tr>
<td>DANC____</td>
<td>6</td>
<td>Dance electives at the 1000-level or above</td>
</tr>
<tr>
<td>DANC____</td>
<td>9</td>
<td>Dance electives at the 2000-level or above</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**DANC 1010  Introduction to Ballet  3 credits**  
*Offered Periodically*

For the first-time ballet student, basic ballet technique is taught in simple, understandable terms. Students will be required to have or purchase appropriate dancewear and ballet shoes. *This course meets the General Education Wellness requirement.*

**DANC 1200  The Language of Movement  3 credits**  
*Fall Semester*

This class 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.*

**DANC 1302, 2302, 3302  Private Instruction in Ballet  1.5 credits**  
*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 to students when appropriate. Enrollment 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 may be repeated for credit. Fee.*

**DANC 2030  Modern Dance  3 credits**  
*Fall and Spring Semesters*

A release-based contemporary dance class building strength, flexibility, and coordination while increasing body awareness, and efficient movement patterning for dynamic range.
Movement sequences will encourage sensing weight, moving on and off balance, traveling through space and in and out of the floor. Creative improvisation, image-based movement, musicality and phrase-work will be appropriately integrated. (Live Accompaniment). This course meets the General Education Wellness requirement.

**DANC 2050  Ballet I**  3 credits  
*Fall Semester*

Presents to students with some previous dance training the opportunity to establish, develop, and refine ballet techniques. An awareness of the relation of muscle control to technique is used to intensify the effectiveness of training. Students will be required to have or purchase appropriate dancewear and ballet shoes. (Live Accompaniment). This course meets the General Education Wellness requirement.

**DANC 2080  Ballet II**  3 credits  
*Spring Semester*

Continues the development of techniques presented in Ballet I. Students will be required to have or purchase appropriate dancewear and ballet shoes. This course meets the General Education Wellness requirement.

**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*

Dance history from a global perspective highlighting dances significance in cultures from Africa, India, Japan, Europe, Brazil and America. Through readings, viewings and experiencing different types of dance, we will ask questions such as: How do we learn to look at and understand dance forms that are unfamiliar to us? How can we examine the cultural significance of a dance form? Students participate in studio in order to both physically and intellectually engage with course materials. This course meets the General Education International/Global Interdependence requirement or the General Education Humanities 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.

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 29 of this catalog, under Independent Study.
As part of the Department of Fine and Applied Arts, the Design Major fits with the interdisciplinary nature of the department. It focuses on an education in the applied arts. The major is professionally geared within the context of a liberal arts education.

The main goal of the Design major is to teach students how to create technically proficient work that communicates effectively. Over the course of the major, students complete a portfolio with individual career goals in mind. Students apply the skills and language of the discipline to communicate effectively, define their individual roles as designers and interpret how their work fits into a larger context. This helps them build the skills necessary to succeed in future professional endeavors.

The advancing technological environment has brought visual information to a new and important role in many professional settings. A Design major provides the skills necessary for employment in a wide variety of fields. A few examples are: magazine design; web design; illustration; television graphics design; layout artist/desktop publisher; photography and type design.

The faculty strongly advises students to seek internships while enrolled in the program. Both Fine and Applied Arts faculty and the Center for Career Development are able to advise students on internship opportunities in advertising and design agencies, in graphic design and web design. Various businesses and institutions offer professional mentoring in design as well as hands on experience.

Design majors should follow the Recommended Sequence of Study, a semester-by-semester guide. The sequence places the student into courses that help to identify strengths and weaknesses early in the program. This progression fosters self-direction and discipline in advanced courses.

**Prerequisites:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA 1770</td>
<td>3</td>
</tr>
<tr>
<td>SA 1800</td>
<td>3</td>
</tr>
<tr>
<td>SA 1790</td>
<td>3</td>
</tr>
<tr>
<td>DES 2775</td>
<td>3</td>
</tr>
<tr>
<td>AH 2970</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DES 1600  Adobe Illustrator / Photoshop Basics</td>
<td>3</td>
</tr>
<tr>
<td>DES 2770  Design Fundamentals II</td>
<td>3</td>
</tr>
<tr>
<td>DES 2769  Desktop Publishing; Adobe InDesign</td>
<td>3</td>
</tr>
<tr>
<td>DES 3775  Design and Production</td>
<td>3</td>
</tr>
<tr>
<td>DES 3300  Portfolio and Presentation</td>
<td>3</td>
</tr>
<tr>
<td>DES 3980  Fine and Applied Arts Seminar (Capstone Course)</td>
<td>3</td>
</tr>
<tr>
<td>DES 4050  Independent Studio</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

**Major Elective—Choose three of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DES 2072  Digital Art</td>
<td></td>
</tr>
<tr>
<td>DES 2768  Web Design</td>
<td></td>
</tr>
<tr>
<td>DES 2797  Digital Photography</td>
<td></td>
</tr>
<tr>
<td>DES 3520  Creating Web Pages</td>
<td></td>
</tr>
<tr>
<td>DES 3740  Elements of Dynamic Media</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Requirements in Related Areas:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA 3950  Design Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose two of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH 2720  History of Photography</td>
<td></td>
</tr>
<tr>
<td>AH 2910  History of Studio Arts: Paleolithic to Gothic</td>
<td></td>
</tr>
<tr>
<td>AH 2920  History of Studio Arts: Renaissance to Contemporary</td>
<td></td>
</tr>
<tr>
<td>AH 2930  Contemporary Art</td>
<td></td>
</tr>
<tr>
<td>AH 2935  Modern Art</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Recommended**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DES 3450  Design Internship</td>
<td>3-9</td>
</tr>
</tbody>
</table>

**Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DES 2072  Digital Art</td>
<td></td>
</tr>
<tr>
<td>DES 2768  Web Design</td>
<td></td>
</tr>
<tr>
<td>DES 2797  Digital Photography</td>
<td></td>
</tr>
<tr>
<td>DES 3520  Creating Web Pages</td>
<td></td>
</tr>
<tr>
<td>DES 3740  Elements of Dynamic Media</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>
### Design

**DES 1600**  **Adobe Illustrator/Photoshop Basics**  **3 credits**  **Fall and Spring Semesters**

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

**DES 2072**  **Digital Art**  **3 credits**  **Alternate Spring Semesters**

Explores how the computer can be used as a 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, SA 2072). Fee.

**Prerequisites:** SA 1770 or SA 1800, and AC/DES 1600.

**DES 2768**  **Web Design**  **3 credits**  **Fall and Spring Semesters**

This course will provide students with the skills necessary to design and publish web pages. Students will learn fundamental design skills needed to create web pages. Skills will include color usage, image usage and page flow as well as the basic industry standards used by Web Designers. (Same course as AC 2768).

**DES 2769**  **Desktop Publishing: Adobe InDesign**  **3 credits**  **Spring Semester**

Understanding the principles of layout is essential to creating good design, in both electronic and print media. In this course, students will learn how to create effective, dynamic visual communication by using Adobe InDesign, the industry-standard page layout application. This course will cover visual and structural systems for layout, including grids, 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, COM 2769).

**Prerequisite:** Any 3-credit AC course.

**DES 2770**  **Design Fundamentals II**  **3 credits**  **Fall Semester**

Acquaints the student with basic techniques and principles of visual communication in advertising and design. The focus of the course is designing with image and type, preparing the student for further studies in design, typography, desktop publishing, and computer graphics. Students are expected to have some command of drawing and design skills. Students are expected to purchase supplies.

**Prerequisite:** SA 1770.

**DES 2775**  **Typography Fundamentals**  **3 credits**

We are all visual storytellers – whether we create stories or consume them. Typography tells stories. This is an introduction to typography as content and meaning, applying principles of hierarchy, organization, contrast, and the use of grids effectively. Course includes rigorous work on various typographic projects to refine techniques and build an understanding of the intimacy and grandeur of text, type, and language. Typography exists to honor the meaning of text.

**DES 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 or HD cell phone camera is required. (Same course as AC 2797, SA 2797).

**Pre or Corequisite:** AC/DES 1600 or SA 1770.

**DES 3300**  **Portfolio & Presentation**  **3 credits**  **Spring Semester**

Designed for the studio artist and designer, this course introduces the techniques and materials used in the professional presentation of fine art, graphic design and desktop publishing. Students will learn the many options available to them and apply the skills to sequencing, matting, mounting, framing, photographing, and digitizing artwork for exhibition and presentation purposes. Special attention will be paid to archival considerations, precision, and to the resources through which materials can be acquired. A final portfolio of work will appear in the Student Art Exhibition at semester’s end. Students are expected to purchase supplies. (Same course as SA 3300).

**Prerequisites:** SA 3950, DES 3980, and senior standing.
## Design

**DES 3520  Creating Web Pages**  
**3 credits**  
*Offered periodically within a three-year academic cycle*

Graphical editing tools have become a popular resource for individuals who design, build and manage websites. The emphasis of this course is on learning to use Graphical Editors to create and manage a large website. Adding animation and user interaction with graphics, text and sound effects is also covered. After completing this course, students will be able to create websites using various tools that include graphics, style sheets, tables and links, as well as navigation bars and other page elements that provide visual feedback to the user. (Same course as AC 3520, IT 3520).

**DES 3740  Elements of Dynamic Media**  
**3 credits**  
*Alternate Spring Semesters*

Intermediate graphic design course involving the development of strong visual and conceptual development for motion, interactive and web-based theories and technologies. Through the use of static, temporal, and interactive exploration, students will develop sensitivity and sensibility to relationships of form and content in context to dynamic media. Course focuses on concepts and ideas first, and technology second. Course addresses the appropriate use, context, and application of technology, rather than teaching technology for technology’s sake. Through the process, students will design and develop their own online portfolios using web technologies involving XHTML/CSS and Flash. (Same course as AC 3740).

*Prerequisite: AC/DES 1600.*

**DES 3775  Design and Production**  
**3 credits**  
*Fall Semester*

In this “real-world” class, students work as virtual agencies to develop projects and assignments for a client within specified budgets. Students work with actual vendors, pitch concepts and ideas and gain valuable experience in professional design. While exploring and developing design solutions for clients, students are exposed to a variety of production techniques, design and production philosophies. The class will also explore how type is used with visual elements. (Same course as AC 3775).

*Prerequisites: SA 1770 and AC/COM/DES 2769.*

**DES 3980  Fine and Applied Arts**  
**3 credits**  
*Seminar  
Fall Semester*

The capstone course for the Design and Studio Art majors focus 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 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 DES or SA course, and junior standing.*
UNDERGRADUATE MAJORS IN EDUCATION

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

Early Childhood Education
(Early Childhood Teacher (PreK-2) of students with/without disabilities 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)
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.

Special Education
(Early Childhood Teacher (PreK-8) of students with/without disabilities 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 in Special 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)
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 field work 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 meet professional credentials for the State of Massachusetts 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 our 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

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, Children with Special Needs. 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 must complete and submit an application describing the rationale for their minor along with the list of courses the student wishes to take (application is available from the Education Department and the Advising Office). After approval from the Department, students will be notified and their status will be updated with the Registrar’s Office.
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.

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  Children with Special Needs
ED 4568 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  Children with Special Needs
ED 3510  Community Leadership
MGT 1500  Principles of Business Mgt.
MGT 2420  Facilities & Event Planning
PSY 2100  Adolescent Psychology
SOC 2420  Working with Groups and Communities

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 setting with children and adolescents.

Required Coursework:
Education
ED 2455  Programming for Positive Youth Dev.
ED 2600  Children with Special Needs
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**
SOC 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 2354  Creative Arts in Early Childhood  
ED 2355  Children's Literature: A Gateway to the World  
ED 2410  Strategies for Effective Educator  
ED 2420  School, Family and Community  
ED 2510  Guiding Behavior  
ED 2600  Children with Special Needs  
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.

**Requirements for the Mathematics Education minor:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1550</td>
<td>College Math I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2550</td>
<td>College Math II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3250</td>
<td>College Math III</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 AND</td>
<td>3</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>

**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)

<table>
<thead>
<tr>
<th>Prerequisite Coursework:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1400</td>
<td>Child Development</td>
</tr>
<tr>
<td>ED 1150</td>
<td>Exploring the World of Education</td>
</tr>
<tr>
<td>ED 2161</td>
<td>Educational Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Coursework:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2230</td>
<td>Infants and Toddlers</td>
</tr>
<tr>
<td>ED 2410</td>
<td>Strategies for the Effective Educator</td>
</tr>
<tr>
<td>ED 2420</td>
<td>School, Family &amp; Community</td>
</tr>
<tr>
<td>ED 2600</td>
<td>Children with Special Needs</td>
</tr>
<tr>
<td>ED 3850</td>
<td>Current Issues in Education (Senior Capstone)</td>
</tr>
</tbody>
</table>
Required 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 2450</td>
<td>Early Care Planning and Programming</td>
<td>3</td>
</tr>
<tr>
<td>ED 2342</td>
<td>Field Observation and Participation</td>
<td>2</td>
</tr>
<tr>
<td>ED 3115</td>
<td>Early Childhood Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED 3451</td>
<td>Practicum I: Preschool Setting</td>
<td>3</td>
</tr>
<tr>
<td>ED 4560</td>
<td>Practicum II: Infant / Toddler Setting</td>
<td>6</td>
</tr>
<tr>
<td>ED 4560SM</td>
<td>Practicum Seminar</td>
<td>0</td>
</tr>
</tbody>
</table>

Or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 4561</td>
<td>Practicum II: Preschool Setting</td>
<td>6</td>
</tr>
<tr>
<td>ED 4561SM</td>
<td>Practicum II Seminar</td>
<td>0</td>
</tr>
</tbody>
</table>

Suggested Electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2160</td>
<td>Foundations in Early Intervention: Principles and Practice</td>
<td></td>
</tr>
<tr>
<td>ED 2235</td>
<td>Early Assessment &amp; Intervention</td>
<td></td>
</tr>
<tr>
<td>ED 2354</td>
<td>Creative Arts in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>ED 2510</td>
<td>Guiding Behavior</td>
<td></td>
</tr>
<tr>
<td>ED 3200</td>
<td>Administration of Childcare Programs</td>
<td></td>
</tr>
<tr>
<td>ED 3510</td>
<td>Community Leadership</td>
<td></td>
</tr>
<tr>
<td>COM 2007</td>
<td>Sign Language</td>
<td></td>
</tr>
</tbody>
</table>

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 a second major (Integrated Liberal Studies) and completion of the Massachusetts Tests for Educator Licensure (MTEL).

Overview:

- The dual major in Integrated Liberal Studies 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 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 in order to enroll in full practicum/student teaching
- Once a student has successfully completed all college, program/major, and MTEL testing requirements the student may apply to DESE for an Initial License.

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 2015-2016 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.

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

**Prerequisite Coursework:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE 1300</td>
<td>1.5</td>
<td>Competencies for the Prospective Educator</td>
</tr>
<tr>
<td>PSY 1400</td>
<td>3</td>
<td>Child Development</td>
</tr>
<tr>
<td>ED 1150</td>
<td>3</td>
<td>Exploring the World of Education</td>
</tr>
<tr>
<td>ED 2161</td>
<td>3</td>
<td>Educational Psychology</td>
</tr>
</tbody>
</table>

**Core Coursework:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2410</td>
<td>3</td>
<td>Strategies for the Effective Educator</td>
</tr>
<tr>
<td>ED 2600</td>
<td>3</td>
<td>Children with Special Needs</td>
</tr>
<tr>
<td>ED 2700</td>
<td>3</td>
<td>Early Childhood Language Arts and Literacy</td>
</tr>
<tr>
<td>ED 3105</td>
<td>2</td>
<td>Institute on Learning Differences</td>
</tr>
<tr>
<td>ED 3190</td>
<td>3</td>
<td>Classroom Assessment</td>
</tr>
<tr>
<td>ED 3750</td>
<td>3</td>
<td>Sheltered English Immersion</td>
</tr>
<tr>
<td>ED 3985</td>
<td>3</td>
<td>Integrating Senior Seminar (Senior Capstone)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 3700</td>
<td>4</td>
<td>The Teaching of Reading / Field Observation</td>
</tr>
<tr>
<td>ED 3700-L</td>
<td>0</td>
<td>Teaching of Reading Lab</td>
</tr>
<tr>
<td>ED 3195</td>
<td>3</td>
<td>Fundamentals of Curriculum</td>
</tr>
<tr>
<td>ED 3196</td>
<td>1</td>
<td>Pre-Practicum I: Early Childhood</td>
</tr>
<tr>
<td>ED 3330</td>
<td>3</td>
<td>Early Childhood Curriculum</td>
</tr>
<tr>
<td>ED 3331</td>
<td>1</td>
<td>Pre-Practicum II: Early Childhood</td>
</tr>
<tr>
<td>ED 4570</td>
<td>9</td>
<td>Senior Practicum: Early Childhood</td>
</tr>
<tr>
<td>ED 4570 SM</td>
<td>0</td>
<td>Senior Practicum Seminar</td>
</tr>
</tbody>
</table>

**Related Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1550</td>
<td>3</td>
<td>College Math I: Numbers and Numeration</td>
</tr>
<tr>
<td>MATH 2550</td>
<td>3</td>
<td>College Math II: Algebra and Number Theory</td>
</tr>
<tr>
<td>MATH 3250</td>
<td>3</td>
<td>College Math III: Geometry and Data</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 also requires a second major (Integrated Liberal Studies) and completion of the Massachusetts Tests for Educator Licensure (MTEL).

Overview:
• The dual major in Integrated Liberal Studies 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 two 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 in order to enroll in full practicum/student teaching
• Once a student has successfully completed all college, program/major, and MTEL testing requirements the student may apply to DESE for an Initial License.

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 2015-2016 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.

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

<table>
<thead>
<tr>
<th>Prerequisite Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE 1300 Competencies for the Prospective Educator</td>
<td>1.5</td>
</tr>
<tr>
<td>PSY 1400 Child Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 1150 Exploring the World of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 2161 Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Coursework</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2410 Strategies for the Effective Educator</td>
<td>3</td>
</tr>
<tr>
<td>ED 2600 Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 2700 Early Childhood Language Arts and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ED 3190 Classroom Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED 3750 Sheltered English Immersion</td>
<td>3</td>
</tr>
<tr>
<td>ED 3985 Integrating Senior Seminar (Senior Capstone)</td>
<td>3</td>
</tr>
</tbody>
</table>
**Education**

**Required 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 3700</td>
<td>The Teaching of Reading / Field Observation</td>
<td>4</td>
</tr>
<tr>
<td>ED 3700-L</td>
<td>Teaching of Reading Lab</td>
<td>0</td>
</tr>
<tr>
<td>ED 3195</td>
<td>Fundamentals of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED 3197</td>
<td>Pre-Practicum I: Elementary</td>
<td>1</td>
</tr>
<tr>
<td>ED 3320</td>
<td>Elementary Curriculum 1-6</td>
<td>3</td>
</tr>
<tr>
<td>ED 3332</td>
<td>Pre-Practicum II: Elementary</td>
<td>1</td>
</tr>
<tr>
<td>ED 4564</td>
<td>Senior Practicum: Elementary</td>
<td>9</td>
</tr>
<tr>
<td>ED 4564 SM</td>
<td>Senior Practicum Seminar</td>
<td>0</td>
</tr>
</tbody>
</table>

**Related Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1550</td>
<td>College Math I: Numbers and Numeration</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2550</td>
<td>College Math II: Algebra and Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3250</td>
<td>College Math III: Geometry and Data</td>
<td>3</td>
</tr>
</tbody>
</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 a second major (Integrated Liberal Studies) and completion of the Massachusetts Tests for Educator Licensure (MTEL).

**Overview:**

- The dual major in Integrated Liberal Studies 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 two 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 in order to enroll in full practicum/student teaching.
- Once a student has successfully completed all college, program/major, and MTEL testing requirements the student may apply to DESE for an Initial License.

**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 2015-2016 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.

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

<table>
<thead>
<tr>
<th>Prerequisite Coursework:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE 1300 Competencies for the Prospective Educator</td>
<td>1.5</td>
</tr>
<tr>
<td>PSY 1400 Child Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 1150 Exploring the World of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 2161 Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Coursework:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2410 Strategies for the Effective Educator</td>
<td>3</td>
</tr>
<tr>
<td>ED 2600 Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED XXX Special Education sequence requirement</td>
<td>3</td>
</tr>
<tr>
<td>ED 2700 Early Childhood Language Arts and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ED 3105 Institute on Learning Differences</td>
<td>2</td>
</tr>
<tr>
<td>ED 3190 Classroom Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED 3750 Sheltered English Immersion</td>
<td>3</td>
</tr>
<tr>
<td>ED 3985 Integrating Senior Seminar (Senior Capstone)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Coursework and Co-requisite Field Work:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 3700 The Teaching of Reading / Field Observation</td>
<td>4</td>
</tr>
<tr>
<td>ED 3700-L Teaching of Reading Lab</td>
<td>0</td>
</tr>
<tr>
<td>ED 3195 Fundamentals of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED 3197 Pre-Practicum I: Elementary</td>
<td>1</td>
</tr>
<tr>
<td>ED 3415 Advanced Curriculum &amp; Assessment for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED 3455 Pre-Practicum II: Special Education</td>
<td>1</td>
</tr>
<tr>
<td>ED 4563 Senior Practicum: Special Education</td>
<td>9</td>
</tr>
<tr>
<td>ED 4563 SM Senior Practicum Seminar</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Requirements:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1550 College Math I: Numbers and Numeration</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2550 College Math II: Algebra and Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3250 College Math III: Geometry and Data</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2100 Adolescent Psychology</td>
<td>3</td>
</tr>
</tbody>
</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, and 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)

<table>
<thead>
<tr>
<th>Prerequisite Coursework:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1400</td>
<td>3</td>
</tr>
<tr>
<td>ED 1150</td>
<td>3</td>
</tr>
<tr>
<td>ED 2161</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Coursework:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2410</td>
<td>3</td>
</tr>
<tr>
<td>ED 2420</td>
<td>3</td>
</tr>
<tr>
<td>ED 2600</td>
<td>3</td>
</tr>
<tr>
<td>ED 3850</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Coursework and Co-requisite Field Work:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2455 Programming for Positive Youth Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 2344 Field Observation and Participation: School Age or Youth</td>
<td>2</td>
</tr>
<tr>
<td>ED 3198 Curriculum for After School Programs</td>
<td>3</td>
</tr>
<tr>
<td>ED 3454 Pre-Practicum: After School Setting</td>
<td>3</td>
</tr>
<tr>
<td>ED 4566 Practicum: After School Setting</td>
<td>6</td>
</tr>
<tr>
<td>ED 4566SM Practicum Seminar</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Electives:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2510</td>
<td>Guiding Behavior</td>
</tr>
<tr>
<td>ED 3510</td>
<td>Community Leadership</td>
</tr>
<tr>
<td>ED 2354</td>
<td>Creative Arts in Early Childhood</td>
</tr>
<tr>
<td>ED 2355</td>
<td>Children's Literature: Gateway to the World</td>
</tr>
<tr>
<td>ED 3200</td>
<td>Administration of Childcare Programs</td>
</tr>
<tr>
<td>PSY 2100</td>
<td>Adolescent Psychology</td>
</tr>
</tbody>
</table>
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, and 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:  
PSY 1400  Child Development  3
ED 1150  Exploring the World of Education  3
ED 2161  Educational Psychology  3

Core Coursework:
ED 2410  Strategies for the Effective Educator  3
ED 2420  School, Family & Community  3
ED 2600  Children with Special Needs  3
ED 3510  Community Leadership  3
ED 3850  Current Issues in Education (Senior Capstone)  3

Required Coursework and Co-requisite Field Work:
ED 2344  Field Observation/Participation: School-Age / Youth Setting  2
ED 2455  Programming for Positive Youth Development  3
ED 3510  Community Leadership  3
ED 4568  Practicum: Community Based Program  6
ED 4568SM  Practicum Seminar  0

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

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>CR</th>
<th>SEMESTER 2</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 1150 Exploring the World of Education</td>
<td>3</td>
<td>ED 2600 Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1400 Child Development</td>
<td>3</td>
<td>Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>(Social Science Breadth)</td>
<td></td>
<td>(Breadth Requirement)</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>3</td>
<td>First Year Inquiry</td>
<td>4</td>
</tr>
<tr>
<td>(First Year Core 1)</td>
<td></td>
<td>(First Year Core 2)</td>
<td></td>
</tr>
<tr>
<td>Reading Writing &amp; Research I</td>
<td>3</td>
<td>Reading Writing &amp; Research II</td>
<td>3</td>
</tr>
<tr>
<td>(First Year Core 3)</td>
<td></td>
<td>(First Year Core 4)</td>
<td></td>
</tr>
<tr>
<td>Quantitative Literacy / Math</td>
<td>3</td>
<td>Quantitative Literacy/Math</td>
<td>3</td>
</tr>
<tr>
<td>(First Year Core 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15</td>
<td><strong>Total Credits</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 3</th>
<th>CR</th>
<th>SEMESTER 4</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2161 Educational Psychology</td>
<td>3</td>
<td>ED 2410 Strategies for the Effective Ed.</td>
<td>3</td>
</tr>
<tr>
<td>Humanities or Social Science</td>
<td>3</td>
<td>Arts</td>
<td>3</td>
</tr>
<tr>
<td>(Social Science Breadth)</td>
<td></td>
<td>(Social Science Breadth)</td>
<td></td>
</tr>
<tr>
<td>Humanities or Social Science</td>
<td>3</td>
<td>Humanities or Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15-16</td>
<td><strong>Total Credits</strong></td>
<td>15-16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 5</th>
<th>CR</th>
<th>SEMESTER 6</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Ed/Care</td>
<td>OST Ed</td>
<td>Community Ed</td>
<td></td>
</tr>
<tr>
<td>ED 2230 Elective</td>
<td></td>
<td>ED 3510</td>
<td>3</td>
</tr>
<tr>
<td>ED 2450 ED 2455</td>
<td></td>
<td>ED 2455</td>
<td>3</td>
</tr>
<tr>
<td>ED 2342 ED 2344</td>
<td></td>
<td>ED 2344</td>
<td>2</td>
</tr>
<tr>
<td>Minor Req.</td>
<td>3</td>
<td>Minor Req.</td>
<td>3</td>
</tr>
<tr>
<td>Junior Inquiry &amp; Integration</td>
<td>4</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>16</td>
<td><strong>Total Credits</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 7</th>
<th>CR</th>
<th>SEMESTER 8</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Ed/Care</td>
<td>OST</td>
<td>Community Ed</td>
<td></td>
</tr>
<tr>
<td>ED 4560/4561 (either semester)</td>
<td>ED 4566</td>
<td>Community Ed</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>ED 4568</td>
<td>6</td>
</tr>
<tr>
<td>Min Req.</td>
<td>3</td>
<td>Minor Req.</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Minor Req.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15</td>
<td><strong>Total Credits</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

122 | CURRY COLLEGE COURSE CATALOG 2017-2018
## SAMPLE CURRICULUM PLAN
### EARLY CHILDHOOD EDUCATION LICENSURE (PREK-GRADE 2)

### SEMESTER 1

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1400 Child Development (Soc Sci)</td>
<td>3</td>
</tr>
<tr>
<td>ED 1150 Exploring the World of Education</td>
<td>3</td>
</tr>
<tr>
<td>AE 1300 (if needed), otherwise PH 1010 (Humanities) 1.5</td>
<td></td>
</tr>
<tr>
<td>Comm (FY Core)</td>
<td>3</td>
</tr>
<tr>
<td>Reading Writing &amp; Research I (FY Core)</td>
<td>3</td>
</tr>
<tr>
<td>Math 1550 (QLE) or MA 1000 (if placed) (FY Core)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>16.5-18</td>
</tr>
</tbody>
</table>

### SEMESTER 2

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2600 Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>First Year Inquiry</td>
<td>4</td>
</tr>
<tr>
<td>Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>Wellness (CPR)</td>
<td>1</td>
</tr>
<tr>
<td>Reading Writing &amp; Research II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Literacy/Math 1550 or 2550</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

### SEMESTER 3

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2161 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LIT (Humanities)</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Literacy Math 2550/3250</td>
<td>3</td>
</tr>
<tr>
<td>ILS PH Choice</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15-18</td>
</tr>
</tbody>
</table>

### SEMESTER 4

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2700</td>
<td>3</td>
</tr>
<tr>
<td>ED 2410 Strategies for the Effective Educator</td>
<td>3</td>
</tr>
<tr>
<td>MA 3250 (Soc Sci) or Elective</td>
<td>3</td>
</tr>
<tr>
<td>ILS PH Choice</td>
<td>3</td>
</tr>
<tr>
<td>Major Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15-18</td>
</tr>
</tbody>
</table>

### SEMESTER 5

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 3700 (plus field work M/W a.m.)</td>
<td>4</td>
</tr>
<tr>
<td>ILS ELEC Psych</td>
<td>3</td>
</tr>
<tr>
<td>ILS ELEC</td>
<td>3-4</td>
</tr>
<tr>
<td>ILS ELEC 3</td>
<td></td>
</tr>
<tr>
<td>Major Requirement Children's Lit</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>16-18</td>
</tr>
</tbody>
</table>

### SEMESTER 6

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILS 3100 Capstone/JYI</td>
<td>4</td>
</tr>
<tr>
<td>ED 3190</td>
<td>3</td>
</tr>
<tr>
<td>ED 3195R</td>
<td>0</td>
</tr>
<tr>
<td>ED 3195</td>
<td>3</td>
</tr>
<tr>
<td>ED 3196 (Field Work)</td>
<td>1</td>
</tr>
<tr>
<td>ED 3105</td>
<td>1</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15-18</td>
</tr>
</tbody>
</table>

### SEMESTER 7

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 3750</td>
<td>3</td>
</tr>
<tr>
<td>ED 3330</td>
<td>3</td>
</tr>
<tr>
<td>Ed 3330 R</td>
<td>0</td>
</tr>
<tr>
<td>ED 3331 (Field Work)</td>
<td>1</td>
</tr>
<tr>
<td>ED 3985 (Ed Capstone)</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE or GRAD</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE or GRAD</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

### SEMESTER 8

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 4570</td>
<td>9</td>
</tr>
<tr>
<td>ED 4570 SM</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>12-15</td>
</tr>
</tbody>
</table>
## SAMPLE CURRICULUM PLAN
### LICENSURE ELEMENTARY

### SEMESTER 1

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1400 Child Development (Soc Sci)</td>
<td>3</td>
</tr>
<tr>
<td>ED 1150 Exploring the World of Education</td>
<td>3</td>
</tr>
<tr>
<td>AE 1300 (if needed), otherwise PH 1010</td>
<td>1.5</td>
</tr>
<tr>
<td>Comm (Core)</td>
<td>3</td>
</tr>
<tr>
<td>Reading Writing &amp; Research I</td>
<td>3</td>
</tr>
<tr>
<td>Math 1550 (QLE) or MA 1000 (if placed)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 15-18

### SEMESTER 2

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2600 Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>First Year Inquiry</td>
<td>4</td>
</tr>
<tr>
<td>Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>Wellness (CPR)</td>
<td>1</td>
</tr>
<tr>
<td>Reading Writing &amp; Research II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Literacy/Math 1550 or 2550</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 18

### SEMESTER 3

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2161 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LIT (Humanities)</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Literacy Math 2550</td>
<td>3</td>
</tr>
<tr>
<td>ILS PH Choice</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits** 15-18

### SEMESTER 4

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2700</td>
<td>3</td>
</tr>
<tr>
<td>ED 2410 Strategies for the Effective Educator</td>
<td>3</td>
</tr>
<tr>
<td>MA 3250 (Soc Sci)</td>
<td>3</td>
</tr>
<tr>
<td>ILS PH Choice</td>
<td>3</td>
</tr>
<tr>
<td>ILS Elective Arts</td>
<td>3</td>
</tr>
<tr>
<td>Major Requirement</td>
<td></td>
</tr>
<tr>
<td>(PSY 2100, ED 2XXX, AC1000)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 15-18

### SEMESTER 5

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 3700 (plus field work M/W a.m.)</td>
<td>4</td>
</tr>
<tr>
<td>ILS ELEC Psych</td>
<td>3</td>
</tr>
<tr>
<td>ILS ELEC</td>
<td>3-4</td>
</tr>
<tr>
<td>ILS ELEC</td>
<td>3</td>
</tr>
<tr>
<td>Major Requirement</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits** 16-18

### SEMESTER 6

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILS 3100 Capstone/JYI</td>
<td>4</td>
</tr>
<tr>
<td>ED 3190</td>
<td>3</td>
</tr>
<tr>
<td>ED 3195R</td>
<td>0</td>
</tr>
<tr>
<td>ED 3195</td>
<td>3</td>
</tr>
<tr>
<td>ED 3197 (Field Work)</td>
<td>1</td>
</tr>
<tr>
<td>ED 3105 (Elective)</td>
<td>1</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 15-18

### SEMESTER 7

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 3750</td>
<td>3</td>
</tr>
<tr>
<td>ED 3320</td>
<td>3</td>
</tr>
<tr>
<td>Ed 3320 R</td>
<td>0</td>
</tr>
<tr>
<td>ED 3332 (Field Work)</td>
<td>1</td>
</tr>
<tr>
<td>ED 3985 (Ed Capstone)</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE or GRAD</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE or GRAD</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 16

### SEMESTER 8

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 4564</td>
<td>9</td>
</tr>
<tr>
<td>ED 4564 SM</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 12-15
### SAMPLE CURRICULUM PLAN
#### SPECIAL EDUCATION (PREK-GRADE 8)

#### SEMESTER 1
<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1400 Child Development (Soc Sci)</td>
<td>3</td>
</tr>
<tr>
<td>ED 1150 Exploring the World of Education</td>
<td>3</td>
</tr>
<tr>
<td>AE 1300 (if needed), otherwise PH 1010</td>
<td>1.5</td>
</tr>
<tr>
<td>Comm (Core)</td>
<td>3</td>
</tr>
<tr>
<td>Reading Writing &amp; Research I</td>
<td>3</td>
</tr>
<tr>
<td>Math 1550 (QLE) or MA 1000 (if placed)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15-18</td>
</tr>
</tbody>
</table>

#### SEMESTER 2
<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2100</td>
<td>3</td>
</tr>
<tr>
<td>ED 2600 Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>First Year Inquiry</td>
<td>4</td>
</tr>
<tr>
<td>Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>Wellness (CPR)</td>
<td>1</td>
</tr>
<tr>
<td>Reading Writing &amp; Research II</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Literacy/Math 1550 or 2550</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

#### SEMESTER 3
<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2161 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LIT (Humanities)</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Literacy Math 2550</td>
<td>3</td>
</tr>
<tr>
<td>ILS PH Choice</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15-18</td>
</tr>
</tbody>
</table>

#### SEMESTER 4
<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2700</td>
<td>3</td>
</tr>
<tr>
<td>ED 2410 Strategies for the Effective Educator</td>
<td>3</td>
</tr>
<tr>
<td>MA 3250 (Soc Sci)</td>
<td>3</td>
</tr>
<tr>
<td>ILS PH Choice</td>
<td>3</td>
</tr>
<tr>
<td>Major Requirement PSY 2100</td>
<td>3</td>
</tr>
<tr>
<td>Major Requirement ED 2XXX</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

#### SEMESTER 5
<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 3700 (plus field work M/W a.m.)</td>
<td>4</td>
</tr>
<tr>
<td>ILS ELEC Psych/Soc</td>
<td>3</td>
</tr>
<tr>
<td>ILS ELEC</td>
<td>3-4</td>
</tr>
<tr>
<td>ILS ELEC</td>
<td>3</td>
</tr>
<tr>
<td>Major Requirement Children's Lit</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>1-2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>16-18</td>
</tr>
</tbody>
</table>

#### SEMESTER 6
<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILS 3100 Capstone/JYI</td>
<td>4</td>
</tr>
<tr>
<td>ED 3190</td>
<td>3</td>
</tr>
<tr>
<td>ED 3195R</td>
<td>0</td>
</tr>
<tr>
<td>ED 3195</td>
<td>3</td>
</tr>
<tr>
<td>ED 3196 (Field Work)</td>
<td>1</td>
</tr>
<tr>
<td>ED 3105</td>
<td>1</td>
</tr>
<tr>
<td>ELECTIVE or ED 3415</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15-18</td>
</tr>
</tbody>
</table>

#### SEMESTER 7
<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 3750</td>
<td>3</td>
</tr>
<tr>
<td>ED 3415</td>
<td>3</td>
</tr>
<tr>
<td>ED 3415R</td>
<td>0</td>
</tr>
<tr>
<td>ED 3331 (Field Work)</td>
<td>1</td>
</tr>
<tr>
<td>ED 3985 (Ed Capstone)</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE or GRAD</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE or GRAD</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

#### SEMESTER 8
<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 4563</td>
<td>9</td>
</tr>
<tr>
<td>ED 4563 SM</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>12-15</td>
</tr>
</tbody>
</table>
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 2150 Developing Community Circles 3 credits  
Spring Semester  
Explores the meaning of “inclusive community” in educational settings where individuals develop a positive environment based on mutual respect that promotes affirmative human growth and learning. Offers authentic opportunities to examine, reflect upon, and “do democracy,” that is, to fashion small groups that form around 1) group decision-making, cooperation, and commitments 2) caring for the common good, and 3) exploring and valuing diversity.

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.  
Prerequisite: ED 2230 Infants and Toddlers

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.  
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).  
Prerequisites ED 2160, ED 2230.

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 2354 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, 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 2410.

ED 2355  Children's Literature:  3 credits
A Gateway to the World
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.

ED 2410  Strategies for the Effective  3 credits
Educator  Fall and Spring Semesters
This course introduces beginning teachers to the essential elements of best practice. An historical perspective of the laws relating to current practice will be discussed. An overview of prominent theorists and philosophers in Education will provide students with the background for understanding the contributions they have made to the field of education. Students will be introduced to a variety of program models for teaching and caring for children. Students will begin to relate teaching practice not only to the Massachusetts Department of Education's Professional Standards but also the national initiatives for Education Reform put forth in the past two decades. The Massachusetts Curriculum Frameworks will serve as guideposts for the planning of lessons designed to promote equity for all learners. Students will begin a professional portfolio to document professional experiences over the completion of their program.
Pre or Corequisite: ED 2161.

ED 2420  School, Family and  3 credits
Community  Spring Semester
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.

ED 2450  Planning and Programming:  3 credits
Early Education & Care  Fall Semester
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 2410.
Corequisite: ED 2342.

ED 2455  Programming for Positive  3 credits
Youth Development  Fall Semester
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.

ED 2510  Guiding Behavior  3 credits
Alternate Fall Semesters
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.

ED 2600  Children with Special Needs  3 credits
Fall and Spring Semesters
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, students connect major federal
and state laws and regulations to classroom structures and
instructional/curricular accommodations and modifications. Requires a 10-hour observation project.
Prerequisite or Co-requisite: ED 1150, PSY 1400.

ED 2700  Early Childhood Language  3 credits
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 promot-
ing interest in reading and writing will be discussed, as
well as reading instruction methodologies for young chil-
dren within a broad range of abilities and language learn-
ing differences.
Pre or Corequisite: ED 2410.

ED 3105  Learning Differences Institute  2 credits
Spring Semester
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:  3 credits
Preschool
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 3190  Classroom Assessment  3 credits
Spring 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.
Prerequisite: ED 3700.

ED 3195  Fundamentals of Curriculum  3 credits
Spring Semester
This course provides students the opportunity to examine
philosophies, organization and planning for children in pub-
llic schools. The general principles and practices of selected
academic areas (in particular, social studies literature, and
the 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 2410.

ED 3195R  Recitation:  0 credits
Fundamentals of Curriculum
Spring Semester
During this recitation, students will study test-taking strat-
egies, practice responding to questions formatted for state
teacher tests, and design individual study plans designed to
deepen their understanding of the relationship between con-
tent and pedagogy within an electronic portfolio framework.
Corequisite: ED 3195.

ED 3196  Pre-Practicum I:  1 credit
Early Childhood
Spring Semester
Students accepted into the early childhood licensure major
complete an early field experience in the spring semester of
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: Elementary  1 credit
Spring Semester
Students accepted into the elementary and special education
licensure will complete an early field experience in the spring
semester of third year of study. The early field experience will
be 2 days a 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 3454.

ED 3200  Administration of Childcare Programs  3 credits  Alternate Spring Semesters
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  College Mathematics III: Geometry and Data Analysis  3 credits  Fall Semester
In this course, students will focus on topics related to creating overall effective learning environments for increasing conceptual development in mathematics. Pre-service teachers will work to broaden and deepen their own understanding of mathematics in an effort to better their teaching of mathematics. This is the third in a three-course sequence designed to develop deeper understanding of elementary school mathematics content. It provides a college-level treatment of the following topics: Measurement, Geometry, Statistics, and Probability. (Same course as MATH 3250). This course meets the General Education Social Science and Quantitative Literacy Enhancement requirements.
Prerequisites: MATH 1550, MATH 2550.

ED 3320  Elementary Curriculum (1-6)  3 credits  Fall Semester
This course is designed to enable students to broaden their planning and teaching repertoire for elementary students (grades 1-6). 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 and, technology, engineering and mathematics (STEM) and health/physical education content areas. 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 Elementary Licensure majors. Fee.
Prerequisite: ED 3190.
Corequisites: ED 3332, ED 3320 R.

ED 3320R  Recitation: Elementary Curriculum  0 credits  Fall Semester
This recitation is designed to support seniors in the Elementary Education licensure major in using Instructional and assistive technology tools to support teaching and learning in the classroom, to collect and analyze student performance data and to use a digital portfolio to document mastery of subject matter content and pedagogical skills as required in the Candidate Assessment of Performance (CAP) process.
Corequisite: ED 3320.

ED 3330  Early Childhood Curriculum (PreK-2)  3 credits  Fall Semester
This course is intended to prepare students to implement a developmentally appropriate curriculum unit for the PreK-2 grade inclusive classroom. Although students will integrate all content areas of the curriculum into lesson planning and assessment throughout the course, students will focus on science, technology, engineering, and mathematics (STEM) and health/physical education content areas. Students will study classroom organization and management strategies that enhance active learning for all students (e.g., broad range of abilities, learning, and language differences). Research-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.
Prerequisite: ED 3190.
Corequisites: ED 3330R, ED 3331.

ED 3330R  Recitation: Early Childhood Curriculum  0 credits  Fall Semester
This recitation is designed to support seniors in the Early Childhood Education licensure majoring using Instructional and assistive technology tools to support teaching and learn-
ing in the classroom, to collect and analyze student performance data and to use a digital portfolio to document mastery of subject matter content and pedagogical skills as required in the Candidate Assessment of Performance (CAP) process.

Corequisite: ED 3330.

ED 3331 Pre-Practicum II: Early Childhood 1 credit
Early Childhood 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 3332, ED 3320R.

ED 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.

ED 3415R Recitation: Advanced Curriculum & Assessment 0 credits
Fall Semester
This recitation is designed to support seniors in the Special Education licensure major in using Instructional and assistive technology tools to support teaching and learning in the classroom, to collect and analyze student performance data and to use a digital portfolio to document mastery of subject matter content and pedagogical skills as required in the Candidate Assessment of Performance (CAP) process.
Corequisite: ED 3415.

ED 3451 Practicum I: Preschool 6 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 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  4 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 2410 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.

ED 3900  Collaboration and Consultation  3 credits  
Spring Semester
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  Integrating Senior Seminar  3 credits  
Fall Semester
This capstone course supports students to consider, discuss, and debate issues in education and theories of instruction, to design and implement library research projects which integrate their major area of study with education coursework and field experiences, and to translate this research into action plans and curriculum for their senior practicum.
Prerequisites: ED 3330, ED 3320 or ED 3415. Corequisites: ED 4570 or ED 4564.

ED 4560  Practicum II: Infant/ Toddler Setting  6 credits  
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 enhances 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.
**Education**

**ED 4560 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 4560.

**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 4561 SM  Senior 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 teaching.  
Corequisites: ED 4563, ED 3900.

**ED 4564  Senior Practicum: Elementary  9 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 4564 SM  Senior Practicum Seminar  0 credits**  
*Spring Semester*

This weekly, one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of teaching.  
Corequisites: ED 4564, ED 3985.

**ED 4566  Senior Practicum:  6 credits**  
*After School Setting*

Students in the Out of School Time Education major complete a 9-hour a week field placement in an after school 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 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.  
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 0 credits

*Spring Semester*

This weekly one-hour 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.
The English area of the Humanities Department at Curry College offers several major and minor programs that are designed to meet the individual needs and interests of our students.

English offers three possible concentrations within the major: American Literature and The British Literary Heritage. The Writing Program offers two concentrations through the English area: Creative Writing and Professional Writing.

In addition to our academic program, Curry College publishes a collection of student writing in the Curry Arts Journal. With annual student writing awards, the area also hosts faculty and student readings and invites prestigious writers to present and share their work with the student body through its Writer-in-Residence series. The English area offers students in all disciplines opportunities to present their original pieces of literature and/or journalism in writing forums.

All English majors must complete 30 credits hours above the 1000-level. English majors must take a core curriculum of six courses (listed below) for a total of 18 credits. Four additional courses above the 1000-level, or an additional 12 credits, must be taken in order to complete the major. Those wishing to focus on a specific area must fulfill the specific requirements for their chosen concentration.

**Prerequisite for the English Major:**

| Credits | ENG 1180 | Introduction to Literary Types |

**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):

<table>
<thead>
<tr>
<th>Credits</th>
<th>ENG 2010</th>
<th>Major British Writers I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>ENG 2020</td>
<td>Major British Writers II</td>
</tr>
<tr>
<td>Credits</td>
<td>ENG 2110</td>
<td>American Literature I</td>
</tr>
<tr>
<td>Credits</td>
<td>ENG 2120</td>
<td>American Literature II</td>
</tr>
<tr>
<td>Credits</td>
<td>ENG 3700</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>Credits</td>
<td>ENG 3980</td>
<td>Capstone Course for English Majors</td>
</tr>
</tbody>
</table>

**English Electives:**

12 credits at the 2000- or 3000-level, or consult requirements for concentrations, below.

<table>
<thead>
<tr>
<th>Credits</th>
<th>12</th>
</tr>
</thead>
</table>

**Concentration in British Literary Heritage**

This concentration gives a solid foundation for graduate study in literature.

In addition to the major requirements, students should take four courses (12 credits) from the following list:

| ENG 2660 | Frankenstein from Novel to Film |
| ENG 3610 | Anglo Saxon/Medieval English |
| ENG 3620 | Victorian Literature |
| ENG 3640 | Neoclassical/Romanticism |
| ENG 3740 | Chaucer |
| ENG 3770 | British Literature of the 17th Century |
| ENG 3800 | Special Topics in Literature (if topic is appropriate to the concentration) |
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. Choose four courses (12 credits) from the following list:

ENG 2140 Contemporary American Literature
ENG 2150 African-American Literature
ENG 3110 American Novels
ENG 3800 Special Topics in Literature
(if topic is appropriate to the concentration)

Concentration in Creative Writing
Students choosing this option for the major in English develop their talents as creative writers in different genres, including poetry, fiction, non-fictional prose, memoir and life-writing and playwriting. Students are strongly urged to create a writer's portfolio and work on, or submit writing to student publications. This concentration requires successful completion of at least five (15 credits) of the following courses:

ENG 2300 Creative Writing I
ENG 2310 Creative Writing II
ENG 2350 Writing Poetry
ENG 2396 Creative Non-Fiction
ENG 2476 Scriptwriting
ENG 2490 Introduction to Memoir and Personal Writing
ENG 2700 Writing and Dreams
ENG 3440 Therapeutic Uses of Writing
ENG 3470 Freelance Writing: The Portfolio, The Profession
ENG 3476 Scriptwriting II
ENG 3490 Memoir Writing and Life Writing
ENG 3495 Writing and Reading Memoir and Fiction
ENG 3550 Therapeutic Uses of Writing II

Concentration in Professional Writing
This concentration builds skills in writing and in adapting writing to different formats and requirements. The concentration provides a foundation and marketable skill for work in publishing, journalism, public relations, publicity, advertising, and media combining words and images. Practical skills include experience in desktop publishing and other related aspects of technology and the creation of a writer's portfolio. Those concentrating in Professional Writing should take an internship focused on professional writing arranged through Experiential Education. Students in the Professional Writing concentration must take five (15 credits) of the following courses:

ENG 2390 Writing About Sports
ENG 2396 Creative Non-Fiction
ENG 2480 Writing for the Professions
ENG 2540 Curry Arts Journal Practicum I
ENG 2545 Curry Arts Journal Practicum II
ENG 3440 Therapeutic Uses of Writing
ENG 3470 Freelance Writing: The Portfolio, The Profession
ENG 3550 Therapeutic Uses of Writing II

Requirements for the English minor:
12 credits in English at the 2000-level or above.
ENG 1180  Introduction to Literary Types  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 1240  Literature of Love  3 credits
Offered periodically within a three-year academic cycle
Explores the representation of various types of love in a selection of literary texts across genres and periods.

ENG 1260  Mystery and Detective Fiction  3 credits
Offered periodically within a three-year academic cycle
Traces the development of mystery and detective fiction from its beginnings to our own times and may include such authors as Agatha Christie, Arthur Conan Doyle and Edgar Allan Poe to Stieg Larsson, Dan Brown and other contemporary and earlier writers.

ENG 2000  Critical Thinking  3 credits
Offered periodically within a three-year academic cycle
Offers experience in practical analysis. Students will learn how to identify bias and logical fallacies and to ask questions that take them beyond the limits of the text.
Prerequisite: Six (6) credits of 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 2100  Reading and Writing About the Short Story  3 credits
Fall and Spring Semesters
This course examines the nature and breadth of the short story and introduces the student to the craft of writing short fiction.

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 late nineteenth century. As in ENG 2110, texts include the work not only of conventionally canonized writers, but also writing by the often underrepresented, including women, Native-Americans, African-Americans, Hispanic-Americans, Chinese-Americans, Indian-Americans and other ethnic groups that make up the complex cultural matrix of the United States. *This course meets the General Education Humanities Breadth requirement.*
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 2140  Contemporary American Literature  3 credits
Fall Semester
Surveys the effects of cultural trends on American literature from World War II to the present. Fiction, memoirs, poetry, essays, and films will be used to examine the thematic characteristics and cultural influences of region, community, ethnicity, gender, and sexuality. *This course meets 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 AFAM 2150). *This course meets the General Education Diversity requirement.*
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 2166  Reading and Writing About Minority Group Literature  3 credits
Offered periodically within a three-year academic cycle
Examines the impact minority writers have had on the culture of the United States and the ways in which various forms of
literature have explored the American minority experience. This course meets the General Education Diversity requirement. Prerequisite: Six (6) credits of Writing/English at the 1000-level.

**ENG 2250**  The Beatles’ Lyrics as Poetry  3 credits
Offered periodically within a three-year academic cycle
Examines the formal literary elements, as well as the political and cultural references within the Beatles’ lyrics from their earliest compositions to their solo careers.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

**ENG 2280**  Literature of Death and Dying  3 credits
Offered periodically within a three-year academic cycle
Through works of prose, fiction, poetry and autobiography, students will view different attitudes toward death, dying, and bereavement. Topics might include denial, fear, anger, wry humor and acceptance.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

**ENG 2300**  Creative Writing I  3 credits
Every Year
Explores in theory and practice the nature, value and the techniques of prose and poetry writing. This course meets the General Education Arts Breadth and Reading/Writing Enhancement requirements.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

**ENG 2310**  Creative Writing II  3 credits
Offered periodically within a three-year academic cycle
Continues ENG 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.

**ENG 2330**  Feminine and Masculine in Literature  3 credits
Offered periodically within a three-year academic cycle
Explores sex and gender as reflected in a variety of literary texts. This course meets the General Education Diversity requirement.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

**ENG 2350**  Writing Poetry  3 credits
Spring Semester
Engages students in writing poetry and includes extensive in class discussion of the students’ own poems and proposed methods of revision. Experimental forms are included, as well as work in more traditional forms.
Prerequisite: Three (3) credits of Writing/English at the 1000-level or permission of instructor.

**ENG 2390**  Writing About Sports  3 credits
Fall and Spring Semesters
Provides the skills and practice in writing sports journalism. (Same course as COM 2390).
Prerequisite: Six (6) credits of Writing/English at the 1000-level or ENG 2900.

**ENG 2396**  Creative Non-Fiction  3 credits
Offered periodically within a three-year academic cycle
Employs the skills and characteristics of fiction writing (developing character, dialogue, intimacy of narration) to the writing of essays, blogs, and other forms of prose writing, as part of the contemporary genre of creative non-fiction.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

**ENG 2400**  Dramatic Literature  3 credits
Spring Semester
An exciting glimpse into the cultures of the world as viewed through their theatres, actors, playwrights, and audiences. Includes a survey of history of world theatre as it has evolved to this day. (Same course as COM 2400).
Prerequisite: Three (3) credits of Writing/English at the 1000-level.

**ENG 2476**  Scriptwriting  3 credits
Fall and Spring Semesters
Employing effective approaches to comic and dramatic dialogue, students will explore some of the basic components of writing for the stage, including format, treatment and storyline, learning to distinguish between the spoken and the unspoken. Scenes and short one-acts will be presented live, during Finale, at the end of the semester. (Same course as COM 2476.)
Prerequisite: WRIT 1400.

**ENG 2480**  Writing for the Professions  3 credits
Fall and Spring Semesters
Study and practice in various forms of professional writing, such as job application materials, proposals, reports, instructions, and correspondence. Emphasizes writing for variety of audiences, both expert and non-expert, and writing within various professional and organizational contexts.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

**ENG 2540**  Curry Arts Journal Practicum I  3 credits
Fall Semester
Offers exciting hands-on experience in producing a literary arts journal. As fall staff members of the Curry Arts Journal, students will publicize, plan, and participate in events to celebrate the new edition and engage in many aspects of the upcoming edition, including the critiquing and selection
of writing and artwork, the editing and proofreading of selected writing, correspondence with student authors and artists, and outreach to the Curry community through writing workshops and classroom visits. In addition, each student will write and share a critique of an undergraduate literary arts journal of note to gain ideas and inspiration for future Curry Arts Journal editions. Readings include essays and articles on writing, editing, critiquing, visual art selection, and publishing. Course may be repeated once. Since the work of one edition takes place over one academic year, students who repeat the course have the opportunity to influence decisions concerning two editions. Students who enroll in one Curry Arts Journal practicum course per year will be able to participate in the work of four editions.

**Prerequisite:** Three (3) credits of 1000-level ENG or permission of instructor.

**ENG 2545 Curry Arts Journal Practicum II**
*3 credits*
*Spring Semester*
Continues and brings to completion the hands-on work for the year’s edition. As spring staff members of the Curry Arts Journal, students engage all aspects of the upcoming edition, including the critiquing of written submissions, the editing and proofreading of selected writing, correspondence with student authors and artists, and outreach to the Curry community through writing workshops and class room visits. In addition, students will select the majority of the edition’s artwork from the Student art Exhibit, select the cover design from submissions created by graphic design students, and participate in other design and layout decisions. Students will also plan, publicize, and participate in a spring reading and open mic to celebrate the upcoming edition and encourage student voices. Readings include essays and articles on writing, editing, critiquing, visual art selection, and publishing. Course may be repeated once.

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

**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 2632 Women in 19th Century World Literature**
*3 credits*
*Offered periodically within a three-year academic cycle*
Explores women as characters in, and authors of, a variety of nineteenth-century texts.

**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 2637 Animals in Literature**
*3 credits*
*Offered periodically within a three-year academic cycle*
Explores roles of animals throughout the history of literature, from myth to contemporary genres.

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

**ENG 2638 Literature about the Handicapped Experience**
*3 credits*
*Offered periodically within a three-year academic cycle*
Explores the depiction of physical handicaps across literary genres, including fairy tales, novels, plays, film, poetry, scientific discourse, and humor.

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

**ENG 2650 Great Sports Stories**
*3 credits*
*Fall and Spring Semesters*
Studies the representation of sports and sportspersons in fiction and nonfiction, in a variety of contexts, cultures, and periods.

**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 2670 The Grimm Brothers’ Tales as Literature**
*3 credits*
*Offered periodically within a three-year academic cycle*
The Grimm Brothers’ Tales appeared in 1812, and were immediately greeted as an important addition to the European Romantic Movement’s idea of essential texts. This course will examine the Tales and place them in an historical and social context so that their true meanings can be appreciated. It will also explore folktales from other cultures – Japan, India, the Middle East – in order to show the many links between storytelling traditions; to explore issues of diversity, such as...
gender roles, sex, equality, and ethnicity; and to place the tales within a Global perspective. We will see that the Tales we think we know are not at all like the folktales the world knew for thousands of years before Disney. This course meets the General Education Diversity requirement.

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

ENG 2700 Writing and Dreams 3 credits
Spring Semester
Examines the history, theory, and research regarding the uses and meanings of dreams. (Same course as PSY 2700).
Prerequisites: Six (6) credits of Writing/English and three (3) credits of 1000-level Psychology.

ENG 2820 Modern Poetry 3 credits
Offered periodically within a three-year academic cycle
The reading and analysis of twentieth-century and contemporary American poetry provide a springboard for writing in both traditional and experimental forms.
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 2845 Ghosts in Film and Literature 3 credits
Offered periodically within a three-year academic cycle
Examines the representation of ghosts and apparitions in film and literature.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

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

ENG 2875 Non-Violence in Film and Literature 3 credits
Offered periodically within a three-year academic cycle
This course will consider the repercussions of violence as it impacts American culture and that of others globally. Viewing films such as Tolkien's The Fellowship of the Ring and Gandhi, as well as documentaries such as Spike Lee's Four Little Girls and A Force More Powerful, will be the starting point for discussion topics such as, “Why do we go to war?”

“Is war ever justified?” and “Why do we, as humans, engage in violence?” Through the poems and prose of P. B. Shelley and non-fiction works such as David Halberstam's The Children and The Autobiography of Dr. Martin Luther King, Jr., we will investigate the methodology and philosophy of nonviolence.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 2900 Multimedia Reporting 3 credits
Fall and Spring Semesters
Covers the basics of reporting and news writing. Emphasis on lead writing, interviewing, researching and preparing news stories. Discussion of libel laws and ethics. Students will also be introduced to blogging, and video/audio reporting techniques for use on the Internet. (Same course as COM 2900).
Prerequisites: WRIT 1400 or COM 1010.

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

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

ENG 3440 Therapeutic Uses of Writing 3 credits
Fall and Spring Semesters
This course uses specific writing exercises in a defined order to explore the diverse experiences of students in the room, which are then placed within a wider global perspective. We will proceed in a way that is safe, respectful, and reflective. As a result we will be able to explore issues concerned with identity, familial expectations, social pressures and personal choices that have to do with sex, gender, equality and privilege, able-ism, ethnicity, racism, conformity and diversity. This course meets the General Education Diversity requirement.
Prerequisites: 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 3470  Freelance Writing: The Portfolio, The Career  3 credits
Spring Semester
This course is built around constructing a portfolio of weekly writings to show the adaptability and range of students' interests and writing skills.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 3476  Scriptwriting II  3 credits
Every Year
A continuation of Scriptwriting (COM/ENG 2476), this course uses improvisation and group interaction to bring scenes and brief one acts from the printed page into staged readings; providing soulful support in the creative act of scriptwriting. (Same course as COM 3476). Signature required.
Prerequisite: COM/ENG 2476.

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

ENG 3495  Writing Memoir and Fiction  3 credits
Spring Semester
Memoirs are about "actual lives"; fiction is about "invented lives". The work of this course is to explore, through reading, writing and discussion, the shifting boundary between these two forms of presenting experience to readers.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

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

ENG 3550  Therapeutic Uses of Writing II  3 credits
Spring Semester
This course builds on the skills developed in ENG 3440, The Therapeutic Uses of Writing. As before, we will use a series of in-class writing assignments. These are designed to bring to light specific attitudes which are to do with growth, as well as considering limiting language and belief systems that may keep us from achieving growth. We will consider different concepts of life stages, and what they may imply. We will examine the ways we use what we acknowledge, and think we know, and how we can be aware of possible blind spots. As a result we will become more aware of issues of identity and diversity, and of what it means to be authentically ourselves within our culture. This course meets the General Education Diversity requirement.
Prerequisite: ENG 3440.

ENG 3610  Anglo Saxon/Medieval English  3 credits
Alternate Spring Semesters
This survey examines literature and culture from the Anglo-Saxon to the late medieval period in England, including works such as Beowulf, Sir Gawain and the Green Knight, the legends of King Arthur, and the Medieval Lyrics.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 3620  Victorian Literature  3 credits
Offered periodically within a three-year academic cycle
This course will cover British literature and culture during Queen Victoria's reign from 1837-1901. It was an age of Charles Dickens, the Brontës, Jane Austen, George Eliot, Oscar Wilde, Lewis Carroll, Bram Stoker and many other well-regarded writers. It was also an age of urbanization, class and gender conflict, religious crisis, bureaucratization, imperial expansion, and an information explosion that parallels our own. This course meets the General Education International/Global Interdependence requirement. (Same course as WGS 3620). Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 3640  Neoclassical/Romanticism  3 credits
Offered periodically within a three-year academic cycle
Examines the works of British authors of the eighteenth and nineteenth centuries, including Wordsworth, Coleridge, Keats, Shelley, Byron and others.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.
ENG 3645  The Films of Alfred Hitchcock  3 credits  
*Spring Semester*
Examines the classic films of the Master of Suspense, from his early movies to the most productive period of his career, during the 1950s.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

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 3740  Chaucer  3 credits
Studies selected poems by Chaucer with special emphasis on The Canterbury Tales.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 3770  British Literature of the 17th Century  3 credits  
*Alternate Spring Semesters*
This course surveys the literature of England from 1601-1699 and includes authors such as John Milton, John Donne, Ben Jonson, Sir Isaac Newton and Francis Bacon.
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*
Applies literary theory and criticism to the study of one or more major texts. Students will produce a research paper that demonstrates a command of the subject matter and its broader applications.
Prerequisite: Senior standing and major in English or permission of instructor.
Environmental Science

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>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1150 Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>
| or
| AC____ Applied Technology (one course or independent study utilizing data handling) | |
| BIOL 2215 Environmental Science | 4 |
| BIOL 2310 Field Ecology | 4 |
| or
| BIOL 2330 Aquatic Biology | |
| PRS 2410 Environmental Ethics | 3 |
| or
| P&H 2270 Environment and Social Movements | |
| P&H 2200 Political Tactics | 3 |
| or
| SOC 2 ____ Environmental Justice | |
| or
| SOC 2090 Climate Justice | |
| SCI 2220 Occupational Health, Safety, and Environmental Affairs | 3 |

Recommendation: Internship, Independent Study or Field Experience. **20**

*alternatives may be discussed

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. 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.
Experiential Education

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

(SUBJECT AREA) 2340
(Brief descriptive title)
Observational (I)
1-4 credits
May be repeated

(SUBJECT AREA) 3450
(Brief descriptive title)
Participant/Observation (II)
1-9 credits
May be repeated

(SUBJECT AREA) 4560
(Brief descriptive title)
Independent Practicum/
Advanced Internship (III)
3-12 credits
May be repeated

In general 3 credits of internship may count toward the major.

EXP 1001 Career & Major Exploration  1 credit
Fall and Spring Semesters
Career & Major Exploration (one credit) is a course for First-Year or sophomore students who are undecided about a major course of study and/or career path. Students will be guided in exploration of academic and career interests and learn to match their personal interests and aspirations to satisfying career options. Students will learn research skills, be exposed to majors, minors and other academic & career enhancing opportunities, while making informed decisions based upon these various resources.

EXP 2340 Introduction to Experiential Learning  3 credits
Fall and Spring Semesters
Introduction to Experiential Learning is a pre-requisite course for students interested in pursuing an internship. Students who are interested in participating in an internship in the near future should enroll in this course. Topics include goal setting, internship requirements and professionalism.

EXP 2800 Career Development  3 credits
Fall and Spring Semesters
Career Development is a course designed for juniors and seniors to help them prepare for the transition from student to professional. Topics include advanced resume writing, job searching techniques, workplace issues, and interviewing. Career Development is taught in a hybrid format during the fall and spring semester, and fully online during Summer I and Intersession.
**Fine and Applied Arts**

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 Dance, Music, and Studio Arts for other offerings in those disciplines.

**FA 1000  Introduction to Fine Arts  3 credits**  
*Fall and Spring Semesters*

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.
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 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.

**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.
Foreign Language & Culture

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.

Chinese
Chinese is the most widely spoken language on Earth. Studying Mandarin opens doors to one of the world’s most ancient civilizations and today’s most vibrant growing economies, offering tools for students with interests in business, society, politics, and culture to engage with the over one-fifth of the world’s population that speaks Chinese.

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.

Requirements for Spanish Minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 2010</td>
<td>Intermediate Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2020</td>
<td>Intermediate Spanish II</td>
<td>4</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>
<tr>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

Chinese

CHIN 1010  Elementary Chinese I (Mandarin)  3 credits  Fall Semester
This course introduces students to the language and culture of the Chinese-speaking world, providing basic skills in understanding, speaking, reading, and writing Mandarin Chinese. Utilizing a conversational approach, and introduction to the Pinyin Romanization and Chinese character systems (students may opt to study simplified or traditional characters), the course emphasizes pronunciation and basic grammar to enable students to hold a basic conversation and use Chinese-language online tools after the first semester. No previous study of Chinese required. Not open to native speakers.

CHIN 1020  Elementary Chinese II (Mandarin)  3 credits  Spring Semester
The second semester of the Elementary Chinese sequence continues the development of basic skills in Mandarin Chinese, building on foundational skills in listening, speaking, reading, and writing, supported by online Chinese tools and extending students’ facility with conversation in context. Not open to native speakers. Prerequisite: CHIN 1010 or departmental approval.
FRENCH
FR 1010  Elementary French I  4 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. Weekly online lab assignments are required. No previous study of French required. Not open to native speakers. This course (in conjunction with FR 1020) meets the General Education International/Global Interdependence requirement.

FR 1020  Elementary French II  4 credits  Spring Semester
The second semester of Elementary French continues the development of basic skills in the French language. Weekly online lab assignments are required. Not open to native speakers. This course (in conjunction with FR 1010 or FR 2010) meets the General Education International/Global Interdependence requirement. Prerequisite: FR 1010 or one year of high school French or departmental approval.

FR 2010  Intermediate French I  4 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. Weekly online lab assignments are required. Not open to native speakers. This course (in conjunction with FR 2020 or FR 2020) meets the General Education International/Global Interdependence requirement. Prerequisite: FR 2010 or two years of high school French or departmental approval.

FR 2020  Intermediate French II  4 credits  Spring Semester
The second semester of Intermediate French. Readings will include poetry and a short novel. Weekly online lab assignments are required. Not open to native speakers. This course (in conjunction with FR 2010) meets the General Education International/Global Interdependence requirement. Prerequisite: FR 2010 or three years of high school French or departmental approval.

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. Prerequisite: Sophomore standing or departmental approval.

SPANISH
SPAN 1010  Elementary Spanish I  4 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. Weekly online lab assignments are required. Not open to native speakers. Heritage speakers must seek departmental approval. This course (in conjunction with SPAN 1020) meets the General Education International/Global Interdependence requirement.

SPAN 1020  Elementary Spanish II  4 credits  Spring Semester
The second semester of Elementary Spanish. Weekly online lab assignments are required. Not open to native speakers. Heritage speakers must seek departmental approval. This course (in conjunction with SPAN 1010 or SPAN 2010) meets the General Education International/Global Interdependence requirement. Prerequisite: SPAN 1010 or one year of high school Spanish or departmental approval.

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. Prerequisite: Sophomore standing or departmental approval.
### Foreign Language & Culture

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 1030</td>
<td>Spanish for Health, Criminal Justice, and Social Services I</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>SPAN 1040</td>
<td>Spanish for Health, Criminal Justice, and Social Services II</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>SPAN 2010</td>
<td>Intermediate Spanish I</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>SPAN 2020</td>
<td>Intermediate Spanish II</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td>SPAN 2200</td>
<td>The Culture of Spain</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>SPAN 3010</td>
<td>Spanish Composition and Conversation I</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<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>Spring</td>
</tr>
</tbody>
</table>

**SPAN 1030** Spanish for Health, Criminal Justice, and Social Services I  
Fall Semester  
This course provides students with basic language skills, giving special attention to the needs of students who plan to work in community/social and medical service positions. No previous study of Spanish required. Not open to native speakers. This course (in conjunction with SPAN 1040) meets the General Education International/Global Interdependence requirement.

**SPAN 1040** Spanish for Health, Criminal Justice, and Social Services II  
Spring Semester  
The second semester of Spanish for Social Services. Not open to native speakers. Heritage speakers must seek departmental approval. This course (in conjunction with SPAN 1030 or SPAN 2010) meets the General Education International/Global Interdependence requirement.  
Prerequisite: SPAN 1010 or SPAN 1030 or one year of high school Spanish or departmental approval.

**SPAN 2010** Intermediate Spanish I  
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. Weekly online lab assignments are required. Not open to native speakers. Heritage speakers must seek departmental approval. This course (in conjunction with SPAN 1020 or SPAN 2020) 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  
Spring Semester  
The second semester of Intermediate Spanish. Weekly online lab assignments are required. Not open to native speakers. Heritage speakers must seek departmental approval. This course (in conjunction with SPAN 2010 or SPAN 3010) 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  
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  
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 (in conjunction with SPAN 2020 or SPAN 3020) 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  
Spring Semester  
The second semester of Spanish Composition and Conversation. This course (in conjunction with SPAN 3010) meets the General Education International/Global Interdependence requirement.  
Prerequisite: SPAN 3010 or departmental approval.

**SPAN 3030** Intensive Practice in Spoken Spanish  
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 Curry College Honors Program offers high achieving students opportunities to engage in inquiry based learning and investigation throughout courses in General Education and major and minor fields of study. The goals of the Honors Program are to:

• Ensure academically motivated students are challenged to achieve at their highest potential
• Allow students to engage in inquiry based, learner centered coursework throughout the Honors curriculum, culminating in an Honors project
• Provide avenues through which students can connect with other Honors students and faculty outside the classroom as they seek opportunities for academic challenge
• Enable students understand how scholars think about problems, formulate hypotheses, research those problems, and draw conclusions about them; and to help students understand how creative artists approach the creative process and produce an original work

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 minimum of 24 credits in Honors study over the course of their academic career.

GEN 1000: First Year Inquiry Seminar - Influences of Culture (fulfills Honors and General Education Requirement (4 credits)
HON 2850: Identity (fulfills Honors and 3 credits of the General Education Diversity Requirement) (3 credits)
HON 3002: Honors Research Methods or Research Methods in Major field of Study (3 credits)
2 Honors Electives in General Education, Major, or Minor (6 credits)
GEN 3000: Junior Year Inquiry & Integration - Honors (4 credits)
HON 4000: Honors Project Proposal (1-3 credits)
HON 4010: Honors Project (3 credits)

At the end of the First Year of study, students with a cumulative GPA of 3.0 are invited to join the Honors Program and complete an application for potential acceptance into the program. Students choosing to enter the program complete a minimum of 23 credits in Honors study over the course of their academic career (see requirements below).

HON 2850: Identity (Fulfills Honors Requirement and 3 credits of the General Education Diversity requirement (3 credits)
HON 3002: Honors Research Methods or Research Methods in Major field of Study (3 credits)

3 Honors Electives In General Education, Major, or Minor (9 credits)
GEN 3000: Junior Year Inquiry & Integration - Honors (4 credits)
MAJOR/HON 4000: Honors Project Proposal (1-3 credits)
MAJOR/HON 4010: Honors Project (3 credits)

Students complete Honors elective courses by either taking an Honors designated section of a course in General Education, their Major, or their Minor or by contracting with a faculty member for an Honors elective in a non-Honors designated course. Guidelines, requirements, and deadlines for an Honors contracted elective can be found on the Honors webpage.

To remain in the Honors Program, student must maintain a 3.0 cumulative GPA. Students falling below that GPA, will be placed on a 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 and graduate with distinction in the Honors Program.

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.

HON 3002 Honors Research I 3 credits
A general research topic, which was broadly defined by students in HON 4890, is progressively redefined and honed in this and the subsequent two semesters. 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 the last two weeks of the course, students make presentations of their ROL to seminar participants.

Prerequisite: Satisfactory completion of HON 2850.
Individually Initiated Major (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.
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 Management, 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.

### SAMPLE CURRICULUM
#### INFORMATION TECHNOLOGY MAJOR

<table>
<thead>
<tr>
<th>Fall Semester – First Year</th>
<th>Spring Semester – First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 1000 Navigating Your Digital World</td>
<td>AC 2020 Database Concepts</td>
</tr>
<tr>
<td>IT 1010 Introduction to Information Technology</td>
<td>IT 2100 Programming Logic</td>
</tr>
<tr>
<td>IT 1100 Foundations of Hardware</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester – Sophomore Year</th>
<th>Spring Semester – Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 2768 Web Design</td>
<td>IT 2300 Operating Systems</td>
</tr>
<tr>
<td>IT 2210 Networking</td>
<td>IT 2535 Technical Communication</td>
</tr>
<tr>
<td>IT 2789 Structured Programming</td>
<td>IT 3500 Object Oriented Programming</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester – Junior Year</th>
<th>Spring Semester – Junior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 3805 Technology Seminar</td>
<td>IT 2215 Information Technology Security</td>
</tr>
<tr>
<td>IT Elective</td>
<td>IT 3800 Current Topics in Information Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester – Senior Year</th>
<th>Spring Semester – Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 3100 Project Management</td>
<td>IT 3900 Senior Seminar: This is IT!</td>
</tr>
<tr>
<td>IT Elective</td>
<td></td>
</tr>
</tbody>
</table>
# Information Technology

## Requirements for the Information Technology Major:

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 1010 *</td>
<td>3</td>
</tr>
<tr>
<td>IT 1100 *</td>
<td>3</td>
</tr>
<tr>
<td>IT 2100 *</td>
<td>3</td>
</tr>
<tr>
<td>IT 2300 *</td>
<td>4</td>
</tr>
<tr>
<td>IT 2535 *</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Requirements:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 2210 *</td>
<td>4</td>
</tr>
<tr>
<td>IT 2215 *</td>
<td>3</td>
</tr>
<tr>
<td>IT 3805 *</td>
<td>3</td>
</tr>
<tr>
<td>IT 2789 *</td>
<td>4</td>
</tr>
<tr>
<td>IT 3100 *</td>
<td>3</td>
</tr>
<tr>
<td>IT 3500 *</td>
<td>4</td>
</tr>
<tr>
<td>IT 3800 *</td>
<td>3</td>
</tr>
<tr>
<td>IT 3900 *</td>
<td>3</td>
</tr>
<tr>
<td>IT ____ *</td>
<td>2 electives (2000/3000 level)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Required Courses:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 1000 *</td>
<td>3</td>
</tr>
<tr>
<td>AC 2020 *</td>
<td>3</td>
</tr>
<tr>
<td>AC 2768 *</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EXP 2340 *</td>
<td></td>
</tr>
<tr>
<td>IT 3450 *</td>
<td></td>
</tr>
</tbody>
</table>

## Information Technology Minor

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

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 1010 *</td>
</tr>
<tr>
<td>IT 1100 *</td>
</tr>
<tr>
<td>AC 2020 *</td>
</tr>
<tr>
<td>IT 2100 *</td>
</tr>
<tr>
<td>IT 2210 *</td>
</tr>
<tr>
<td>IT 3900 *</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
IT 1010  Introduction to Information Technology  3 credits
Fall Semester
This course introduces the concepts of Information Technology and its framework, encompassing the areas of application development, hardware management, information processing, networking and telecommunications. Students will learn about system analysis and design using practical examples. They will use real world scenarios that show how Information Technology is applied in an advanced information systems environment to support users, management and the whole enterprise. The course is a pre-requisite for potential Information Technology majors and is ideal for students in other majors who may be interested in gaining an in-depth knowledge of information systems.

IT 1100  Foundations of Hardware  3 credits
Fall Semester
This course is designed to provide the student with working knowledge of PC computer system hardware. Students will learn the basic architecture of the PC and study the roles that various hardware components play in the PC system. Core components such as: the motherboard, BIOS, CPU, system memory, expansion bus, input devices, output devices, and storage devices will be explored as well as how data is effectively passed between them. In our hardware lab, students will gain hands-on experience as they complete lab exercises involving adding and removing various components of the PC system. The course is required for Information Technology majors and is ideal for other majors who may be interested in gaining an in-depth knowledge of computer systems.

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

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

IT 2210  Networking  4 credits
Fall Semester
This course is designed to provide the student with working knowledge of the basic building blocks of a network. The course emphasizes the OSI Model; a world-wide standard for networks. Topics will include Transmission, Networking Media, the TCP/IP Protocol Suite, Network Topologies (physical and logical), Ethernet Technology, Networking Hardware (NICs, hubs, switches, bridges, and routers), and Wireless Technologies. Significant emphasis will be placed on TCP/IP, specifically, topics such as the IP protocol, IP addressing, and DHCP. In our network lab, students will get to view working network devices such as switches and routers and use various utilities to complete labs that involve analyzing live network settings and network performance.
Prerequisite: IT 1100.

IT 2215  Information Technology Security  4 credits
Spring Semester
This course provides a basic knowledge of information, computer and network security. Security principles and how to establish security baselines will be discussed. Students will learn about the technologies and techniques used to protect information assets from potential intrusion, damage or theft. The course will compare and contrast the counter-measures deployed by security professionals to thwart potential attacks. It will cover disaster recovery planning and business continuance measures. Students should have basic knowledge of Information Technology components.
Prerequisite: IT 2210 or permission of instructor.

IT 2300  Operating Systems  4 credits
Spring Semester
This course provides an introduction to the design and implementation of operating systems. It is intended for students with a basic background in computing systems. The first portion of the course presents the basic concepts of operating systems, which are platform independent. The second portion of the course covers specific issues with four operating systems in widespread use today. Topics covered
Information Technology

include: concurrent processes, resource management, deadlocks, memory management, virtual memory, processor scheduling, disk scheduling, file systems, distributed file systems, micro kernels, multiprocessor operating system issues, and case studies.

IT 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. Prerequisite: Junior or Senior standing and permission of instructor. (Same course as AC 2400)

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).
Prerequisite: CJ 1000.

IT 2535  Technical Communication  3 credits
Spring Semester
Develops the technical writing skills needed in the workplace. Different protocols exist for reports, manuals, proposals, email, and SMS messages. This course explores the similarities and differences among the various modes of workplace communications. Students will learn how to organize and develop their ideas to clearly convey a message. Students will also learn how to present papers written in class. Prerequisite: 6 credits of General Education Writing Sequence.

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  Structured Programming  4 credits
Fall Semester
This is the second of a three course programming sequence. IT 2789, Structured Programming, builds on the concepts learned in IT 2100, Programming Logic. Structured Programming expands the student's knowledge of programming concepts in the context of a programming language and its integrated development environment. It includes algorithm implementation, use of the debugger, and test driven development. It explores program maintenance and self-documenting code as well as using program comments properly. In addition, this course continues to develop basic problem solving analysis and critical thinking skills that aid the student when developing algorithms. Prerequisite: IT 2100.

IT 3020  Database Administration  4 credits
Introduces various database models and provides an overview of commercial database management systems. Topics covered include: relational design activities such as normalization and entity-relationship modeling, Structured Query Language syntax, database administration activities and database access from client/server and Web-based interfaces. The course designed for individuals who are, or expect to be working with data in various formats and who will be responsible for programming and/or information delivery activities involving data manipulation, retrieval and data administration. Prerequisite: AC 2020.

IT 3100  Project Management  3 credits
This course introduces the art and science of technology project management. IT project management provides a competitive advantage for organizations seeking to improve their technology service capabilities. It is a defining factor of an organization's success in implementing Information Technology initiatives. Students develop skills in project integration, scope, time, cost, quality, human resource, communications, risk, procurement, and stakeholder management as well as learning about all five process groups - initiating, planning, executing, monitoring and controlling. (Same course as AC 3100)
Prerequisite: Any 2000-level AC/IT course.
IT 3500  Object-Oriented Programming  4 credits  Spring Semester
This is the last of a three course programming sequence. This course introduces Object-Oriented (OOP) Programming concepts in a programming language using a compatible integrated development environment. It includes the principles of OOP; encapsulation, polymorphism, reusable code, inheritance, composition, and abstraction. OOP also introduces graphical user interfaces and teaches the student how to properly create an OO graphical user interface. In addition, this course continues to develop basic problem solving analysis and critical thinking skills that aid the student when developing algorithms. 
Prerequisite: IT 2789.

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

IT 3700  Mobile Application Concepts  3 credits  Spring Semester
This course will explore programming mobile devices in the Apple ecosystem. “iOS” devices constitute the second greatest share of market for mobile devices (approaching 19%). These devices are the “prestige” devices and sell at a premium price. The course will focus on the IDEs available to create applications that will be compatible with iOS systems as well as learning and using both the Objective C and Swift programming languages to create iOS apps. Students will use Xcode to develop iOS apps. 
Prerequisite: IT 3500.

IT 3800  Current Topics in Information 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. (Same course as AC 3900). 
Prerequisites: 12 credits in 2000/3000-level IT courses and senior standing.
**Integrated Liberal Studies**

What skills are needed to be a successful and contributing member of society? How does one retain individuality while recognizing the strengths inherent in association? What knowledge is the basis of citizenship and how can this knowledge be expanded and refined to enable individuals to be free within an increasingly complex world? The Integrated Liberal Studies major seeks to provide students with an understanding of the many areas of study contributing answers to these questions. This major builds upon the liberal arts in order to provide students with the opportunity for both critical and reflective thinking. Students are further required to determine a second major or a minor concentration of studies, in order to further refine their program of studies. Students intending to pursue an Education major leading to licensure must double major in ILS and either Early Childhood, Elementary or Special Education in order to meet competencies required by the Massachusetts Department of Education.

**Prerequisites:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1056</td>
<td>4</td>
</tr>
<tr>
<td>P&amp;H 1010</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>P&amp;H 1020</td>
<td>3</td>
</tr>
<tr>
<td>P&amp;H 1060</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

**Core Courses:**

**English and Writing**

Students will choose three credits from among the following English and Writing courses. The three credits must be from one of the two Literature and Writing categories listed below:

**American Literature**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 2110</td>
<td>American Literature I</td>
</tr>
<tr>
<td>ENG 2120</td>
<td>American Literature II</td>
</tr>
<tr>
<td>ENG 2140</td>
<td>Contemporary American Literature: A Multicultural Approach</td>
</tr>
<tr>
<td>ENG 2150</td>
<td>African American Literature</td>
</tr>
<tr>
<td>ENG 3110</td>
<td>American Novels</td>
</tr>
</tbody>
</table>

**Language and Writing**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 2015</td>
<td>Structure of the English Language</td>
</tr>
<tr>
<td>ENG 2300</td>
<td>Creative Writing I</td>
</tr>
<tr>
<td>ENG 2480</td>
<td>Writing for the Professions</td>
</tr>
<tr>
<td>ENG 3410</td>
<td>Writing in the Electronic Age</td>
</tr>
</tbody>
</table>

**Politics and History**

Students will choose one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>P&amp;H 2320</td>
<td>Contemporary American History</td>
</tr>
<tr>
<td>P&amp;H 2250</td>
<td>International Relations</td>
</tr>
<tr>
<td>P&amp;H 2600</td>
<td>History of U.S. Foreign Relations</td>
</tr>
</tbody>
</table>

**Biology**

Students will choose one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2215</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>BIOL 2310</td>
<td>Field Ecology</td>
</tr>
<tr>
<td>BIOL 2330</td>
<td>Aquatic Biology</td>
</tr>
</tbody>
</table>
Sociology/Anthropology  
*Students will choose one of the following:*  
- SOC 2160 Urban Life: Culture and Change  
- SOC 2085 World Cultures: Selected Area Topics  
- SOC 2620 Diversity in Families  

Psychology/Health  
*Students will choose one of the following*  
- PSY 2115 Men, Self, and Society  
- PSY 2200 Behavior Disorders in Children  
- PSY 2500 Behavior Change: Theory and Practice  
- PSY 2800 Social Psychology  
- HE 3020 Current Issues in Health and Wellness  

Capstone  
- ILS 3100 Voyages  

**Related Requirement:**  
*Students will select one of these courses as a Related Requirement*  

**Literature: British/World Literature**  
- ENG 2010 Major British Writers I  
- ENG 2020 Major British Writers II  
- ENG 2190 Global Literature  
- ENG 2632 Women in 19th Century World Literature  

**Required Minor:** All students in this major are required to complete a minor of at least 12 credits. The minor should further refine the student's course of studies. A minor is not required of students with a double major.

**Course sequence for Education Licensure Students:** Students who are majoring in Integrated Liberal Studies with the goal of Education Licensure should follow the course sequence recommended by the Education Department faculty. Please consult the Education section of this catalog for the required Education course sequence. In addition, please confer closely with your academic advisors as you matriculate through the Licensure program to ensure all course requirements are being met.

**ILS 3100 Voyages**  
*3 credits*  
*Spring Semester*  
This course will explore voyages of many kinds--commerce, science, religion, discovery, artistry, and exploration. Topics include the voyages of Columbus and the resulting Columbian Exchange, the Age of Sail and global cultural exchange, Darwin's Voyage of the Beagle and its impact, the Space Race and the future of space exploration, and artistic voyages as an expression of human understanding. Students will reflect on the human impulse to explore and use contemporary resources to consider future frontiers of exploration.

*Prerequisite: Junior standing or permission of instructor.*  
*This course is the Integrated Liberal Studies capstone course.*
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 either 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.

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 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.

Requirements for the Mathematics Education minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH1550</td>
<td>3</td>
</tr>
<tr>
<td>MATH2550</td>
<td>3</td>
</tr>
<tr>
<td>MATH3250</td>
<td>3</td>
</tr>
<tr>
<td>MATH1150</td>
<td>3</td>
</tr>
<tr>
<td>MATH1190 or MATH2130 or MATH2140</td>
<td>15</td>
</tr>
</tbody>
</table>
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.
Prerequisite: Math Assessment Performance or permission of instructor.

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  3 credits
Mathematics  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:  3 credits
An Alternate Approach
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 extended 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  College Mathematics I:  3 credits
Numbers and Numeration  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 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2140</td>
<td>Calculus II</td>
<td>3 credits</td>
<td>Spring</td>
<td>Continuation of MATH 2130. Includes transcendental functions, applications of integration, probability density functions, Taylor's series, and differential equations. Prerequisite: MATH 2130.</td>
</tr>
<tr>
<td>MATH 2150</td>
<td>Statistics II</td>
<td>3 credits</td>
<td>Fall</td>
<td>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.</td>
</tr>
<tr>
<td>MATH 2200</td>
<td>History of Mathematical Inquiry</td>
<td>3 credits</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>MATH 2550</td>
<td>College Mathematics II: Algebra and Number Theory</td>
<td>3 credits</td>
<td>Spring</td>
<td>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. Prerequisite: MATH 1550.</td>
</tr>
<tr>
<td>MATH 3120</td>
<td>Calculus III</td>
<td>3 credits</td>
<td></td>
<td>Offered periodically within a three-year academic cycle. 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. Prerequisite: MATH 2140.</td>
</tr>
<tr>
<td>MATH 3150</td>
<td>Statistics III</td>
<td>3 credits</td>
<td>Spring</td>
<td>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 topic(s) will be selected from the following: logistic regression, time series modeling, and nonparametric tests. Prerequisite: MATH 2150.</td>
</tr>
<tr>
<td>MATH 3175</td>
<td>Modern Algebra</td>
<td>3 credits</td>
<td></td>
<td>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. Prerequisite: MATH 2140.</td>
</tr>
</tbody>
</table>
MATH 3200  Mathematical Modeling  3 credits
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.

MATH 3250  College Mathematics III:  3 credits
Geometry and Data  Fall Semester
Analysis
This course emphasizes the factors that contribute to creating effective learning environments for increasing conceptual development in mathematics. Using content in probability, data analysis, and statistics as an illustrative example, 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. 
Prerequisites: 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 must do so through a member of the music faculty, the coordinator of Dance and Music, or the chairperson of Fine and Applied Arts. 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.

<table>
<thead>
<tr>
<th>Music Minor:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
</tr>
<tr>
<td>FA 1000</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose nine credits (three courses) from the following:

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 2000</td>
<td>Western Classical Music</td>
</tr>
<tr>
<td>MUS 2050</td>
<td>Sound and Healing</td>
</tr>
<tr>
<td>MUS 2100</td>
<td>Traditions of Sacred Sound</td>
</tr>
<tr>
<td>MUS 2370</td>
<td>Jazz</td>
</tr>
<tr>
<td>MUS 2430</td>
<td>Music in Film</td>
</tr>
<tr>
<td>MUS 2450</td>
<td>American Music</td>
</tr>
<tr>
<td>MUS 2550</td>
<td>Music of the World</td>
</tr>
<tr>
<td>MUS 2610</td>
<td>Concert Going in Boston</td>
</tr>
<tr>
<td>MUS 2650</td>
<td>The Musical: Discovering Diversity</td>
</tr>
</tbody>
</table>

Choose *three* credits from the following:

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 2300/3300</td>
<td>Private instruction (Guitar, Piano, Voice)</td>
</tr>
<tr>
<td>MUS 2310</td>
<td>Improvisation Ensemble</td>
</tr>
<tr>
<td>MUS 3309/3310/3311</td>
<td>Sing!</td>
</tr>
<tr>
<td>MUS 2360</td>
<td>Music Theory: Songwriting or MUS 4050 Independent Studio in applied music (MUS 2310 and MUS 3309/3310/3311 can be applied twice for a total of 4 credits)</td>
</tr>
</tbody>
</table>

Choose three credits of MUS elective(s) at the 2000 level or above

\[ \frac{18}{18} \]
Private Instruction in Music 1.5 credits  
MUS 1302, 2302, 3302 Guitar  
MUS 1303, 2303, 3303 Piano  
MUS 1304, 2304, 3304 Piano-Jazz/Improvisation  
MUS 1305, 2305, 3305 Voice  

Fall and Spring Semesters  
Weekly private lessons, 45-minutes for 1.5 credits, beginning during the first full week of classes. Enrollment limited. To register and determine an appropriate section, a student initiates contact with the instructor through the Fine and Applied Arts office. Registration at the 2000- or 3000-level additionally requires at least two registrations at the previous level and permission of the instructor. Lesson times are arranged by contacting the instructor through the FAA office during the first two days of the semester. This course may be repeated. This course meets the General Education Arts Breadth requirement. Fee.

MUS 2000 Western Classical Music 3 credits  
Alternate Fall Semesters  
Music, a universal medium, links the listener to the time and place of its composition. This course traces the international social and cultural context of Western classical music—from its Medieval roots, through its spread from aristocratic privilege to public access in Europe, its coming of age in Russia and the United States, its service to late nineteenth-century nationalism, and finally its role in global contemporary society. Basic concepts of music, are reviewed briefly at the beginning of the course. Activities include independent listening assignments and live concert attendance via a class field trip or other free or low-cost options.  Pre or Corequisite: FA 1000 or permission of instructor.

MUS 2050 Sound and Healing  
Alternate Spring Semesters  
Sound has profound effects on human beings and their well-being, as revealed by scientific research and the experience of musicians, therapists, and indigenous healers from various cultures. This course explores the healing and transformational potentials of sound by investigating the physics and physiology, the psychology and philosophy of sound and music. The history of sound for healing, and current practices and research in the field will be explored.

MUS 2100 Traditions of Sacred Sound 3 credits  
Alternating Fall Semesters  
This course explores the traditions of Sacred Sound among spiritual traditions of the world. Sound is a universal dimension of human spirituality. How does Sacred Sound express human connection to the Transcendent? How does it shape and transform human experience of life and community? The course will focus on sonic cultures from many of the major spiritual traditions on the earth: India, the Middle East, the Far East, Latin America, the aboriginal peoples of Australia, Africa and North America as well as western Europe and the U.S. Attention will be given to contemporary expressions and explorations of Sacred Sound as a primary modality of healing, spiritual wholeness, and intercultural understanding. (Same course as REL 2100).

MUS 2310 Improvisation Ensemble 2 credits  
Alternate Fall Semesters  
A performance-oriented study of improvisation in contemporary music styles, including jazz and fusion. Open to students who have basic proficiency in a musical instrument, this course may be repeated.

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.  Pre- or Corequisites: FA 1000 and 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  
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  
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 Humanities Breadth requirement or the General Education International/Global Interdependence requirement.

MUS 2650  The Musical: Discovering Diversity  
Alternate Spring 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 operetta 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 2610  Concert Going in Boston  
Alternate Spring Semesters

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

MUS 3309  Sing!  
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 3310  Sing!  
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 3311  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 rehearse twice a week, but additional planning meetings may be scheduled according to student availability and need. This course meets the General Education Arts Breadth requirement, General Education Active Learning requirement, or General Education International/Global Interdependence requirement. Fee.

MUS 4050  Independent Studio: Music  1-8 credits

Offered on Demand

See description on page 29 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 College of Nursing provides a caring and innovative educational environment that promotes intellectual and social growth, synthesis of knowledge, and interpersonal and clinical expertise.

Revised May 16, 2017

Requirements for Nursing Major:

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1075 Anatomy &amp; Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1175 Anatomy &amp; Physiology I Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1085 Anatomy &amp; Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1185 Anatomy &amp; Physiology II Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1001 Chemical Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1002 Chemical Concepts Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

12

Major Requirements:

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 1000 Preparation for Health Care Professions</td>
<td>3</td>
</tr>
<tr>
<td>NSG 2003 Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>NSG 2013 Conceptual Basis for Nursing Practice</td>
<td>5</td>
</tr>
<tr>
<td>NSG 2041 Nursing Care of Adults I</td>
<td>7</td>
</tr>
<tr>
<td>NSG 2051 Maternity Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NSG 2052 Nursing Care of Children</td>
<td>5</td>
</tr>
<tr>
<td>NSG 2200 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NSG 2242 Simulations in Clinical Judgment and Evidence Based Nursing Interventions</td>
<td>1</td>
</tr>
<tr>
<td>NSG 2500 Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NSG 3031 Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NSG 3032 Population Health in the Community</td>
<td>5</td>
</tr>
<tr>
<td>NSG 3038 Nursing Care of Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>NSG 3041 Evidence for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NSG 3050 Nursing Care of Adults II</td>
<td>7</td>
</tr>
<tr>
<td>NSG 3470 Health Policy and Finance</td>
<td>3</td>
</tr>
<tr>
<td>NSG 3982 Senior Seminar: Synthesis of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NSG 3984 Senior Clinical Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

68
Related Requirements:
BIOL 2010 Microbiology 4
PSY 2400 Human Development 3
MATH 1150 Statistics I 3

10

The following policies apply to students in the Nursing Program:
1. First year students must complete BIOL 1075, 1175, 1085, 1185, CHEM 1001 and CHEM 1002 with a grade of C+ on the first attempt by the end of the spring semester. Failure to meet this grade requirement will result in removal from the Nursing major.

2. Nursing students must complete Microbiology BIOL 2010 with a grade of C+.

3. Additional policies and information relating to nursing students are in the course syllabi and the Baccalaureate Nursing Program Policy and Information Handbook.

4. The Nursing Division reserves the right to alter policies and/or curriculum at any time.
### SAMPLE CURRICULUM PLAN TRADITIONAL PROGRAM

#### FIRST YEAR

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1075*** Anatomy &amp; Physiology I</td>
<td>BIOL 1085***# Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>BIOL 1175*** Anatomy &amp; Physiology I Lab</td>
<td>BIOL 1185## Anatomy &amp; Physiology II Lab</td>
</tr>
<tr>
<td>PSY 1030## Intro to Psychology</td>
<td>WRIT 1500# Reading, Writing, Research 2</td>
</tr>
<tr>
<td>WRIT 1400# Reading, Writing, Research 1</td>
<td>PSY 2400** Human Development</td>
</tr>
<tr>
<td>COM 1010# Fundamentals of Communication</td>
<td>NSG 1000## Preparation for Health Care</td>
</tr>
<tr>
<td></td>
<td>Professions</td>
</tr>
<tr>
<td>17*</td>
<td>17*</td>
</tr>
</tbody>
</table>

**CHOOSE Fall or Spring Semester**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 2010** Microbiology</td>
<td>GEN 3041 Evidence for Nursing Practice</td>
</tr>
</tbody>
</table>
| GEN 1000# First-Year Inquiry | ** Prereq for course later in major

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1001### Chemical Concepts (QLE)</td>
<td>CHEM 1002### Chemical Concepts Lab</td>
</tr>
<tr>
<td>GEN 1000# First-Year Inquiry</td>
<td></td>
</tr>
</tbody>
</table>

#### SECOND YEAR

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 2003### Health Assessment</td>
<td>NSG 2041 Nursing Care of Adults I</td>
</tr>
<tr>
<td>NSG 2013 Conceptual Basis for NSG Practice</td>
<td>NSG 2242 Simulations in Clinical Interventions</td>
</tr>
<tr>
<td>NSG 2200 Pathophysiology</td>
<td></td>
</tr>
<tr>
<td>BIOL 2010## Microbiology</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 3038 Nursing Care of Older Adults</td>
<td>MATH 1150# Statistics I</td>
</tr>
</tbody>
</table>

#### THIRD YEAR

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 2051 Maternity Nursing</td>
<td>NSG 3031 Mental Health Nursing</td>
</tr>
<tr>
<td>NSG 2052 Nursing Care of Children</td>
<td>NSG 3032 Population Health in the Community</td>
</tr>
<tr>
<td>NSG 3041 Evidence for Nursing Practice</td>
<td>GE Arts or Humanities Breadth##</td>
</tr>
<tr>
<td>GE Arts or Humanities Breadth##</td>
<td>GE Diversity</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

#### FOURTH YEAR

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 3050 Nursing Care of Adults II</td>
<td>NSG 3982 Synthesis of Professional Nsg. Pract.</td>
</tr>
<tr>
<td>NSG 3470 Health Policy &amp; Finance</td>
<td>NSG 3984 Senior Clinical Practicum</td>
</tr>
<tr>
<td>GEN 3000 Junior Inquiry and Integration</td>
<td>GE International</td>
</tr>
<tr>
<td></td>
<td>GE Diversity</td>
</tr>
<tr>
<td>14</td>
<td>12</td>
</tr>
</tbody>
</table>

** 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 will provide 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 will 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 will be explored. This course will also place 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, will be included. (Nursing and Exploratory Health students only.)

NSG 2003   Health Assessment   4 credits
(3 credits for RNs)
Fall and Spring Semesters for RNs; Fall Semester for Traditional Students
This course introduces nursing students to the theory and practice of health assessment and wellness promotion, including the identification and management of modifiable 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 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 2003, NSG 2200.

NSG 2003   NSG 2003

NSG 2013   Conceptual Basis for Nursing Practice   5 credits
Fall Semester
This course introduces the student to the concepts central to the practice of professional nursing. Major concepts will include professional communication and collaboration strategies. This course explores evidence for practice, nursing informatics, safety, and quality care. The student will integrate theory, assessment skills, clinical reasoning, and evidenced based nursing interventions across the classroom, laboratory and clinical settings. Simulations will be utilized to assist students in connecting classroom learning to the delivery of patient centered care. This course meets the General Education Active Learning requirement.
Prerequisites: BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185, CHEM 1001, CHEM 1002.
Corequisites: NSG 2003, NSG 2200.

NSG 2041   Nursing Care of Adults I   7 credits
Spring Semester
This course will emphasize development of the professional role of the nurse as a provider and manager of care. The student will utilize 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 will employ effective communication and critical reasoning to provide patient-centered care encompassing ethical decision-making and appreciation of human diversity. The application of ANA standards for professional nursing practice will be 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 2051   Maternity Nursing   5 credits
Fall Semester
This course will focus on family-centered maternity care and women's health during the childbearing years. The emphasis of the course will be on the role of the nurse as care provider, manager, and coordinator of care of women, infants and families. Implications for genetic counseling in the childbearing family will be discussed. In the clinical component, the student will provide care to a diverse population of mothers, infants, and families. Clinical experiences will offer opportunities to use clinical reasoning and interdisciplinary collaboration when developing, implementing, and evaluating patient-centered care. Fee.
Prerequisites: BIOL 2010, PSY 2400, NSG 2041, NSG 2242, NSG 2500.
Corequisite: NSG 2052.
NSG 2052  Nursing Care of Children  5 credits  
Fall Semester  
This course will introduce 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 will focus on the developmental, social, physical, psychological, and spiritual responses of children with emphasis on family-centered care. Health promotion and illness prevention will be examined at each developmental stage. The role of the nurse as advocate, educator, and member of the interdisciplinary team will be explored. The clinical experience will emphasize the nursing process, collaboration, communication and utilization of critical judgement and decision making skills. Fee.  
Prerequisites: BIOL 2010, PSY 2400, NSG 2041, NSG 2242, NSG 2500.  
Corequisite: NSG 2051.

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

NSG 2200  Pathophysiology  3 credits  
Fall and Spring Semesters for RNs; Fall Semester for Traditional Students  
This course will examine selected pathophysiological concepts within a nursing framework. The course will incorporate holistic aspects of disease processes. Concepts will include mechanisms of disease causation, genetics and genomics, immune processes, cellular growth/proliferation, circulation, oxygenation, and alterations in neurological and endocrine function. The effects of various environmental factors and physiological compensatory changes will be examined. Adaptive responses across the life span will be addressed for each system.  
Prerequisites: BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185, CHEM 1001, CHEM 1002.  

NSG 2242  Simulations in Clinical Judgment and Evidence Based Nursing Interventions  1 credit  
Spring Semester  
This course will advance the student's practice of nursing using simulation. Skill in using clinical reasoning leading to clinical judgment will be advanced. Clinical situations are presented to assist students in making connections between the classroom and effective patient care. Simulations will focus on quality, patient safety, risk identification and reduction. The student will continue team building, communication and collaboration skills. Fee.  
Prerequisites: NSG 2003, NSG 2013, NSG 2200.  
Corequisites: NSG 2041, NSG 2500, NSG 3038.

NSG 2500  Pharmacology  3 credits  
Fall and Spring Semesters for RNs; Spring Semester for Traditional Students  
This course will focus on the basic principles of drug metabolism, the mechanisms of drug actions, and their application to clinical practice. Major drug classifications will be used as a format to gain understanding of drug effects, genetic variations, side effects, and related nursing care. The nurse's role as educator and as a member of the interdisciplinary health team will be explored. Evidence based knowledge will form a foundation for therapeutic pharmacologic interventions.  
Prerequisites: NSG 2003, NSG 2013, NSG 2200.  
Corequisites: NSG 2041, NSG 2242, NSG 3038.
NSG 3031 Mental Health Nursing 5 credits

Spring Semester

This course will focus on the nurse’s role as a provider and coordinator of emotional and psychological care for patients in an acute care setting. Content 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 will be 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 illnesses and conditions. Fee.

Prerequisite: all 2000 level NSG courses.
Corequisite: NSG 3032.

NSG 3032 Population Health 5 credits

Spring Semester

This course will focus 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 will be explored. The student will explore the various aspects in the care of a community. Public health nursing issues such as vulnerable populations, emergency preparedness, epidemiology, and environmental hazards are discussed. Clinical experiences will allow the student to engage in the nursing roles of provider, manager, educator, and advocate within various community settings. The student will conduct a comprehensive community assessment and formulate interventions for health education, health promotion, and risk reduction guided by the Healthy People 2020. Fee.

Prerequisite: all 2000 level NSG courses.
Corequisite: NSG 3031.

NSG 3032 Population Health in the Community - RN 5 credits

Fall and Spring Semesters

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

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

Prerequisite: All NSG 2000 level courses.

NSG 3038 Nursing Care of Older Adults 3 credits

Spring Semester

This course will enable 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 will be addressed. Evidence-based strategies for health promotion, disease prevention, chronic illness management, palliative and end-of-life care are integrated. The key role of the nurse as advocate for promoting patient autonomy and dignity across health-care settings will be discussed.

Corequisites: NSG 2041, NSG 2242, NSG 2500.
Prerequisite: PSY 2400.

NSG 3041 Evidence for Nursing Practice 3 credits

Fall and Spring Semesters for RNs; Fall Semester for Traditional Students

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

Prerequisites: MATH 1150, NSG 2041, NSG 2242, NSG 2500.
Nursing (The School of)

NSG 3050  Nursing Care of Adults II  7 credits
Fall Semester
This course will prepare the student for professional nursing practice in a tertiary care setting and collaboration with the interdisciplinary health care team. The student will discuss evidence to achieve desired outcomes for patients with complex health problems. The student will acquire clinical judgment and advance competence in creating strategies for patient centered care. Strategies for patient advocacy in promoting patient preferences for care will be evaluated. Evidence-based practice will guide the delivery of patient care. The clinical experience will allow the student to apply current evidenced based practice to patient and family care situations. The student will be encouraged to utilize theoretical concepts to develop clinical judgment and decision making skills, appreciate the ethical implications of nursing actions and develop an understanding of the role of the nurse as an active member of the health care team. The use of technology to communicate, manage and prevent error in the healthcare setting will also be emphasized. Fee.
Prerequisites: all 2000 level NSG courses, NSG 3031, NSG 3032.

NSG 3470  Health Policy & Finance  3 credits
Fall and Spring Semester for RNs; Spring Semester for Traditional Students
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 will consider the impact of health care policies on a variety of stakeholders including patients and families, care providers, insurers, 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 will allow the student to develop insight into considerations for individual nursing practice. Through local, national, and international insight, the student will advocate for patients in various healthcare systems. This course meets the General Education International/Global Interdependence requirement.
Prerequisite: all 2000 level NSG courses.
Corequisite: NSG 3050.

NSG 3982  Senior Seminar: Synthesis of Professional Nursing Practice  3 credits
Fall and Spring Semesters for RNs; Spring Semester for Traditional Students
This capstone course will provide an opportunity for the student to synthesize previous learning and will present a forum in which the student will articulate the meaning of a Curry College baccalaureate nursing practice education. Major topics will include current issues for nurses as members of a profession, professional values and professional development. The role of the nurse as collaborator and leader within the interdisciplinary team will be emphasized. Concepts of leadership, management and lifelong learning will be integrated.
Prerequisite: NSG 3050, or RN-to-BS program.
Corequisite: NSG 3984 for Traditional students.

NSG 3984  Senior Clinical Practicum  3 credits
Spring Semester
This course will provide the student an opportunity to synthesize learning in an independent clinical experience while being mentored by a professional nurse and clinical faculty. The student will design unique learning objectives prior to assumption of the professional role. Standards for professional practice will be used as models for clinical synthesis and competence. Seminars will allow the student to engage in self-reflection and collegial dialogue about professional practice. Transition to the roles of the nurse as designer, provider and evaluator of care, and client advocate and educator will be facilitated. Fee.
Corequisite: NSG 3982.
The Accelerated Nursing Program: ACCEL
The Accelerated Nursing Program (ACCEL) was designed to respond to nursing shortages at the local and national levels by providing an expedient route for individuals who wish to make a career change into nursing by earning a second bachelor's degree.

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

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

TERM 1 – Spring Semester
NSG 2000  AC Health Assessment
NSG 2200  AC Pathophysiology
NSG 2012  Simulations in Clinical Judgment and Evidence Based Nursing Interventions
NSG 2042  AC Nursing Care of Adults I
NSG 2053  AC Nursing Care of Children

TERM 2 – Summer Semester
NSG 2044  AC Clinical Nursing Care of Adults
NSG 2500  AC Pharmacology
NSG 2054  AC Clinical Nursing Care of Children
NSG 2055  AC Nursing Care of Childbearing Families

TERM 3 – Fall Semester
NSG 3033  AC Mental Health Nursing
NSG 3034  AC Population Health in the Community
NSG 3035  AC Nursing Care of Older Adults
NSG 3041  AC Evidence for Nursing Practice

TERM 4 – Spring Semester
NSG 3051  AC Nursing Care of Adults II
NSG 3982  AC Synthesis of Nursing Practice

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 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.
Nursing (Accelerated)

NSG 2042 AC  Nursing Care of Adults 1  
3 credits  
Spring Semester
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 will focus on the social, physical, psychological and spiritual responses of individuals and caregivers to disease and illness, as well as learn health promotion and disease prevention strategies. The student will be prepared to use effective communication and critical reasoning to provide patient-centered care encompassing ethical decision-making and appreciation of human diversity. The application of standards for professional nursing practice will be expected.

The clinical component is NSG 2044 AC.

NSG 2044 AC  Clinical Nursing Care of Adults  
3 credits  
Summer Semester
This course introduces the student to the clinical nursing care of adults in acute care settings. The student will assess the health status of their patients and become direct care providers for adults from socially and culturally diverse backgrounds. The focus of this clinical experience is on illness and disease management of patient-centered care using evidence-based practice, therapeutics, critical reasoning, thinking and developing clinical judgment. Students assess and manage patient responses to various medical, surgical, and pharmacological interventions. The role of the professional nurse as a designer, provider, and manager of care is emphasized.

NSG 2053 AC  Nursing Care of Children  
2 credits  
Spring Semester
This course 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 will begin to develop in the role of a collaborative interdisciplinary team member.

NSG 2054 AC  Clinical Nursing Care of Children  
1.5 credits  
Summer Semester
This clinical course will focus on providing family-centered nursing care to children in acute care settings. Clinical experiences will offer students the opportunity to engage children and families while delivering evidence-based patient centered care. The student will collaborate with interdisciplinary teams and develop communication, clinical judgment, and decision-making skills that will assist in focusing on the varied aspects of the role of the professional nurse as it relates to care of children and families.

NSG 2055 AC  Nursing Care of Childbearing Families  
3.5 credits  
Summer Semester
This course will focus on family-centered maternity care and women’s health during the childbearing years. The emphasis of the course will be on the role of the nurse as care provider, manager, and coordinator of care of women, infants and families. Implications for genetic counseling in the childbearing family will be discussed. In the clinical component, the student will provide care to a diverse population of mothers, infants, and families. Clinical experiences will offer opportunities to use clinical reasoning and interdisciplinary collaboration when developing, implementing, and evaluating patient-centered care.

NSG 3033 AC  Mental Health Nursing  
3.5 credits  
Fall Semester
This course will develop student knowledge regarding psychiatric and psychosocial aspects of patient care. Content will focus on the nurse’s role as a provider and coordinator of emotional and psychological care for patients in an acute care setting. Content will include the biological processes and considerations in the use of psychoactive medications. The course will enable the student to develop self-awareness and gain skill in interpersonal, intra-professional and inter-professional communication. The nursing process will be applied to psychosocial, psychiatric, and cultural considerations in the provision of patient-centered care. Clinical experience will enhance student’s understanding of the presentation and management of psychiatric and psychosocial illnesses and conditions.

NSG 3034 AC  Population Health in the Community  
3.5 credits  
Fall Semester
This course will focus on levels of prevention and health intervention in the provision of nursing care in the community. Community public health nursing, including its history, theory, attributes, standards, aggregates, roles and functions will be explored. The student will explore the various aspects in the care of the community. Public health nursing issues such as vulnerable populations, emergency preparedness, epidemiology, and environmental hazards are discussed. Clinical experiences will allow the student to engage in the nursing roles as provider, manager, educator, and advocate within
community settings. The student will conduct a comprehensive community assessment and formulate interventions for health education, health promotion, and risk reduction guided by the Healthy People 2020.

**NSG 3035 AC  Nursing**  
**Care of Older Adults**  
**1 credit**  
**Fall Semester**

This course will enable students to explore aging concepts and their impact on nursing care of the older adult and their families. Individualized patient-centered nursing care as the standard of practice for older adults will be addressed. Evidence-based strategies for health promotion, disease prevention chronic illness management, palliative and end-of-life care are integrated. The key role of the nurse as advocate for promoting patient autonomy and dignity across healthcare settings will be discussed.

**NSG 3051 AC  Nursing Care of Adults II**  
**6 credits**  
**Spring Semester**

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

**PAL 1180  Summer PAL**

This course 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 teamwork. Activities include: developing an individual learning profile, experimenting with assistive technologies, and experiencing the rich learning resources of the Curry College community. Student learning culminates with a learning portfolio. Student learning occurs in-person and through web-based platforms. **Additional course fee applies.**

**PAL 1180H  Summer PAL Hybrid**

This course is the Hybrid 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 teamwork. 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.**

**PAL 1190  The Learning Process I:**

**Exploration, Insight, and Application**

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 (Program for Advancement of Learning)

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 on going 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 on going 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 (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. Prerequisite: PAL 1150ACP or PAL 1190ACP.

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 1160ACP.

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 so-
PAL (Program for Advancement of Learning)

cial/emotional issues. Signature of the coordinator of ACP is required. Additional course fee applies.

PAL 1200ACP  The Learning Process: 1.5 credits
Comprehensive II
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: no credit
Comprehensive III
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
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 2130 Philosophies of Creativity and Process
  PRS 2150 Eastern Religion and Philosophy
  PRS 2160 Introduction to Buddhism
  PRS 2170 Chinese Philosophy
  PRS 3100 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 2220 Philosophy of Religion
  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
• capstone (PRS 3980—may be repeated once as an elective)
• two additional PRS electives from the lists above (6 credits)

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 2551 Traditions of Sacred Sound
  PRS 2900 Contemporary Theological Issues
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRS 2100</td>
<td>Beginnings of Philosophy</td>
<td>3</td>
<td>Fall</td>
<td>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.</td>
</tr>
<tr>
<td>PRS 2110</td>
<td>Modern Philosophy</td>
<td>3</td>
<td>Spring</td>
<td>Begins with the transition from medieval to modern times, and traces the development of Western philosophy to the start of the twentieth century.</td>
</tr>
<tr>
<td>PRS 2120</td>
<td>The Meaning of Life</td>
<td>3</td>
<td>Fall</td>
<td>Is there an ultimate meaning to human existence, or is life absurd? In the past century, existentialist philosophers like Kierkegaard, Sartre, and others have denied that human life has any essential meaning, offering a sharp challenge to traditional systems of meaning like religion and ethics. Yet they have explored ways of making life worthwhile. This course shall examine existentialist texts (stories and novels, as well as philosophical writings) and films that will challenge each individual to discover and/or create a meaningful life.</td>
</tr>
<tr>
<td>PRS 2130</td>
<td>Philosophies of Creativity and Process</td>
<td>3</td>
<td></td>
<td>Offered periodically within a three-year academic cycle This course explores philosophies of creativity and process from the nineteenth century through the contemporary period. Philosophers who are the focus of attention include (but are not restricted to) Henri Bergson; Alfred North Whitehead; Henry Nelson Wieman; Charles Hartshorne; Mordecai Kaplan; and Sir Muhammad Iqbal. The themes explored include: theories of knowledge; the universe as processive and evolutionary; the nature of creativity; the relationship between creativity, freedom, and God; and creativity and process as sources for a practical wisdom for living.</td>
</tr>
<tr>
<td>PRS 2150</td>
<td>Eastern Religion and Philosophy</td>
<td>3</td>
<td>Fall</td>
<td>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 requirement.</td>
</tr>
<tr>
<td>PRS 2160</td>
<td>Introduction to Buddhism</td>
<td>3</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>PRS 2170</td>
<td>Introduction to Chinese Philosophy</td>
<td>3</td>
<td>Spring</td>
<td>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.</td>
</tr>
</tbody>
</table>
Philosophy and Religious Studies

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.

PRS 2220  Philosophy of Religion  3 credits
Offered periodically within a three-year academic cycle
A study of classical texts in the western philosophical tradition that address religious questions: Is there any universal truth? Does God exist? If God is good, then why is there evil? Are human beings free? What is the basis of religion? What is the nature of faith? We also look at criticisms of theistic claims.

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.

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 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.
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 from a variety of philosophical perspectives, Eastern, and Western, the relationship between life and death; the relation between death and the question of the meaning of life; philosophical, scientific, moral and legal definitions of life and death; the question of “mass death” (genocide, modern warfare); the dynamics of dying and of grieving; and, as time allows, pertinent issues of particular interest to students.

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 major ethical issues concerning war, using contemporary philosophical approaches to ethics. We shall also consider several religious approaches to war and peace, including the pacifism of such figures as Mohandas Gandhi and Martin Luther King, Jr.

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 instru-

mental value in humans and non-humans; deep ecology vs. animal rights; deep ecology and ecofeminism; eco-justice and human rights; and the philosophic underpinnings of the sustainable development vs. growth economies and globalization debate. This course is recommended for students with sophomore standing or above.

PRS 2430  Religion and Science  3 credits  
Fall Semester
This course examines the historic ways in which religion and science have related to each other, from mutual rejection and hostility to convergence and synthesis. It analyzes the similarities and differences between scientific and religious ways of knowing. The course also looks at some of the philosophical issues involved in the relationship: The nature of knowledge; metaphysical issues, i.e. a coherent worldview, the appropriateness, or lack thereof, of drawing philosophical conclusions from scientific evidence, etc. The mind-body dualism; freedom and determinism. Specific issues, such as evolution vs. creationism, will serve as case studies. The implications of the relationship between science and religion for environmental ethics will also be examined.

PRS 2440  Religion and Ecology  3 credits  
Offered periodically within a three-year academic cycle
This course explores the relationship between humanity and the non-human natural world in Native American religions Judaism, Christianity, and Islam in the West; and Hinduism, Buddhism, Daoism, and Confucianism in the East. Students will examine the claim that Western religions are the source of the values that have contributed to environmental degradation as well as responses to this claim. The course also examines efforts to re-interpret religious traditions in ways that are no anthropocentric (non-human centered) as religious traditions have engaged in dialogue with one another.

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 politicized fundamentalism of recent decades; and from pacifism to support for just war or holy war theories.
Philosophy and Religious Studies

PRS 2500  Introduction to the Hebrew Bible  3 credits  Fall Semester
(formerly Old Testament)
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.

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.

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 some sections 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  Offered periodically within a three-year academic cycle
The class explores some of the characteristics of African religions; slave religion, slave narratives, and their role in slave rebellions; the central role of religion in the African American community throughout American history; the role of religion in the context of the Atlanta Compromise, Booker T, Washington vs. W.E.B. DuBois; the roles of key people such as Absalom Jones, Richard Allen, Denmark Vesey, Nat Turner, Frederick Douglass, Sojourner Truth, Marcus Garvey, Elijah Muhammad, Howard Thurman, Martin Luther King, Jr, Malcolm X, Louis Farrakhan, Jesse Jackson, James H. Cone, “womanist” thinkers writers/ theologians like DeLores Williams and Emilie Townes, etc. A special focus of the course will be on the role of the black church in the struggle for civil rights, highlighting the complex relationship between Malcolm X and Martin Luther King, Jr. The role of religion in the contemporary African American community(ies) will also be examined. The relationship between African American religion(s), not existing in isolation, and the dominant white society will also be explored throughout the course. (Same course as AFAM 2541.)

PRS 2550  Seeing is Believing: Film and Religious Experience  3 credits  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 2551  Traditions of Sacred Sound  3 credits  Alternate Fall Semesters
This course explores the traditions of Sacred Sound among spiritual traditions of the world. Sound is a universal dimension of human spirituality. How does Sacred Sound express human connection to the Transcendent? How does it shape and transform human experience of life and community? The course will focus on sonic cultures from many of the major spiritual traditions on the earth: India, the Middle East, the Far East, Latin America, the aboriginal peoples of Australia, Africa and North America as well as western Europe and the U.S. Attention will be given to contemporary
expressions and explorations of Sacred Sound as a primary modality of healing, spiritual wholeness, and intercultural understanding. (Same course as MUS 2100).

PRS 2900 Contemporary Theological Issues
Offered periodically within a three-year academic cycle
Deals with contemporary challenges to traditional religious faith. The course includes an examination of whether “theology” itself is a narrowly Christian term, or one used also by other faith traditions. Other issues may include: the “New Atheism” (e.g. Dawkins) and the classical atheism of the 19th and early 20th century, together with Christian rebuttals and Buddhist perspectives; Christian anti-Judaism in light of the Holocaust; a comparison of Jesus and Buddha as savior figures; and eco-feminist theologies and their broad impact on contemporary religious thought. Participants will read and discuss selections from recent theological writers working from a variety of religious perspectives.

PRS 3100 Social and Political Philosophy
Alternate Spring Semesters
This is a course designed to acquaint the student with the main historical currents of social and political philosophy. It will focus on such thematic issues as the parallels between the “good society” and the “good individual”; views about “human nature” and the forms of government that result from these views; “the state of nature” and the social contract; various views of the state (conservatism, liberalism, socialism, anarchism, Marxism, fascism, “actually existing” communism); rights and freedom; distributive justice, liberation and participation (economic justice, racial justice, justice and gender), individualism and communitarianism, and “green” political thought.
Prerequisite: Any PRS course or junior standing.

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.
Physical Education

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
FUNdamentals
Fall and Spring Semesters
Designed for 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 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.

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     1 credit
Class for Women
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.
Physical Education

**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**  
3 credits  
*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

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2010</td>
<td>Introductory Physics I:</td>
<td>4</td>
<td>Fall Semester</td>
<td>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.</td>
</tr>
<tr>
<td>PHYS 2020</td>
<td>Introductory Physics II:</td>
<td>4</td>
<td>Spring Semester</td>
<td>Introduction to electrostatics, electrodynamics, magnetism, direct and alternating current circuits; geometric optics. Lecture/discussion and laboratory. Fee. Prerequisite: PHYS 2010 or permission of instructor.</td>
</tr>
<tr>
<td>PHYS 4000</td>
<td>Physics Research Proposal</td>
<td>1</td>
<td>Fall and Spring Semesters</td>
<td>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.</td>
</tr>
<tr>
<td>PHYS 4010</td>
<td>Physics Independent Research</td>
<td>3-6</td>
<td>Fall and Spring Semesters</td>
<td>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. Prerequisite: 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.</td>
</tr>
</tbody>
</table>
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. 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.

### Prerequisites: (These should be completed by the end of the sophomore year.)

**One course from each of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>P&amp;H 1050 US Politics</td>
<td>3</td>
</tr>
<tr>
<td>P&amp;H 1060 World Politics</td>
<td>3</td>
</tr>
<tr>
<td>P&amp;H 1010 U.S. History I in a Global Context</td>
<td>3</td>
</tr>
<tr>
<td>or P&amp;H 1020 U.S. History II in a Global Context</td>
<td>3</td>
</tr>
<tr>
<td>P&amp;H 1030 European History I in a Global Context</td>
<td></td>
</tr>
<tr>
<td>or P&amp;H 1040 European History II in a Global Context</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Requirements for the Politics and History Major:

1. a. International: Twelve credits from this area, including:

   **Required:**
   - P&H 2001 Current Economic Problems 3
   - Or P&H 2250 International Relations

   Plus any **three** of the following courses, all at the **2000- or 3000-level:**
   - P&H 2001 Current Economic Problems
   - 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 2250 International Relations
   - P&H 2270 Environment and Social Movements
   - P&H 2440 Gender Inequality: Women, Power and Politics
   - P&H 2700 Latin American Politics: Brazil and Mexico
   - P&H 3010 Cuban Politics and Culture

   b. United States: Fifteen credits from this area, including:
Politics & History

Required:

P&H 2320 Contemporary U.S. History 3

Plus any four of the following courses, all at the 2000- or 3000-level: 12

- P&H 2292 Social History of Women
- P&H 2300 American Constitutional Law
- P&H 2310 The Making of Modern U.S.: 1890-1945
- P&H 2320 The U.S. Congress
- P&H 2330 African-American History
- P&H 2340 African-American Cinema
- P&H 2350 U.S. Political Parties
- P&H 2360 The U.S. Presidency
- P&H 2370 U.S. Immigration History
- P&H 2380 U.S. Constitutional Issues
- P&H 2390 The Politics of Deception
- P&H 2400 Gay Politics in the United States
- P&H 2410 Introduction to African-American Studies
- P&H 2420 U.S. Immigration History
- P&H 2430 U.S. Political Parties
- P&H 2440 The U.S. Presidency
- P&H 2450 U.S. Constitutional Issues

2. Capstone course: one of the following:* 3

- P&H 3380 Public Policy in the United States
- P&H 3600 Europe since the end of the Cold War
- P&H 3650 History of U.S. Foreign Relations

Requirements in related areas:

Twelve credits from among the following: 12

AH 2920 History of Visual Art: Renaissance to Contemporary
AH 2930 Contemporary Art
CJ 2020 Criminal Law
CJ 3205 Law and Society
CJ 3500 Comparative Justice Systems
COM 3100 Argumentation and Debate
COM/ENG 3545 Modern Drama
ENG 2010 Major British Writers I
ENG 2020 Major British Writers II
ENG/WGS 2110 American Literature I
ENG 2120 American Literature II
ENG/AFAM 2150 African American Literature
ENG 3110 American Novels
ENG 3620 Victorian Literature
HE/AFAM/WGS 3050 Race, Class, Gender and Health
MGT 1610 Macroeconomics
MUS 2000 Western Classical Music
MUS 2550 Music of the World
PRS 2110 Modern Philosophy
PRS 2150 Eastern Religion and Philosophy
PRS 2400 Ethics of War and Peace
PRS 2450 Religion and Politics
PRS 2520 Western Religion
Politics & History

PRS 2900  Contemporary Theological Issues
PRS 3100  Social and Political Philosophy
SOC/CJ 2160  Urban Life: Culture and Change
SOC 2470 or 2510  Sex, Gender and Sexuality or Social Movements and Social Action
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:
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. This course meets the General Education Humanities Breadth requirement.

CURRY COLLEGE CATALOG COURSE 2017-2018  |  191
Politics & History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P&amp;H 1030</td>
<td>European History I: Late Middle Ages to 1780s</td>
<td>3</td>
<td>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. The 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. <em>This course meets the General Education Humanities Breadth requirement.</em></td>
</tr>
<tr>
<td>P&amp;H 1040</td>
<td>European History II: A Global Context</td>
<td>3</td>
<td>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 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. <em>This course meets the General Education Humanities Breadth requirement.</em></td>
</tr>
<tr>
<td>P&amp;H 1050</td>
<td>US Politics</td>
<td>3</td>
<td>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. <em>This course meets the General Education Social Science Breadth requirement.</em></td>
</tr>
<tr>
<td>P&amp;H 1060</td>
<td>World Politics</td>
<td>3</td>
<td>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. <em>This course meets the General Education Social Science Breadth requirement.</em></td>
</tr>
<tr>
<td>P&amp;H 2001</td>
<td>Current Economic Problems</td>
<td>3</td>
<td>Designed to introduce students to the study of economics from a historical perspective, specifically analyzing the development and functioning of capitalist market economies. Through readings and discussions the course presents an overview of economic history and an introduction to some basic concepts of political economy. Utilizing these skills and knowledge the course then focuses on a particular current economic problem (e.g. sustainability, financial crisis, inequality, etc.), analyzing it within a global context. <em>This course meets the General Education Social Science Breadth requirement or the General Education International/Global Interdependence requirement.</em> Either this course or P&amp;H 2250 International Relations is required for the International part of the P&amp;H major.</td>
</tr>
</tbody>
</table>
Politics & History

P&H 2010  Europe: The Age of Revolutions  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.
Prerequisites: Sophomore standing.

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.
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 2130  German History and Contemporary Politics  3 credits

Offered periodically within a three-year academic cycle
Takes an in depth look at German history from the late 19th century to the present, beginning with unification in 1871 and concluding with reunified Germany in the early 21st century. Though it is a history course, one third of the course will focus on understanding contemporary German politics. Major topics addressed include German industrialization, World War I, the German revolutions of 1918 and the Weimar Republic, Nazism, and World War II. The course continues with the post-WWII occupation of Germany, Germany’s role in the Cold War, European integration and the reunification of East and West Germany. 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 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.
Prerequisites: Sophomore standing.

P&H 2200  Political Tactics  3 credits

Alternate Spring Semesters
“You can’t fight City Hall!” “Or can you?” This course concentrates on non-violent tactics and systemic tactics (working within the political system) analyzing means of affecting all levels of government. Individual projects are required.
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.

**P&H 2292 Social History of Women 3 credits**

*Offered periodically within a three-year academic cycle*

Examines the changing position of women in the United States from colonial times to the present. Emphasis will be placed on the role of class, race, and ethnic differences in shaping women's experiences and on the relationship between economic change and shifting notions of womanhood. Topics will include the “Cult of True Womanhood,” female activism, paid and unpaid work, the “modern” women of the 1920’s, the women's movement, as well as other contemporary issues. (Same course as WGS 2292).

**P&H 2300 The Making of Modern U.S.: 1890-1945 3 credits**

*Offered periodically within a three-year academic cycle*

Between 1890 and 1945, the foundations of modern American social, political, and economic life began to take shape, and the country emerged from relative isolation to become a superpower on the world stage. To understand these transitions, the course will study political movements including Populism, Progressivism, the labor movement, and women's rights; America at war in World Wars I and II; modernism, consumerism, and sexual liberation in the 1920s; the causes and consequences of the Great Depression; the emergence of welfare capitalism; and battles for civil rights in Jim Crow America.

*Prerequisites: Sophomore standing.*

**P&H 2310 U.S. Constitutional Law 3 credits**

*Alternate Fall Semesters*

Examines the American Constitution as it has been developed by Supreme Court decisions. Among the cases considered are those involving various aspects of privacy such as the extent to which the government has the right to search homes and persons. Also considered are the rights of citizens after they have been arrested, the legality of capital punishment and issues such as the extent of presidential power. Students argue imaginary court cases. The course is strongly recommended to students interested in law.

*Prerequisite: P&H 1060, or permission of instructor.*

**P&H 2320 Contemporary U.S. History 3 credits**

*Fall Semester*

Examines the social, economic, and cultural domestic developments that shaped and defined “modern” America. Students will be encouraged to think critically; to analyze their personal “history” as both products of and participants in social change. Topics include: the rise of U.S. pluralism, the new left, the new right, the family, Civil Rights Movement, feminism, the decline of the middle class, deindustrialization, and the labor movement. This is a required course for P&H majors.

**P&H 2330 African-American History 3 credits**

*Fall Semester*

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

**P&H 2350 The U.S. Presidency 3 credits**

*Offered periodically within a three-year academic cycle*

Explores the powers of the American Presidency. Attention is given to the political environment in which the President operates. Special attention is given to the operation of the Presidency under George W. Bush and Barack Obama. Issues of foreign policy are examined including the use of presidential power in Iraq and Afghanistan. Domestic issues are also considered including health care, taxes and employment.
P&H 2360  The U.S. Congress  3 credits
Offered periodically within a three-year academic cycle
A behavioral study of the American Congress considering such factors as the process of election, relations with the executive, the influence of pressure groups, and the operation of the committee system. Attention is also given to the unique qualities of the House and Senate.

P&H 2370  U.S. Political Parties  3 credits
Offered periodically within a three-year academic cycle
Considers the impact of presidential elections, the role of money in political campaigns, the extent of differences between Republicans and Democrats, the role of third parties in American elections, the impact of television on political campaigns, and the influence of negative campaigning. Congressional elections are also considered.

P&H 2380  U.S. Immigration History  3 credits
Offered periodically within a three-year academic cycle
Looks at the history of immigration in the U.S., surveying the impact of immigration on both the immigrant and the receiving society. In this way the course will provide some background to and understanding of current immigration issues in the U.S., including ethnicity, race, citizenship, deportation and exclusion laws, and xenophobia. Materials for the course will include primary sources and analytical essays.

P&H 2390  U.S. Constitutional Issues  3 credits
Offered periodically within a three-year academic cycle
Examines recent issues in American constitutional law. Includes debates on such major issues as government censorship of books, movies and the internet, the extent of the right to bear arms, trials of alleged terrorists, rights of students in schools and colleges, issues involving the separation of church and state, gay marriage and issues of police excess. Also considered are such questions as whether sexually explicit text messages are protected by the First Amendment. Prerequisite: P&H 1060 or permission of instructor.

P&H 2400  The Politics of Deception  3 credits
Alternate Spring Semesters
Examines the use of deception by recent national administrations as well as the use of deception in political campaigns. The impact of the Watergate scandal is considered and whether the lessons of Watergate are adequate to prevent future scandals. The role of the FBI and the CIA are examined including the operation of the FBI under J. Edgar Hoover. The course also considers such questions as whether the President is ever justified in deceiving the American people.

P&H 2420  Gay Politics in the United States  3 credits
Offered periodically within a three-year academic cycle
Looks at current issues in gay politics. Among the issues considered are the constitutionality of the Defense of Marriage Act and the impact of gay marriage, whether those who are openly gay can serve in the military, the extent to which gay issues can be raised in schools and colleges, gay adoption, and the targeting of gays by hate groups. The course also considers the election of gays to political office both on the state and national level and examines the prospect of a gay person becoming President or Vice President. (Same course as WGS 2420).

P&H 2440  Gender Inequality: Women and Politics  3 credits
Offered periodically within a three-year academic cycle
Examines the role that women play in politics in the United States and around the world. Not only has the United States never had a female president, women make up only 20% 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 Studies  3 credits
Spring Semester
Designed to provide students with a multidisciplinary introduction and survey of African-American Studies in preparation for courses within the minor. Students will consider the African American experience from economic, social, historical, racial, cultural, national, and global perspectives. (Same course as AFAM 2450).

P&H 2492  African-American Cinema  3 credits
Alternate Years
Examines 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 AFAM 2492).
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 of 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 3 credits
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 Latin American Politics: Brazil and Mexico 3 credits
Offered periodically within a three-year academic cycle
This course provides a comprehensive introduction to the politics, history, and culture of Brazil and Mexico. Students will study pre-Colombian, colonial, and post-colonial periods, emphasizing the current democratic period. We will understand the political institutions, economic policies, and social movements that are characteristic of each country. We will note the similarities and differences between the two largest countries in Latin America and explore their culture through film, music, and literature.

P&H 2800 Special Topics in Politics and History 3 credits
Offered periodically within a three-year academic cycle
Offered on a topic of special timeliness or of special research interest to the professor teaching the course. The specific topic of the course will change from one time the course is offered to the next, with a given topic likely offered only once. Specific offerings of the course will be listed in the course selection guide.

P&H 3010 Cuban Politics and Culture 3 credits
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 3380 Public Policy in the United States 3 credits
Offered periodically within a three-year academic cycle
Examines major issues in the U. S. domestic and foreign policy. Among the issues considered are the extent of the U.S. involvement abroad, the widening income gap, immigration, climate change, gay marriage and government secrecy.
Prerequisite: Junior standing or permission of instructor.
This course is a P&H capstone course.
P&H 3590  Capitalism, Socialism and Democracy

Offered periodically within a three-year academic cycle
Analyzes connections between political and economic systems. One should not assume, because of the failure of the Soviet Union, that this study is merely of historical interest. Socialism remains a model for many people; communism remains the reality for hundreds of millions of people for the indeterminate future. One communist system has experimented massively with market structures. Is China developing a communist form of capitalism? Capitalism historically and as it is currently practiced in the United States will be examined.
Prerequisite: Junior standing or permission of instructor.

P&H 3600  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 3800  Topics in Politics and History

3 credits
Offered periodically within a three-year academic cycle
Offered on a topic of research interest to the professor who is 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. The course generally will be offered as a seminar. Specific offerings of the course will be listed in the course selection guide.
Psychology

Psychology is the scientific study of human 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. The objective of the undergraduate major in Psychology at Curry is to enable students to answer questions about behavior and mental life. In addition, the Psychology major helps students to become more aware of their personal identities, appreciate the social and cultural context in which they live, examine their values, increase their skills in critical thinking, and use psychological concepts and skills to expand and enrich their lives.

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

Psychology Laboratory

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

### Prerequisites:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

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

### Requirements for Psychology Major:

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

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

PSY 2050 Experimental Psychology
(Recommended for second semester sophomores)

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

PSY 2___ Four courses at the 2000-level or above

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

PSY 3___ A minimum of four additional psychology courses taken at the 3000-level or 4000-level

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

PSY 3500 Senior Seminar
(Recommended for the senior year)

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
</tr>
</tbody>
</table>

### Requirements in Related Areas:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

MATH 1150 Statistics I
(This is a prerequisite to PSY 2050.
It is recommended for first semester sophomores)

We strongly encourage students to consider doing an internship
(field experience) in Psychology during their junior and/or senior years. Only three credits of internship learning may be credited toward the 3000-level requirement. (Please refer to requirements under Experiential Learning.) (EXP 2340 is a prerequisite.)
Graduation With Distinction in Psychology
Students who wish to graduate with distinction in Psychology must meet the following requirements:
1. Maintain a 3.5 cumulative GPA.
2. Submit two letters of recommendation from full-time Psychology faculty to the Chairperson of the Psychology Department.
3. Complete PSY 4500: Jr. Seminar: Advanced Research in Psychology with a minimum grade of B.
   This 3-credit course, to be completed during the Junior year, is in addition to the 31 credits required for completion of the Psychology Major.
4. Complete a 3 credit internship, independent study/readings or Teaching Assistantship (PSY 3400), with a minimum grade of B+.

Requirements for a Psychology Minor:
15 credits at the 2000/3000-level with a minimum of 6 credits at the 3000 level*, which must be completed at Curry College. A maximum of 6 credits may be satisfied on a transfer basis. (Excluding internship credits)
*Nursing majors who minor in Psychology need PSY 2400 plus 9 additional credits in Psychology. Only three credits must be at the 3000-level.

Gerontology Minor
See description of Gerontology concentration.

Substance Abuse Counseling Minor
See description of Substance Abuse Counseling concentration.

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

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

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

Associated courses which students are encouraged to consider:

SOC 2410  Working with Individuals
SOC 2420  Working with Groups & Communities
SOC 3390  Crisis Intervention
ENG 3440  Therapeutic Uses of Writing

* core courses

Developmental Psychology Concentration

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

Prerequisite: PSY 1400 Child Development

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY/SOC/WGS 2060</td>
<td>Aging and the Life Cycle</td>
</tr>
<tr>
<td>* PSY 2100</td>
<td>Adolescent Psychology</td>
</tr>
<tr>
<td>* PSY/SOC 2220</td>
<td>Death, Dying and Bereavement</td>
</tr>
<tr>
<td>PSY 2200</td>
<td>Behavior Disorders of Children</td>
</tr>
<tr>
<td>PSY 2250</td>
<td>Psychology of Family Life</td>
</tr>
<tr>
<td>* PSY 2400</td>
<td>Human Development</td>
</tr>
<tr>
<td>PSY/Biol/WGS 2450</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSY 3110</td>
<td>Psychoanalytic Psychology</td>
</tr>
<tr>
<td>PSY 3130</td>
<td>Brain and Behavior</td>
</tr>
<tr>
<td>PSY 3300</td>
<td>Moral Development</td>
</tr>
<tr>
<td>PSY 3600</td>
<td>Issues in Aging</td>
</tr>
</tbody>
</table>

Associated courses which students are encouraged to consider:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 1020</td>
<td>The Human Body</td>
</tr>
<tr>
<td>CJ/SOC 2160</td>
<td>Urban Life: Culture &amp; Change</td>
</tr>
<tr>
<td>CJ/SOC/WGS 3404</td>
<td>Sociology of Violence</td>
</tr>
</tbody>
</table>

* core courses

Educational Psychology Concentration

This concentration includes courses that apply psychology to understanding how people learn in various settings. This would be of interest to students who plan to work as providers of educational services in business, industry, health or school-related settings. There are many graduate programs that offer specific training in areas such as testing, program evaluation, educational research, as well as more learning-oriented areas such as cognition and/or neuropsychology.

Prerequisite: PSY 1400 Child Development

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>* PSY 2200</td>
<td>Behavior Disorders of Children</td>
</tr>
<tr>
<td>PSY 2500</td>
<td>Behavior Change: Theory and Practice</td>
</tr>
<tr>
<td>PSY 3020</td>
<td>Psychological Tests</td>
</tr>
<tr>
<td>* PSY 3100</td>
<td>Psychology of Learning</td>
</tr>
<tr>
<td>* PSY 3150</td>
<td>Neuropsychology of Learning Differences</td>
</tr>
<tr>
<td>* PSY 3160</td>
<td>School Psychological Services</td>
</tr>
</tbody>
</table>

Associated courses which students are encouraged to consider:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 3400</td>
<td>Peer Teaching</td>
</tr>
<tr>
<td>ED 2161</td>
<td>Educational Psychology</td>
</tr>
</tbody>
</table>

* core courses
Gerontology Concentration
The Gerontology program 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.

This program may be considered as a concentration for psychology majors, as a minor for other majors, or as a certificate program offered through Continuing Education. Courses may also be taken as electives.

Prerequisite/Equivalent:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2400</td>
<td>Human Development</td>
</tr>
</tbody>
</table>

Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>*PSY/SOC/WGS 2060</td>
<td>Aging and the Life Cycle</td>
</tr>
<tr>
<td>*PSY 2064</td>
<td>Older Adult Wellness: Evidenced-based Practice and Research</td>
</tr>
<tr>
<td>*PSY 3610</td>
<td>Cognitive Changes in Older Adults</td>
</tr>
<tr>
<td>*PSY/SOC 2220</td>
<td>Death, Dying and Bereavement OR</td>
</tr>
<tr>
<td>*PSY 2230</td>
<td>Palliative Care for Older Adults: Principles and Practice</td>
</tr>
<tr>
<td>*PSY 3450</td>
<td>Psychology Internship in Aging</td>
</tr>
</tbody>
</table>

*core courses

Recommended Courses (not required):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 2150</td>
<td>Health Communication</td>
</tr>
<tr>
<td>MGT 2263</td>
<td>Health Care Law</td>
</tr>
<tr>
<td>NSG 3470</td>
<td>Health Policy and Finance</td>
</tr>
<tr>
<td>PRS 2420</td>
<td>Ethics for Nurses/Health Care Professionals</td>
</tr>
</tbody>
</table>

Health Psychology Concentration
This concentration would be valuable to students who wish to improve health related behaviors or who anticipate working with individuals in a helping relationship. It would also be beneficial to students who are planning to do graduate work in psychology or in another field in which health is an important component.

Prerequisite: PSY 1030 Introduction to Psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2070</td>
<td>Motivation</td>
</tr>
<tr>
<td>* PSY 2330</td>
<td>Drugs and Behavior</td>
</tr>
<tr>
<td>PSY/BIOL/WGS 2450</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>* PSY 2500</td>
<td>Behavior Change: Theory and Practice</td>
</tr>
<tr>
<td>PSY 3120</td>
<td>Counseling Theory</td>
</tr>
<tr>
<td>PSY 3130</td>
<td>Brain and Behavior</td>
</tr>
<tr>
<td>PSY 3200</td>
<td>Stress, Coping and Adaption</td>
</tr>
<tr>
<td>* PSY 3350</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>PSY 3450</td>
<td>Internship and/or PSY 4000 Independent Research strongly recommended</td>
</tr>
</tbody>
</table>

Associated courses which students are encouraged to consider:
Psychology

BIOL/HE 2520  Nutrition
PE 2500  Physical Awareness: A Wellness Approach
SCI 1020  The Human Body

* core courses

Concentration in Substance Abuse Counseling
For Psychology majors or as a minor for students in other majors. The Substance Abuse Counseling Program is open to all students who are interested in careers in substance abuse services, or in areas where an understanding of substance abuse is an important part of job performance, such as nursing and health care, social work and psychology, law enforcement and criminal justice, 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 SAC Program and the Massachusetts Board of Substance Abuse Counselor Certification, the program satisfies in part the educational and practicum requirements of the Massachusetts Board of Substance Abuse Counselor Certification. Requirements leading to licensure are currently under consideration by the Massachusetts Legislature; this program will be adjusted accordingly.

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

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

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

PSY 1030  Introduction to Psychology  3 credits
Fall and Spring Semesters
An introductory course concerned with the methods and principles of psychology. Major emphasis is placed upon the theoretical aspects of psychology. Topics include research methods, perception, basic learning processes, memory and cognition, the biological basis of behavior, motivation, personality and individual differences, abnormal behavior and its treatment, and social influence processes. This course meets the 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 2050  Experimental Psychology  4 credits
Fall and Spring Semesters
An introduction to the scientific method as applied to the study of human behavior. Critical evaluation of current research methodology and theoretical material in the areas of learning, perception, motivation, abnormal psychology, personality, and social psychology is included. Prerequisite: MATH 1150.

PSY 2050  Laboratory for Experimental Psychology (See previous)

PSY 2060  Aging and the Life Cycle  3 credits
Offered periodically within a three-year academic cycle
Focuses on various developmental stages of the life cycle from birth to death including cross-cultural materials, attitudes and values about the aging process, rites of passage, and the accompanying changes of status for the individual. Major milestones of each developmental stage in the life cycle are discussed focusing on often differing societal expectations regarding gender and age. (Same course as SOC 2060, WGS 2060).
Prerequisite: Any 1000-level PSY or SOC course.

PSY 2070  Motivation  3 credits
Spring Semester
The study of how internal psychological processes interact with the social context to influence human behavior. Particular attention is given to sexual and aggressive motives, biological factors, cognition, and the role of expectation in guiding human behavior. Prerequisite: PSY 1030 or 1400.

PSY 2090  Personality  3 credits
Fall Semester
This course examines several theoretical perspectives on the development of personality and abnormal behavior. This course reviews both historical and current trends in personality psychology (from phrenology to constructivism) and encourages students to understand the social climate that may shape the dominant beliefs of the personality psychologists. Prerequisite: PSY 1030 or 1400.

PSY 2100  Adolescent Psychology  3 credits
Spring Semester
The study of the changes (social, intellectual, emotional, and physical) associated with adolescents. Prerequisite: PSY 1030 or 1400.

PSY 2115  Men, Self & Society  3 credits
Offered periodically within a three-year academic cycle
This course will explore the origin and creation of masculinity. The focus will be on political and socio-cultural contributions to gender identity in men and the consequences of masculinity for men and for society. The diverse psychological experiences of masculinity from various perspectives will also be highlighted, particularly those experiences from men of color, gay men, and men with non-traditional gender identity. (Same course as SOC 2115, WGS 2115).
Prerequisite: Any 1000-level PSY or SOC course.

PSY 2125  Substance Abuse Counseling: Theory and Practice  3 credits
Fall Semester
This course examines assessment, diagnosis and treatment modalities for counseling of individuals with substance use disorders. There will be an emphasis on the importance of comprehensive integrated treatment of individuals with co-occurring psychiatric and substance use disorders. Students will be introduced to prevention strategies, relapse prevention strategies, treatment planning, the importance of family therapy and self-help groups and how they relate to treatment outcome. Prerequisite: PSY 1030 or 1400.

PSY 2200  Behavior Disorders in Children  3 credits
Spring Semester
Reviews the major recognized emotional disorders of children. Attention is directed to detecting and assessing the nature and degree of the child’s problems. Prerequisite: PSY 1030 or 1400.
PSY 2205  **Dysfunctional Families**  3 credits  
*Spring Semester*
An examination of the psychology of troubled families with emphasis on the recognition and remediation of various issues such as poverty, substance abuse, family violence, homelessness, incest, semi-literacy, multi-generational relationships and the impact of major illnesses. 
Prerequisite: PSY 1030 or 1400.

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  **Psychology of 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 different kinds of families. Cross-cultural and cross species perspectives are included. Not available to students who have completed The Psychology of Child Rearing or PSY 3250. 
Prerequisite: PSY 1030 or 1400.

PSY 2300  **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 or 1400.

PSY 2320  **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 or 1400.

PSY 2330  **Drugs and Behavior**  3 credits  
*Fall and Spring Semesters*
A survey of psychoactive drugs emphasizing the social, psychological, and legal context of drug use. Four major aspects of use will include drug definitions, drug effects, drug related behavior and the drug experience throughout history. Discussion of prevention and treatment of drug abuse as well as social control of drug use will be included. 
Prerequisite: PSY 1030 or 1400.

PSY 2400  **Human Development**  3 credits  
*Fall and Spring Semesters*
The course will focus on cognitive, physical, emotional and social changes over the life span. Emphasis will be placed on the psychological issues relevant to each stage in the life cycle. 
Prerequisite: PSY 1030 or 1400.

PSY 2410  **Older Adult Wellness: Evidence-based Practice and Research**  3 credits  
Evidence-based strategies for health promotion, disease prevention, and chronic illness management for older adults are explored. Quality of life is addressed through physical, cognitive, psychological, emotional, and spiritual domains of wellness. 
Prerequisite: PSY 2400.

PSY 2450  **Human Sexuality**  3 credits  
*Alternate Years*
Discusses human sexuality in an integrated way, exploring psychological principles to the rehabilitation of offenders in community and institutional settings. 
Prerequisite: PSY 1030 or 1400.
Psychology

biological, psychological, social, and political aspects. (Same course as BIOL 2450, WGS 2450).
Prerequisites: One course in science or biology and one course in psychology, or permission of instructor.

PSY 2500 Behavior Change: Theory and Practice

Covers the theoretical, ethical and practical considerations of different behavior change techniques including behavior modification, as used by psychologists, educators, nurses, business managers and other professionals.
Prerequisite: PSY 1030 or 1400.

PSY 2800 Social Psychology

This course examines the various ways our thoughts, feelings and behavior are influenced by other people. The objective is to familiarize students with issues, methods, theories and research pertinent to the study of social psychology, as well as to help students understand how social psychological principles are applicable to their lives. Classic and contemporary topics include social perception, attribution, conformity, obedience to authority, attitudes and persuasion, brainwashing, stereotypes and prejudice, interpersonal attraction and relationships, group behavior, aggression, and pro-social behavior.
Prerequisite: PSY 1030 or 1400.

PSY 2XXX Palliative Care for Older Adults: Principles and Practice

Promoting quality of life for people living with serious illness, along with effective communication strategies and skills, are key concepts of palliative care for older adults. Honoring and preserving individual worth, intrinsic value and dignity during difficult circumstances will be addressed through case studies, reflective writing and discussion.
Prerequisite: PSY 2400 PSY 3020.

PSY 3020 Psychological Tests

This course provides a historical overview of psychological testing, emphasizing intelligence and personality tests. Students will learn about all aspects of the testing enterprise, such as construction, reliability and validity research, administration issues, and the ethical use of tests. Special attention is given to the abuse of psychological tests in order to justify social and political climates.
Prerequisite: Any 2000-level PSY course.

PSY 3100 Psychology of Learning

The study of the ways in which individuals adapt to changes in their environment. Also studied will be methods designed to improve learning skills.
Prerequisite: Any 2000-level PSY course.

PSY 3110 Psychoanalytic Psychology

This course provides an opportunity for in-depth analysis of psychoanalytic theory. Students read the writings of Sigmund Freud and other early analysts. Attention is paid to psychosexual stages of development, theories of repression and regression and treatment protocols. Neo-Freudians are also discussed. Students will examine applications of psychodynamic theories in advertising, fairy tales, trauma and parenting. Criticisms of dynamic therapy will also be included.
Prerequisite: Any 2000-level PSY course.

PSY 3120 Counseling Theory

An examination of major theoretical models used in counseling, and applications of theories to the counseling process. A background in both abnormal psychology and personality theory will be presupposed.
Prerequisite: Any 2000-level PSY course.

PSY 3130 Brain and Behavior

Studies the emerging field of Neuroscience, with a focus on theories of how brain function creates our higher psychological processes, e.g., attention, memory, perception, and language. Problems to be explored include the role of brain mechanisms in human development, learning, motivation, emotion, sexuality, aggression, addiction, and mental illness. Specific attention will be devoted to the neuropsychology of learning disabilities.
Prerequisite: Any 2000-level PSY course.

PSY 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 differ-
Psychology

ences 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.  

Prerequisites: Any 2000-level PSY course, sophomore standing.

PSY 3160  School Psychological Services  3 credits  
Alternate Spring Semesters

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.

Prerequisites: Any 2000-level PSY course, sophomore standing.

PSY 3170  Autism Spectrum Disorders:  3 credits  
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  3 credits

Offered periodically within a three-year academic cycle

This course examines both the physiological and psychological nature and consequences of stress and trauma. The primary objective is to familiarize students with methods, theories, and research in the study of stress. Topics will include basic models of stress, arousal, and emotion; learned helplessness; life change and stress; behavioral style, personality, and their links to illness; stress and immune function; social support; crowding; institutional and organizational stress; post-traumatic stress disorder (PTSD), and stress management. Readings will be derived from primary journal articles, as well as from chapters from books written by experts in the area.

Prerequisite: Any 2000-level PSY course.

PSY 3210  Stereotypes and Prejudice  3 credits

Offered periodically within a three-year academic cycle

This course examines the topic of prejudice as viewed by Social Psychology. The goal of the course is to familiarize students with current and classical social-psychological theory and research regarding prejudice, especially prejudice related to race and culture. Topics will include historical approaches to understanding prejudice, personality approaches, social categorization and stereotyping, “modern” racism, the social consequences of prejudice, and ways to combat prejudice. Because some of the topics may be controversial, students will be expected to view such topics in a dispassionate, scientific manner.

Prerequisite: Any 2000-level PSY course.

PSY 3220  Attitude Change and Social Influence  3 credits

Alternate Spring Semesters

The study of the processes underlying attitude change and social influence has long been central to the field of social psychology because these processes often play a vital role in advertising, health behavior, interpersonal attraction, prejudice, voting, social movements, environmental conservation and consumer behavior. The objective of the course is to provide students with a background in the theories of attitudes, attitude change and social influence and to review classic and
contemporary research in these areas. In addition, students will learn the various techniques that have been most effective with regard to attitude change and social influence. Topics studied will include attitudes and their formation, models of attitude change and persuasion, brainwashing and intense indoctrination, subliminal influence and social influence in groups.

Prerequisite: Any 2000-level PSY course.

**PSY 3260**  
**Psychology of Violence & Terror**  
**3 credits**  
**Spring Semester**

This course will study the social, psychological and cultural forces that promote violence among people and the consequences of violence and terror. It will examine the use of violence and its impact on victims. Particular attention will be given to the effects of traumatic stress on law enforcement and public safety practitioners, and the role of community cohesion in moderating the effects of disaster and terror.

Prerequisite: Any 2000-level PSY course.

**PSY 3300**  
**Moral Development**  
**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 tutoring Psychology students.

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.

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.

**PSY 3800**  
**Seminar: Selected Topics in Psychology**  
**3 credits**  
**Alternate Years**

Selected Psychological themes, concepts or controversies will be explored in a seminar format.

Prerequisite: Any 2000-level PSY course.
Psychology

PSY 4000  Independent Research  3-6 credits  
Every Year
Structured research activity involving participation in ongoing research in the Psychology Laboratory.

PSY 4100  Independent Readings in Psychology  1-3 credits
The student will design an independent readings course in an area of Psychology approved by the faculty. A bibliography and integrative paper are required.

PSY 4500  Junior Seminar: Advanced Research Seminar  3 credits in Psychology  
Spring Semester
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. Students will present their findings to Psychology faculty.
Prerequisites: Junior status, 3.50 cumulative GPA and two letters of recommendation from full-time Psychology faculty members.
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 our students’ 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.

Goals and Objectives
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.

Program 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1075</td>
<td>Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BIOL 1085</td>
<td>Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>BIOL 1175</td>
<td>Anatomy &amp; Physiology I Lab</td>
</tr>
<tr>
<td>BIOL 1185</td>
<td>Anatomy &amp; Physiology II Lab</td>
</tr>
<tr>
<td>CHEM 1001</td>
<td>Chemical Concepts*</td>
</tr>
<tr>
<td>CHEM 1002</td>
<td>Chemical Concepts Lab*</td>
</tr>
<tr>
<td>HE 1000</td>
<td>Personal Health</td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Statistics I</td>
</tr>
</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.

Major Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 1001</td>
<td>Principles of Public Health &amp; Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HE 2000</td>
<td>Foundations of Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HE 2010</td>
<td>Health Behavior, Education, and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HE 2200</td>
<td>Social Determinants</td>
<td>3</td>
</tr>
<tr>
<td>HE 2***</td>
<td>Global Health</td>
<td>3</td>
</tr>
<tr>
<td>HE 3***</td>
<td>Public Health Advocacy and Policy</td>
<td>3</td>
</tr>
<tr>
<td>HE 3000</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HE 3010</td>
<td>Senior Seminar in Health &amp; Wellness</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

Requirements in Related Areas:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2215</td>
<td>Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2150</td>
<td>Statistics II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

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, 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>

African-American Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 2012</td>
<td>Race and Religion in America</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 2330</td>
<td>African-American History</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 3050</td>
<td>Race, Class, Gender, and Health</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 2030</td>
<td>Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2060</td>
<td>Introduction to Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2120</td>
<td>Biology of the Mind</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2450</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2520</td>
<td>Nutrition</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 2263</td>
<td>Health Care Law</td>
<td>3</td>
</tr>
<tr>
<td>MG 2410</td>
<td>Sports and Recreation Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Communication

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 2020</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 2150</td>
<td>Health Communication</td>
<td>3</td>
</tr>
</tbody>
</table>
### Community Health and Wellness

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 1500</td>
<td>Stress Reduction Based on Mindfulness</td>
<td>3</td>
</tr>
<tr>
<td>HE 2150</td>
<td>Introduction to Holistic Health</td>
<td>3</td>
</tr>
<tr>
<td>HE 2520</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HE 3020</td>
<td>Current issues in Health &amp; Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HE 3030</td>
<td>Introduction to Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HE 3050</td>
<td>Race, Class, and Gender</td>
<td>3</td>
</tr>
</tbody>
</table>

### Criminal Justice

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 2120</td>
<td>Social Justice and Incarceration</td>
<td>3</td>
</tr>
<tr>
<td>CJ 2402</td>
<td>Domestic Violence</td>
<td>3</td>
</tr>
<tr>
<td>CJ 3404</td>
<td>Sociology of Violence</td>
<td>3</td>
</tr>
</tbody>
</table>

### Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 2161</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### English

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 2280</td>
<td>Literature of Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3440</td>
<td>Therapeutic Uses of Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

### Nursing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 2200</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NSG 2500</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NSG 3031</td>
<td>Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NSG 3032</td>
<td>Population Health</td>
<td>5</td>
</tr>
<tr>
<td>NSG 3470</td>
<td>Health Policy Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

### Philosophy and Religious Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRS 2320</td>
<td>Life, Death, and Philosophy</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 2410</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PRS 2430</td>
<td>Religion and Science</td>
<td>3</td>
</tr>
<tr>
<td>PRS 2541</td>
<td>Race and Religion in America</td>
<td>3</td>
</tr>
</tbody>
</table>

### Physical Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 1217</td>
<td>The Science of Weight Management</td>
<td>3</td>
</tr>
<tr>
<td>PE 2500</td>
<td>Physical Awareness: A Wellness Approach</td>
<td>3</td>
</tr>
</tbody>
</table>

### Politics and History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>P&amp;H 2270</td>
<td>Environment and Social Movements</td>
<td>3</td>
</tr>
</tbody>
</table>

### Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2060</td>
<td>Aging and the Life Cycle</td>
<td>3</td>
</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 2115</td>
<td>Men, Self &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2125</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2200</td>
<td>Behavior Disorders in Children</td>
<td>3</td>
</tr>
</tbody>
</table>
### Public Health and Wellness

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2220</td>
<td>Death, Dying and Bereavement</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2330</td>
<td>Drugs and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2400</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2450</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2500</td>
<td>Behavior Change: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2800</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3100</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3120</td>
<td>Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3130</td>
<td>Brain and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3350</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 2060</td>
<td>Aging and the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2115</td>
<td>Men, Self &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2220</td>
<td>Death, Dying and Bereavement</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2310</td>
<td>Intro to Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2402</td>
<td>Domestic Violence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2410</td>
<td>Working with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2420</td>
<td>Working with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2452</td>
<td>Sex &amp; Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2650</td>
<td>Sociology of Health and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2660</td>
<td>Sociology of Women</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3390</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3404</td>
<td>Sociology of Violence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3610</td>
<td>Communities</td>
<td>3</td>
</tr>
</tbody>
</table>

### Women's and Gender Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 2000</td>
<td>Gendered Lives</td>
<td>3</td>
</tr>
</tbody>
</table>

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 they 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.
HE 1000  Personal Health  3 credits  
*Fall and Spring Semesters*

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

*This course meets the General Education Wellness requirement.*

HE 1001  Principles of Public Health  3 credits  
& Wellness  *Fall Semester*

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

HE 1500  Stress Reduction Based  3 credits  
Mindfulness  *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 responsively, effects of stress on the human body, communication patterns, and nutrition. 

*This course will be available ONLY on a Pass/Fail basis.*

HE 2000  Foundations of  3 credits  
Community Health  *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: HE 1000 and HE 1001, or permission of the instructor.*

HE 2010  Health Education,  3 credits  
Behavior, and Promotion  *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: HE 1000 and HE 1001, or permission of the instructor.*

HE 2150  Introduction to  3 credits  
Holistic Health  *Spring Semester*

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 HE 1000 prior to taking this course.

HE 2200  Social Determinants of Health  3 credits  
*Every Year*

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

*Pre or Co-requisite: HE 1000 and HE 1001 or permission of the instructor*

**HE 2520  Nutrition  3 credits**

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.*

**HE 2***  Global Public Health

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: HE 1000 and HE 1001, or permission of the instructor.*

**HE 3***  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: HE 1000, HE 2200, and HE (Global Health) or permission of the instructor.*

**HE 3000  Introduction to Epidemiology  3 credits**

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, HE 1000, HE 1001, HE 2200, HE (Global Health) or permission of the instructor.*

**HE 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 and be prepared to take the Certified in Public Health examination.

*Pre or Co-requisites: HE 1000, HE 1001, HE 2000, HE 2200, HE (Global Health), HE (Public Health Advocacy and Policy), or permission of the Instructor.*

**HE 3020  Current Issues in Health & Wellness  3 credits**

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

*Prerequisite: HE 1000.*

**HE 3050  Race, Class, Gender and Health  3 credits**

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

*Pre or Co-requisite: HE 1000 and junior standing.*
HE 4560  Senior Practicum  3-9 credits
in Health  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: HE 1000, 1001, 2000, 2010, 2200, 3000.

HE 4560SM  Senior Practicum in Health  0 credits
Spring Semester
This weekly, one-hour seminar is taken in conjunction with HE 4560: Senior Practicum.
Science

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.

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. Corequisite: SCI 1010R.

SCI 1010R  Recitation for SCI 1010  0 credits  Fall and Spring Semesters
An additional classroom-hour-per-week required of SCI 1010 sections to allow aspects of the course, including hands-on or lab activities, to be treated by smaller groups of students.

SCI 1020  The Human Body  4 credits  Fall and Spring Semesters
Designed to give students a basic knowledge and understanding of the human body. Using biological and chemical principles, it will concentrate on the functions of the main body parts, the interaction of the various body systems, the maintenance of stable internal body conditions, and the disruption of “wellness” by common diseases. It will use media articles and other sources to discuss new scientific and medical technologies related to humans. There will be several laboratory experiments during the semester, where students will learn more about themselves and the scientific process, through simple exercises. This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements. Corequisite: SCI 1020R.

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.

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.
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.

Prerequisite:  
SOC 1000 Introduction to Sociology: The Sociological Imagination  
Credits: 3

Requirements for Sociology Major:

SOC 2130 Sociological Theory  
SOC 2200 Race and Ethnicity  
SOC 2470 Sex, Gender and Sexuality  
Credits: 3
Sociology

SOC 2510  Social Movements and Social Action  3
SOC 2600  Methods in Social Research  3
SOC 2760  Wealth, Poverty and Social Class  3
SOC 3900  Senior Seminar: Doing Sociology  3

Electives:  
(3 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.

Requirements in Related Areas:
MATH 1150  Statistics I  3

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

Social Work  
(5 courses/15 credits)

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

SOC 2310  Introduction to Social Work Practice  3
SOC 2410  Working with Individuals  3
SOC 2420  Working with Groups and Communities  3
SOC 3390  Crisis Intervention  3
SOC 3450  Internship  3

Survivor/Witness/Victim Advocacy  (5 courses/15 credits)

The concentration, by promoting empathy and human rights, helps prepare students for careers in informed advocacy for people who have witnessed or have been victimized by crime.

Required (12 Credits)

SOC 2310  Introduction to Social Work Practice
CJ/SOC 2350  Human Diversity in Criminal Justice
CJ 3300  Justice and Human Rights Advocacy  
(preequisite for concentration, CJ/SOC 2350)
SOC 3390  Crisis Intervention

Electives for the concentration  (3 credits) – choose one of the following:

SOC/CJ 2160  Urban Life: Culture and change
CJ 2170  Population, Immigration, and Crime
SOC/CJ 2402  Domestic Violence
SOC 2410  Working with Individuals
SOC 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
**Sociology**

**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, 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:**

*3 credits*

**The Sociological Imagination**

*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 2xxx 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, cleanup 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.

**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 of 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.

**SOC 2060**  
**Aging and the Life Cycle**  
*Offered periodically within a three-year academic cycle*  
Focuses on various developmental stages of the life cycle from birth to death including cross-cultural materials, attitudes and values about the aging process, rites of passage, and the accompanying changes of status for the individual. Major milestones of each developmental stage in the life cycle are discussed focusing on often differing societal expectations regarding gender and age. (Same course as PSY 2060, WGS 2060).  
*Prerequisite: Any 1000-level Sociology or Psychology course.*

**SOC 2085**  
**World Cultures:**  
*Selected Area Topic*  
*Offered periodically within a three-year academic cycle*  
Students will survey geography, social history, and demography, issues of political economy, ethnicity, transhumance, and variation in culture and social organization in a survey review of a selective world culture area, such as Africa, the Indian sub-continent, Latin American, or Melanesia.

**SOC 2090**  
**Climate Justice**  
*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 meets the General Education Diversity requirement.

**SOC 2115**  
**Men, Self & Society**  
*3 credits*  
*Offered periodically within a three-year academic cycle*  
This course will explore the origin and creation of masculinity. The focus will be on political and socio-cultural contributions to gender identity in men and the consequences of masculinity for men and for society. The diverse psychological experiences of masculinity from various perspectives will also be highlighted, particularly those experiences from men of color, gay men, and men with non-traditional gender identity. (Same course as PSY 2115, WGS 2115).  
*Prerequisite: Any 1000-level Sociology or Psychology course.*

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

**SOC 2130**  
**Sociological Theory**  
*3 credits*  
*Offered periodically within a three-year academic cycle*  
Can we understand social life just through our experience? Or do we improve our understanding by stepping back and observing it in a wider social context? Social theory helps us answer these questions and becomes a tool for making sense of the world we live in, from the daily interactions of individuals and groups to large-scale social relationships and broad social institutions. Discussing theoretical insights into social life, we come to clearer understandings of individual development, formation of the self, and social roles; power, inequality, and conflict; and social change. We will cover the complex relationships between theory and systematic research and ask whether they account adequately for what we observe in the world we live in.  
*Prerequisite: Any 1000-level Sociology course.*

**SOC 2160**  
**Urban Life: Culture and Change**  
*Fall and Spring Semesters*  
*3 credits*  
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 2180  Urban Crime, Policing, Social Policy through HBO's The Wire 3 credits

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

SOC 2200  Race and Ethnicity 3 credits

Alternate Years

Ideas and beliefs about “race” and ethnicity are pervasive in U.S. culture and consciousness. Are they real or socially constructed? When and why did “race,” and theories of racial difference and inequality, emerge as a dominant, and now discredited, worldview? How do institutions such as science, economics, education, and politics influence beliefs and practices about race and ethnicity? How are the lives and opportunities of individuals and groups affected by race and ethnic “membership” in terms of privilege and/or oppression? What choices do we have and what actions can we take in our daily lives to affect how race is lived in America and elsewhere? We will discuss prejudice, discrimination, and power in historical and contemporary contexts focusing on several racial and ethnic groups. This course meets the 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).

SOC 2310  Introduction to Social Work Practice 3 credits

Alternate Fall Semester

Social work practice is guided by ethics, values, knowledge, and skills. This course is a study of social work practice with emphasis on the historical, philosophical values of social welfare in the United States. The course exposes students to social welfare concepts, policies, and organizations through the study of historical developments in the American service delivery system. Behavioral, cognitive, and psychosocial approaches to social work are also discussed. Current programs, issues and opportunities in the field will be explored.

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

Every Year

Examines the problem of domestic violence from the perspectives of survivors, law enforcement, the courts, and health/mental health professionals. Special attention will be paid to understanding how sex, gender, power, and various forms of privilege, play a role in the investigation and understanding of domestic violence. The implications of a variety of theoretical approaches will be included to understand intertwining personal and political experiences of those affected by domestic violence. Intervention Strategies and programs used to address issues of domestic violence will also be included. (Same course as CJ 2402, WGS 2402).
SOC 2410  Working with Individuals  3 credits  
Alternate Spring Semester
Introduces students to the systems model, which enables them to view individuals in relation to family, social network, privilege, race, gender, and community. Knowledge of both historical and current social trends is examined as it relates to providing mental health services to men, women, children, and culturally diverse populations. The student will develop basic interviewing, assessment, relationship building, and goal-setting skills. The theoretical value-based and skill-oriented learning is integrated using case studies. Students will learn to plan and implement intervention strategies. (Same course as WGS 2410).

SOC 2420  Working with Groups and Communities  3 credits  
Alternate Fall Semester
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.

SOC 2450  Social Policy and Social Justice  3 credits  
Offered periodically within a three-year academic cycle
Social Policy is both a philosophical concept and a social process. As a philosophical concept, it considers value dimensions and issues of social justice: equality versus inequality, liberty versus domination, exploitation, and oppression; cooperation versus competition; and considers social policy as a process by which organizations and institutions affect the status, well-being, stability, and security of the members of society. In addition the political, economic and social context of policy evolution will be critically examined.

SOC 2470  Sex, Gender, and Sexuality  3 credits  
Alternate Years
Sex, gender, and sexuality are social constructions that have enormous impact in society. This course will examine the differences among sex, gender, and sexuality. What are the norms and social expectations associated with each of these terms and what are the consequences for not complying? Cross-cultural patterns will be considered in an effort to recognize and appreciate human diversity and gain insight into the ways we understand and experience ourselves. Discrimination, sexism, and homophobia, and responses to these forms of oppression, will be examined. This course meets the 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).

SOC 2510  Social Movements and Social Action  3 credits  
Offered periodically within a three-year academic cycle
People often band together and challenge existing social arrangements; such efforts are important because they attempt to achieve or resist a social change. This course examines social action, as part of people’s collective efforts to create or oppose changes in society. What constitutes a social movement, when and why they occur, who joins social movements and why, how they are organized, what strategies they use, how they are affected by institutions like the state and the media, and what impacts they have on individuals and on society are all questions that will be addressed in this course. Large scale campaigns, grass-roots efforts, and everyday acts of collective action and community organizing will be explored. Students will be required to participate in collective social action projects. This course meets the General Education Diversity requirement.

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 2650  Sociology of Health and Health Care  3 credits
Offered periodically within a three-year academic cycle
Avoidable health inequalities arise from the environments in which people live, as well as political, social, and economic forces. This course examines factors such as: culture, gender, race/ethnicity, class, and age and their impact on health and treatment in the healthcare system. The experience of illness, the social and cultural factors of health and disease, the institution of medicine, and the healthcare system will be discussed. The course will also consider the relationships between healthcare providers and consumers. (Same course as WGS 2650).

SOC 2680  Sociology of Work  3 credits
Offered periodically within a three-year academic cycle
Examines how work is organized, how people experience it, and what it means to them. Explores different workplace structures and how people’s places within them relate to their earnings and general well-being, including their identity and pride, autonomy, health, and safety. Studies occupational socialization, subcultures, and relationships. Considers how work - or the lack or loss of it - affects people off the job. Reviews how opportunities to get work and move up at the workplace are distributed and their relation to social inequality. Efforts to democratize and humanize workplaces through labor unions and other forms of collective action will be discussed. For all these areas, the role of race-ethnicity, gender, citizenship status, and class will be assessed. (Same course as WGS 2680).

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 2780  Sociology of Violence  3 credits
Alternate Spring Semester
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 course.

SOC 3390  Crisis Intervention  3 credits
Alternate Spring Semester
Designed to familiarize participants with a definition of crisis from the standpoint of the individual, the family, and a larger social context. Students will develop a specialized understanding of life crises such as adolescence, family violence, and disaster from the perspective of systems theory, learning theory, and developmental theory, using ethnographic materials. Operational models of intervention will be examined. Prerequisite: Any 2000-level Sociology course.

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.
**Sociology**

**SOC 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, Introduction to Experiential Learning, with a grade of C or better; 2. A 2.75 cumulative average overall; 3. A 3.0 average in the major; 4. No outstanding “Incomplete” in an earlier field placement.

**SOC 3450SM**  Sociology Internship  0 credits  
*Sociology 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 3610**  Communities  3 credits

*Offered periodically within a three year academic cycle*

Explores ways in which people form communities based on a shared place, spirit, interest, and/or identity. Examines how people experience communities and define themselves and their relationships with one another through patterns of residence and identity. Studies a range of communities - such as traditional, alternative, experimental, or virtual - which may be situated within small areas or extend across nations. Assesses the social, political, and economic ramifications of globalization and migration on communities.

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

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

*Offered periodically within a three year academic cycle*

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

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

**SOC 3800**  Seminar: Selected Topics  3 credits  
*in Sociology*

*Offered periodically within a three year academic cycle*

Selected sociological themes will be explored in a seminar format.

Prerequisite: Any 2000-level Sociology course.

**SOC 3900**  Senior Seminar: 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.

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.

**SAMPLE CURRICULUM**

**Fall Semester – FIRST YEAR**
- AC 1000 Navigating Your Digital World
- IT 1010 Introduction to Information Technology
- IT 1100 Foundations of Hardware

**Spring Semester – FIRST YEAR**
- AC 2020 Database Concepts
- IT 2100 Programming Logic

**Fall Semester – SOPHOMORE YEAR**
- IT 2210 Networking
- IT 2789 Structured Programming
- AC 2768 Web Design

**Spring Semester – SOPHOMORE YEAR**
- IT 2300 Operating Systems
- IT 2535 Technical Communication
- IT 3500 Object-Oriented Programming

**Fall Semester – JUNIOR YEAR**
- IT 3750 User Experience Design
- IT 3805 Technology Seminar

**Spring Semester – JUNIOR YEAR**
- IT 3700 Mobile Application Concepts
- IT 3710 Mobile Applications – Behind the Scenes

**Fall Semester – SENIOR YEAR**
- IT 3720 Mobile Application Development Environments
- IT 3740 Cloud Computing

**Spring Semester – SENIOR YEAR**
- IT 3730 Writing Secure Applications
- IT 3900 Senior Seminar: This is IT!

**Requirements for the Software Development Major:**

**Prerequisites:**
- IT 1010 Introduction to Information Technology 3 credits
- IT 1100 Foundations of Hardware 3 credits
- IT 2100 Programming Logic 3 credits
- IT 2300 Operating Systems 4 credits
- IT 2535 Technical Communication 3 credits

**Major Requirements:**
- IT 2210 Networking 4 credits
- IT 2789 Structured Programming 4 credits
- IT 3500 Object Oriented Programming 4 credits

Credits: 16
Software Development

IT 1010  Introduction to Information Technology  3 credits  Fall Semester
This course introduces the concepts of Information Technology and its framework, encompassing the areas of application development, hardware management, information processing, networking and telecommunications. Students will learn about system analysis and design using practical examples. They will use real world scenarios that show how Information Technology is applied in an advanced information systems environment to support users, management and the whole enterprise. The course is a pre-requisite for potential Information Technology majors and is ideal for students in other majors who may be interested in gaining an in-depth knowledge of information systems.

IT 1100  Foundations of Hardware  3 credits  Fall Semester
This course is designed to provide the student with working knowledge of PC computer system hardware. Students will learn the basic architecture of the PC and study the roles that various hardware components play in the PC system. Core components such as: the motherboard, BIOS, CPU, system memory, expansion bus, input devices, output devices, and storage devices will be explored as well as how data is effectively passed between them. In our hardware lab, students will gain hands-on experience as they complete lab exercises involving adding and removing various components of the PC system. The course is required for Information Technology majors and is ideal for other majors who may be interested in gaining in-depth knowledge of computer systems.

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

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

Related Requirements:
AC 1000  Navigating Your Digital World  3
AC 2020  Database Concepts  3
AC 2768  Web Design  3

Total 39 credits
IT 2210  Networking  4 credits  Fall Semester

This course is designed to provide the student with working knowledge of the basic building blocks of a network. The course emphasizes the OSI Model; a world-wide standard for networks. Topics will include Transmission, Networking Media, the TCP/IP Protocol Suite, Network Topologies (physical and logical), Ethernet Technology, Networking Hardware (NICs, hubs, switches, bridges, and routers), and Wireless Technologies. Significant emphasis will be placed on TCP/IP, specifically, topics such as the IP protocol, IP addressing, and DHCP. In our network lab, students will get to view working network devices such as switches and routers and use various utilities to complete labs that involve analyzing live network settings and network performance.

Prerequisite: IT 1100.

IT 2535  Technical Communication  3 credits  Spring Semester

Develops the technical writing skills needed in the workplace. Different protocols exist for reports, manuals, proposals, email, and SMS messages. This course explores the similarities and differences among the various modes of workplace communications. Students will learn how to organize and develop their ideas to clearly convey a message. Students will also learn how to present papers written in class.

Prerequisite: 6 credits of General Education Writing Sequence.

IT 2789  Structured Programming  4 credits  Fall Semester

This is the second of a three course programming sequence. IT 2789, Structured Programming, builds on the concepts learned in IT 2100, Programming Logic. Structured Programming expands the student’s knowledge of programming concepts in the context of a programming language and its integrated development environment. It includes algorithm implementation, use of the debugger, and test driven development. It explores program maintenance and self-documenting code as well as using program comments properly. In addition, this course continues to develop basic problem solving analysis and critical thinking skills that aid the student when developing algorithms.

Prerequisite: IT 2100.

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 3xxx  Data Structures  Spring Semester

In computing, the central concept is 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. 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.

IT 3700  Mobile Application Concepts  3 credits  Spring Semester

This course will explore the client side of programming mobile devices which interface with the user. The course will focus on the application development compatible with the most popular mobile device operating systems, as well as learning and using various programming languages to create apps. (Same course at IT 3700)

Prerequisite: IT 3500.

IT 3710  Mobile Applications - Behind the Scenes  3 credits  Spring Semester

This course will explore the server side of programming mobile devices, including proprietary servers and cloud-based systems.

Prerequisite: IT 3500.

IT 3720  Mobile Application Development Environments  3 credits  Spring Semester

This course will explore a variety of integrated development environments used to create mobile applications.

Prerequisite: IT 3700.

IT 3730  Writing Secure Applications  3 credits  Spring Semester

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 3700.

**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 not 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: IT3500.

**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.

**IT 3805  Technology Seminar  3 credits**

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. (Same course as IT 3805).

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. (Same course as AC 3900).

Prerequisites: 12 credits in 2000/3000-level IT courses and senior standing.
The Department of Fine and Applied Arts offers a Studio Arts Major and a Design Major. The Department offers minors in Design and Studio Arts. 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 and designer. The faculty strongly advises students to seek internships while enrolled in the program.

Arts faculty and the Center for Career Development are able to advise students on internship opportunities at galleries, museums, educational institutions, and other settings where studio arts training is central. Various businesses and institutions offer professional mentoring in design as well as related fields such as arts administration, art therapy, publishing, and art education.

Prospective first year students should enroll in SA 1770 Design Fundamentals 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 MAJOR

**Prerequisites:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DES 1600</td>
<td>Illustrator/Photoshop Basics</td>
<td>3</td>
</tr>
<tr>
<td>SA 1770</td>
<td>Design Fundamentals</td>
<td>3</td>
</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>
</tr>
</tbody>
</table>

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

**Capstone Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA 3300</td>
<td>Portfolio &amp; Presentation</td>
<td>3</td>
</tr>
<tr>
<td>SA 3950</td>
<td>Design Concepts</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>
</tr>
</tbody>
</table>

**Art History Electives**

Choose two of the following (6cr):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

**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>
</tr>
</thead>
<tbody>
<tr>
<td>SA 2072</td>
<td>Digital Art</td>
<td>3</td>
</tr>
<tr>
<td>SA 2750</td>
<td>Printmaking I</td>
<td>3</td>
</tr>
<tr>
<td>SA 2780</td>
<td>Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>SA 2796</td>
<td>Darkroom Photography</td>
<td>3</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA 1770</td>
<td>Design Fundamentals</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 I</td>
<td>3</td>
</tr>
<tr>
<td>Choose four of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA 2072</td>
<td>Computer Art</td>
<td></td>
</tr>
<tr>
<td>SA 2750</td>
<td>Printmaking I</td>
<td></td>
</tr>
<tr>
<td>SA 2780</td>
<td>Sculpture</td>
<td></td>
</tr>
<tr>
<td>SA 2796</td>
<td>Darkroom Photography</td>
<td></td>
</tr>
<tr>
<td>SA 2797</td>
<td>Digital Photography</td>
<td></td>
</tr>
<tr>
<td>SA 2800</td>
<td>Figure Drawing</td>
<td></td>
</tr>
<tr>
<td>SA 2810</td>
<td>Painting I</td>
<td></td>
</tr>
<tr>
<td>SA 2819</td>
<td>Studio: Painting and Drawing</td>
<td></td>
</tr>
<tr>
<td>SA 2850</td>
<td>Ceramics I</td>
<td></td>
</tr>
<tr>
<td>SA 2870</td>
<td>Artists’ Books</td>
<td></td>
</tr>
<tr>
<td>SA 3____</td>
<td>Studio Art Course at 3000-level</td>
<td></td>
</tr>
</tbody>
</table>

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.

For information on the Art History Minor, see the Art History catalog designation.
SA 1770  Design Fundamentals  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. 

Prerequisite: SA 1770.

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  
Fall and Spring Semesters  
Develops sensitivity to the visual effects of color and how color can be used to achieve artistic goals. Principal media for exploration are collage and painting on paper. Slide viewing will help 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. 

SA 2072  Digital Art  3 credits  
Alternate Spring Semester  
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, DES 2072). Fee. 
Prerequisites: SA 1770 or SA 1800; and AC/DES 1600.

SA 2750  Printmaking I  3 credits  
Alternate Years  
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.

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  
Fall and Spring Semesters  
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  
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 33mm camera is required. (Same course as AC 2797, DES 2797). 
Pre or Corequisite: AC/DES 1600 or SA 1770.
### Studio Arts

**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, we 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.*

**SA 2850  Ceramics I**  3 credits  
*Fall and Spring Semesters*
Focuses on basic methods of hand building and wheel-throwing in clay. Students construct container forms employing the fundamentals of design and decoration in clay.  
*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. Slides 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**
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 3300  Portfolio & Presentation**  3 credits  
*Spring Semester*
Designed for the studio artist and designer, this course introduces the techniques and materials used in the professional presentation of fine art, graphic design and desktop publishing. Students will learn the many options available to them and apply the skills to sequencing, matting, mounting, photographing, and digitizing artwork for exhibition and presentation purposes. Special attention will be paid to archival considerations, precision, and to the resources through which materials can be acquired. A final portfolio of work will appear in the Student Art Exhibition. Students are expected to purchase supplies. (Same course as DES 3300).  
*Prerequisites: SA 3950, SA 3980 and senior standing.*

**SA 3750  Printmaking II**
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 3797  Photography II  3 credits

Offered periodically within a three-year academic cycle
This course is a continuation and refinement of the materials covered in SA 2796 Darkroom Photography. Photography II is a further exploration of advanced black and white photography techniques. Emphasis will be placed upon photography as a fine art, developing a personal vision and a more advanced technical knowledge of the medium. Fee.
Prerequisite: SA 2796.

SA 3800  Drawing II
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 3860  Ceramics II  3 credits

Fall and Spring Semesters
Offers the student with experience in using clay a more advanced exploration of pottery and sculptural containers. The course also includes instruction in firing and glazing. Fee.
Prerequisite: SA 2850.

SA 3950  Design Concepts  3 credits

Fall Semester
Develops understanding of the creative process and enhances individual creativity by exploring topics such as magic, the hero, materials, dreams, childhood memories, and nature. Using these topics and others as beginning ideas, students create original images in two and three dimensions. Students are expected to purchase supplies.
Prerequisites: SA 1770, SA 1790, any 2000-level DES or SA course, and junior standing.

SA 3980  Fine and Applied Arts Seminar  3 credits

Fall Semester
The capstone course for the Design and Studio Arts majors focus 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 Design and Studio Art majors and is open to all other majors. (Same course as DES 3980).
Prerequisites: SA 1770, SA 1790, any 2000-level DES or SA course, and junior standing.
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 wgs@curry.edu.

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>
</tbody>
</table>

Choose three from the following list:
(Note: The courses chosen must be from at least two different disciplines):

Students should choose three from the following list:

- BIOL/PSY/WGS 2450 Human Sexuality
- COM/WGS 3652 Gender Communication
- ENG 1330 Feminine and Masculine in Literature
- ENG/WGS 2110 American Literature I
- ENG 2632 Women in 19th Century World Literature
- ENG 2635 Banned Books and Dangerous Ideas
- ENG 2850 Women in Film
- ENG 3340 Women in Modern Literature
- ENG/WGS 3620 Victorian Literature
- HE/AFAM/WGS3050 Race, Class, Gender and Health
- NSG 2051 Maternity Nursing
- P&H/WGS 2292 Social History of Women
- P&H/WGS 2420 Gay Politics in the United States
- P&H/WGS 2440 Gender Inequality: Women and Politics
- PSY/SOC/WGS 2115 Men, Self and Society
- SOC/PSY/WGS 2060 Aging and the Life Cycle
- SOC/CJ/WGS 2402 Domestic Violence
- SOC/WGS 2410 Working with Individuals
- SOC/WGS 2470 Sex, Gender, and Sexuality
- SOC/WGS 2480 Sport & Society
- SOC/WGS 2620 Diversity in Families
- SOC/WGS 2650 Sociology of Health and Health Care

Total Credits Required for Women’s and Gender Studies Minor: 15
WGS 2000  Gendered Lives  3 credits
*Fall and Spring Semesters*
An introductory, interdisciplinary survey of the impact of gender in all of our lives, this course will examine the diversity and commonalities of gendered experiences and perspectives across time and cultures. The changes and choices in people’s lives resulting from women’s and other social movements, as well as the major problems which still remain will be explored. Students will learn how sexism operates in a dynamic with other systems of oppression both historically and in contemporary contexts. This course meets the General Education Diversity requirement.

WGS 2060  Aging and the Life Cycle  3 credits
Offered periodically within a three-year academic cycle
Focuses on various developmental stages of the life cycle from birth to death including cross-cultural materials, attitudes and values about the aging process, rites of passage, and the accompanying changes of status for the individual. Major milestones of each developmental stage in the life cycle are discussed focusing on often differing societal expectations regarding gender and age. (Same course as SOC 2060, PSY 2060).
Prerequisite: Any 1000-level Sociology or Psychology course.

WGS 2110  American Literature I  3 credits
*Fall Semester*
Focuses on the work of diverse authors, writing from the colonial period through the late 19th century. Texts include the work not only of conventionally canonized writers, but also orature and writing by the often underrepresented, including Native-Americans, African-Americans, and women. This course meets the General Education Humanities Breadth requirement. (Same course as ENG 2110). (Same course as ENG 2110).
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

WGS 2115  Men, Self & Society  3 credits
Offered periodically within a three-year academic cycle
This course will explore the origin and creation of masculinity. The focus will be on political and socio-cultural contributions to gender identity in men and the consequences of masculinity for men and for society. The diverse psychological experiences of masculinity from various perspectives will also be highlighted, particularly those experiences from men of color, gay men, and men with nontraditional gender identities. (Same course as PSY 2115, SOC 2115).
Prerequisite: Any 1000-level Sociology or Psychology course.

WGS 2292  Social History of Women  3 credits
Offered periodically within a three-year academic cycle
Examines the changing position of women in the United States from colonial times to the present. Emphasis will be placed on the role of class, race, and ethnic differences in shaping women’s experiences and on the relationship between economic change and shifting notions of womanhood. Topics will include the “Cult of True Womanhood,” female activism, paid and unpaid work, the “modern” women of the 1920s, the women’s movement, as well as other contemporary issues. (Same course as P&H 2292).

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

**WGS 2410** Working with Individuals 3 credits
*Spring Semester*
Introduces students to the systems model, which enables them to view individuals in relation to family, social network, privilege, race, gender, and community. Knowledge of both historical and current social trends is examined as it relates to providing mental health services to men, women, children, and culturally diverse populations. The student will develop basic interviewing, assessment, relationship building, and goal-setting skills. The theoretical value-based and skill-oriented learning is integrated using case studies. Students will learn to plan and implement intervention strategies (Same course as SOC 2410).

**WGS 2420** Gay Politics in the United States 3 credits
*Offered periodically within a three-year academic cycle*
Looks at current issues in gay politics. Among the issues considered are the constitutionality of the Defense of Marriage Act and the impact of gay marriage, whether those who are openly gay can serve in the military, the extent to which gay issues can be raised in schools and colleges, gay adoption, and the targeting of gays by hate groups. The course also considers the election of gays to political office both on the state and national level and examines the prospect of a gay person becoming President or Vice President. (Same course as P&H 2420).

**WGS 2440** Gender Inequality: Women and Politics 3 credits
*Offered periodically within a three-year academic cycle*
Examines the role that women play in politics in the United States and around the world. Not only has the United States never had a female president, women make up only 20% Congress. In comparison, Rwanda’s parliament is made up of almost 64% women. The course will examine the implications of women’s exclusions from public life in a global context; the obstacles to women’s greater participation; how women have gained greater voice in political leadership in some countries; and the different kinds of issues women bring to the political arena. We look at women’s 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 2450** Human Sexuality 3 credits
*Alternate Years*
Discusses human sexuality in an integrated way, exploring biological, psychological, social, and political aspects. (Same course as BIOL 2450, PSY 2450).
*Prerequisites:* One course in biology and one course in psychology, or permission of instructor.

**WGS 2470** Sex, Gender, and Sexuality 3 credits
*Alternate Years*
Sex, gender, and sexuality are social constructions that have enormous impact in society. This course will examine the differences among sex, gender, and sexuality. What are the norms and social expectations associated with each of these terms and what are the consequences for not complying? Cross-cultural patterns will be considered in an effort to recognize and appreciate human diversity and gain insight into the ways we understand and experience ourselves. Discrimination, sexism, and homophobia, and responses to these forms of oppression, will be examined. (Same course as SOC 2470). This course meets the 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).

**WGS 2620** Diversity in Families 3 credits
*Offered periodically within a three-year academic cycle*
A popular image of the “family” is that of a male father and female mother and their children; a self-contained entity. This course explores why that image does not match reality and demonstrates that there are many different kinds of family, kinship, and household arrangements. These variations
are the products of custom, and are influenced by social, economic, and political variables/realities. The course examines the various forms families can take, the various roles family members perform, and the function of families in social life. Recent challenges to traditional families, the result of the struggles of people to survive and adapt to a wide range of societal situations, challenges, and changes will be considered. (Same course as SOC 2620).

**WGS 2650  Sociology of Health and Health Care**

Offered periodically within a three-year academic cycle

Avoidable health inequalities arise from the environments in which people live, as well as political, social, and economic forces. This course examines factors such as: culture, gender, race/ethnicity, class, and age and their impact on health and treatment in the healthcare system. The experience of illness, the social and cultural factors of health and disease, the institution of medicine, and the healthcare system will be discussed. The course will also consider the relationships between healthcare providers and consumers. (Same course as SOC 2650).

**WGS 2680  Sociology of Work**

Offered periodically within a three-year academic cycle

Examines how work is organized, how people experience it, and what it means to them. Explores different workplace structures and how people's places within them relate to their earnings and general wellbeing, including their identity and pride, autonomy, health, and safety. Studies occupational socialization, subcultures, and relationships. Considers how work - or the lack or loss of it - affects people off the job. Reviews how opportunities to get work and move up at the workplace are distributed and their relation to social inequality. Efforts to democratize and humanize workplaces through labor unions and other forms of collective action will be discussed. For all these areas, the role of race-ethnicity, gender, citizenship status, and class will be assessed (Same course as SOC 2680).

**WGS 2760  Wealth, Poverty and Social Class**

Alternate years

Differential distribution of income, wealth, and power is found across the United States and the globe. The nature and extent of wealth and poverty, and the gradations in between, as well as social policies aimed at addressing inequality are the focal points for this course. How do we measure poverty? What causes poverty and why does it persist? Power relations and value systems underlying the distribution of resources will be considered. While emphasizing the U.S. larger global issues about wealth and poverty will be introduced. The intersection of global location, gender, race/ethnicity, and family background on wealth and poverty will be addressed. Key concepts introduced include: stratification, life chances, status and prestige, lifestyle, power and powerlessness, social mobility, and class conflict. (Same course as 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 AFAM 3050, HE 3050).

Pre or Corequisites: HE 1000 and junior standing.

**WGS 3404  Sociology of Violence 3 credits**

Every Year

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

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

**WGS 3620  Victorian Literature 3 credits**

Offered periodically within a three-year academic cycle

This course will cover British literature and culture during Queen Victoria’s reign from 1837-1901. It was an age of
Women's and Gender Studies

Charles Dickens, the Brontës, Jane Austen, George Eliot, Oscar Wilde, Lewis Carroll, Bram Stoker and many other well-regarded writers. It was also an age of urbanization, class and gender conflict, religious crisis, bureaucratization, imperial expansion, and an information explosion that parallels our own. (Same course as ENG 3620).

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

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 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 COM 3652).

WGS 3900 Women's and Gender Studies Senior Seminar: Spring Semester Selected Topics
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 Communications 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. Students must earn a grade of C- or better to progress to WRIT 1400, Reading, Writing, Research I. This course cannot be taken on a Grade/Pass/Fail basis.
Prerequisite: Performance on Writing Assessment.

**WRIT 1400  Reading, Writing, Research I  3 credits**
*Fall and Spring Semesters*
This course introduces students to reading and writing at the college level, emphasizing the process of composing source-based essays to a specific audience and purpose. WRIT 1400 presents strategies for critical reading, purposeful revision, and reflection within a clear writing process. Time will be spent working on presenting ideas with clarity and correctness. This course meets the General Education First Year Core requirement.
Prerequisite: Successful completion of WRIT 1060 with a C- or above 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 on developing a sound research process from inquiry to final product using strategies for applying research methods in order to locate, critically read, and evaluate diverse texts (scholarly, popular, print, media). 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.
Division of Continuing and Graduate Studies

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. Courses are offered in Milton and Plymouth. 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: ccce@curry.edu.

Academic Enrichment Center (AEC)
The Academic Enrichment Center is dedicated to improving the basic academic skills and learning of all Curry students, from their first year to graduation. Located on the second floor of the Levin Library, the AEC accomplishes its mission in four ways: 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 bookstor@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. I.D. 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
20 North Park Avenue
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 formally are admitted into a degree program.

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

1. Completed Continuing Education Undergraduate Application for Admission form
2. Official high school transcript or GED Certificate. (Note: If you have completed more than 30 college credit hours, you may submit a copy of your high school diploma in lieu of the high school transcript)
3. Transfer applicants must also forward sealed official transcripts of all previous college coursework
4. If your native language is NOT English, you must demonstrate English proficiency in ONE of the following ways:

- Submit official documentation that you have graduated from a secondary school in which English was the official language of instruction

- Submit your 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.

The application forms for Continuing Education and RN-BS are available at both campus locations or may be downloaded from the Continuing Education web site. Applications for the ACCEL program are submitted through the http://www.nursingcas.org/ website.

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, 2017 for attending Fall 2017, October 1, 2017 for attending spring 2018, and February 1, 2018 for attending Summer 2018 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).
Graduate Programs

• 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 Nursing (MSN)
Graduate Programs

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 for Graduate Students

Graduate Degree Students
Whether enrolled on a full- or part-time basis, all graduate students must maintain Satisfactory Academic Progress (SAP) to receive financial aid.

Curry College has adopted the following SAP standards in accordance with the 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 three standards of measurement:

1. Cumulative Grade Point Average (qualitative) and
2. Minimum Grade Per Course
3. Credits Earned (quantitative)
4. Maximum Time Frame (length of study)

Cumulative Grade Point Average (Qualitative)
In order to retain financial aid eligibility, all graduate students enrolled in a degree program must maintain a minimum cumulative grade point average of 3.0 on a scale of 4.0. If a student’s GPA falls below 3.0, their financial aid eligibility will be reviewed.

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

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

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

For example, a student who has attempted 18 credits must successfully complete at least 12 of those credits.

For a part-time student, satisfactory academic progress will be evaluated at the end of each semester and the student will also be required to complete the same 67% of their credits to be considered to be making satisfactory progress and to be eligible for financial aid.

Maximum Time Frame (Length of Study)
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
Graduate Studies Policies

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 standing decision or other academic policy decision by submitting an Academic Petition form, available from the Registrar's Office or academic advisor. The Graduate Program Director and the Assistant Vice President of Continuing & Graduate Studies 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 or professor is not satisfied with the outcome of the appeal process, either party may initiate a meeting with the Assistant Vice President of Continuing & Graduate Studies through a written request. Both the student and professor may be present for the discussion with the Assistant Vice President of Continuing & Graduate Studies. When necessary, 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 Assistant Vice President of Continuing & Graduate Studies is final. A final grade appeal should be resolved by the end of the subsequent semester following the initial grade award.
Mission
The mission of the Curry College Master of Arts in Criminal Justice (MACJ) program is to provide students with the intellectual and pragmatic skills needed to become effective leaders, reflective practitioners, and ethical administrators of criminal justice agencies. The MACJ program and curriculum outcomes are designed to develop the critical thinking and problem-solving skills 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 though the integration of criminological and social theory with research and evidence-based analysis to assess how data and other types of information can be translated into effective and ethical policies and programs

• Innovation: Students will develop the ability to think critically and creatively using evidence-based analysis to address problems through novel and ethical solutions that can be evaluated through different frames of reference. In today’s dynamic world of criminal justice, technology plays an increasingly important role in developing, implementing, and evaluating innovative solutions
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.

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.

The Curriculum
The accelerated, 31-credit Master of Arts in Criminal Justice program consists of ten courses and may be completed in less than two years. The curriculum sequence begins by developing a foundation of knowledge in the four program cornerstones: public administration, ethical leadership, problem-solving, and innovation.

Students complete the entire program over ten, eight-week terms beginning with the course, The 21st Century Leader, followed by Social Policy and the Administration of Justice, Criminology: Theory and Application, Methods of Inquiry in Criminal Justice, and Criminal Justice Data Analysis. These five MACJ courses provide the intellectual and practical foundation necessary to complete the subsequent coursework. The MACJ program coursework culminates in a Capstone course, Innovation in the Administration of Justice, which requires students to complete a substantive group project addressing a contemporary criminal justice problem through the application of an innovative, applied research and problem-solving approach.
Master of Arts in Criminal Justice

Thesis Option
Students interested in pursuing an advanced graduate degree (Ph.D. or C.A.G.S.) beyond graduation will have the option of completing two independent courses over two traditional semesters. The student develops an in-depth concept paper for review and approval by the MACJ Director and a professor with expertise in the selected topic. The thesis option is contingent on high academic performance in the program, the viability of the thesis proposal, and the ability to complete the thesis over two sequential semesters. Students work closely with a professor who serves as a mentor throughout the duration of the thesis. Thesis students complete all courses except MCJ 6045 Contemporary Issues in Criminal Justice: Analysis and Application (or MCJ 6040, depending upon scheduling and timing of the student thesis and group project) and MCJ 7000 Innovation in the Administration of Justice, which are replaced by MCJ 7500 Master's Thesis I: Thesis Foundation and Prospectus (3 credits) and MCJ 7600 Master's Thesis II: Thesis and Defense (4 credits). Specific scheduling will be worked out with the mentor professor and the MACJ Director (see course descriptions in the following section).

Internship Option
For students seeking career entry into a criminal justice agency, MCJ 6090: MCJ Graduate Internship (3 credits) is available as an elective course in place of MCJ 6040: Contemporary Issues in Criminal Justice or MCJ 6045: Contemporary Issues in Criminal Justice: Analysis and Application, or MCJXXXX, Elective, Special Topics, Research Writing Intensive, with the approval of the MACJ Director.

Program Curriculum (31 credits)

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>FOURTH SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCJ 6005 Leadership in the 21st Century</td>
<td>MCJ 6020 Criminology: Theory and Applications</td>
</tr>
<tr>
<td>MCJ 6010 Social Policy and the Administration of Justice</td>
<td>MCJ 6040 Contemporary Issues I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND SEMESTER</th>
<th>FIFTH SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCJ 6015 Methods of Inquiry in Criminal Justice</td>
<td>MCJ 6045 Contemporary Issues II</td>
</tr>
<tr>
<td>MCJ 6080 Elective: Special Topics, Research Writing Intensive</td>
<td>MCJ 7000 Innovation in the Administration of Criminal Justice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCJ 6025 Criminal Justice Data Analysis</td>
</tr>
<tr>
<td>MCJ 6036 Criminal Justice Organizational Management: Change and Resource Allocation</td>
</tr>
</tbody>
</table>
Master of Arts in Criminal Justice

MCJ 6005  Leadership in the 21st Century  3 credits
This course examines modern methods of leadership and administration in criminal justice organizations with a focus on problem-solving and innovation. The goals of criminal justice organizations are examined from historical, theoretical and practical perspectives with an emphasis on effective models of leadership and reflective practice. Using evaluation instruments such as the Myers-Briggs Type Inventory, students complete self-assessment evaluations to discover their individual approaches to interpersonal communication, leadership and decision-making. Topics covered include: leadership development, problem-oriented policy and practice, the functions of a public service organization, methods for decision-making, and innovation in strategy, and vision and planning. Accountability issues of managers to both the administration and line level workers are emphasized.

MCJ 6010  Social Policy and the Administration of Justice  3 credits
Recognizing that leaders and administrators of criminal justice agencies must be cognizant of social policy issues, including unintended consequences and ethical considerations of current and emerging social policies and laws, this course examines contemporary social policy and law issues within the macro-political environment in which justice administrators must lead their organizations. The course will examine the dynamic role of criminal and civil law, both ‘on the books’ and its translation in ‘street level bureaucracy’.

MCJ 6015  Methods of Inquiry in Criminal Justice  3 credits
This course examines how to conduct criminal justice research and how leaders can be better consumers of criminal justice research and other types of information relative to the needs of their agencies. The relationship between theory, research, and practice is examined, leading students to develop an understanding of the differences between quantitative and qualitative research while exploring various methodological designs. Problems and errors associated with sampling, analysis of data, interpretation of results, and research limitations are presented. Important issues in criminal justice research are discussed including ethics, confidentiality, and vulnerable populations.

MCJ 6020  Criminology: Theory and Application  3 credits
Theories of criminology are examined from historical, empirical, and policy perspectives. Using the major criminological theories which explore crime and its etiology, students will explore and deconstruct the strengths and weaknesses of both historical and modern theories, with special attention to the role of theory in policy-making. Individual, structural, and social process theories are examined, with special attention to risk and protective factors in inhibiting or promoting crime. The behavior of criminal law will be explored.

MCJ 6025  Criminal Justice Data Analysis  3 credits
This course provides students with an understanding of how criminal justice research is conducted and how one systematically evaluates quantitative research reported in the criminal justice literature. Traditional data analysis, including the topical areas of measures of central tendency and dispersion, probability, sampling distributions, and univariate and multivariate techniques for hypothesis testing are examined. Students learn how to select appropriate statistical tests and how to properly interpret results. Utilizing analysis software such as SPSS or MS Excel, students perform analysis on a variety of criminal justice data.

MCJ 6036  Criminal Justice Organizational Management: Change and Resource Allocation  3 credits
As public administrators 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 6080  Elective: Special Topics, Research Writing Intensive  3 credits
This course will present a “deep dive” on a relevant contemporary criminal justice topic with a special focus on strengthening research writing. Working through the specific topic, students will learn to write a comprehensive literature review, using scholarly sources. There will be a special focus on developing information literacy and organizing extant research materials in writing. Connections to the cohort’s collaborative project may be prioritized in the selection of topics.
MCJ 6040  Contemporary Issues in Criminal Justice  3 credits
This course examines topical issues emerging in criminal justice and is designed to respond to the contemporary justice environment with a focus on innovative, ethical, problem-oriented approaches to various criminal justice issues, problems, and crime types. Specific topical issues will focus and align with the capstone project completed in MCJ 7000: MCJ Innovation in Criminal Justice. *Specific topics will vary, but could include domestic or community violence, policing, criminal procedure, juvenile justice, diversity in the justice system, inequality, corrections, or crime mapping/technology innovations.

MCJ 6045  Contemporary Issues in Criminal Justice: Analysis and Application  3 credits
This course deepens knowledge of the topical issues examined in MCJ 6040 through an analysis and/or application component that provide a hands-on perspective. Class projects and requirements are selected based on the topical content in MCJ 6040 and the capstone project completed in MCJ 7000. Students selecting the thesis or internship option may not be required to take this course (pending MACJ Director approval). Specific topics will vary, but could include domestic or community violence, policing, criminal procedure, diversity in the justice system, juvenile justice, inequality, corrections, or crime mapping/technology innovations.

MCJ 6090  MCJ Graduate Internship  3 credits
Graduate students with no previous work experience in a criminal justice setting may request a placement in a criminal justice or community service setting and supervision by a graduate faculty member. Approval of MACJ Director is required.

MCJ 7000  Innovation in the Administration of Justice  4 credits
Serving as a final capstone assessment instrument, students assume the role of a criminal justice leader to examine employee motivation, organizational and community culture, group dynamics, interpersonal and public communication, and how the ethics of management and labor impact the effectiveness of problem-solving and innovation. Basic intervention strategies for negotiating and resolving disputes and conflicts in criminal justice settings are reviewed with an eye toward innovative and ethical approaches. This course integrates the curriculum with the capstone project. Working with a faculty mentor, students are required to work as a team to address a real-world issue facing a criminal justice or community agency. Students work together to develop a comprehensive, innovative, ethical, and evidence-based approach to address this issue. Students approved for the thesis option are not required to complete MCJ 7000.

MCJ 7100  Independent Study  1 to 3 credits
Allows students to pursue particular research interest that is not normally a part of the MCJ curriculum or a part of the Capstone Seminar I or II. Working individually with a graduate faculty mentor, MCJ 7100 could involve either directed reading or independent research. Approval of MACJ Director required.

MCJ 7500  Master's Thesis I: Thesis Foundation and Prospectus  3 credits
In this first of two sequential courses, the thesis student will integrate knowledge and understanding developed in the core curriculum to prepare a thorough and analytic research prospectus on an appropriate thesis project topic. The prospectus will include a literature review, a compilation of resources and databases to be used in the research, a detailed research methodology, and an appropriate bibliography. The research project will be completed in Master's Thesis II. Approval of MACJ Director is required.

MCJ 7600  Master's Thesis II: Thesis and Defense  4 credits
The student will complete the thesis project begun in Master's Thesis I by initiating the individual research project, gathering data, sorting and identifying key variables, and integrating their findings within the context of the criminal justice theory and literature. The student critically analyzes the data and draws summary conclusions, prepares a written thesis and publicly defends their findings in an open forum. After successfully defending the thesis, the written thesis is bound and catalogued in the Levin Library for public use. Successful completion of MCJ 7500 and the approval of MACJ Director are required.
Master of Business Administration

Four business-critical themes are central to Curry College’s Master in Business Administration (MBA). The unique framework for the model of business excellence integrates:

I. Leadership and Ethics
II. Strategic Planning
III. Decision-Making Tools
IV. Problem Solving

Prerequisites:
The Common Body of Background Knowledge
Prerequisite courses are an important foundation of the MBA curriculum. Because this unique degree accepts students with diverse disciplinary backgrounds, the prerequisite courses ensure a common ‘language’ of business. Through their professional achievements, students may have achieved a minimum level of background knowledge in some areas of business. However, all students must have completed coursework in the seminal disciplines of economics, accounting, and statistics.

Therefore, students must complete the following courses in preparation for their graduate program:

- Principles of Economics – Micro or 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-.
Master of Business Administration

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 coursework 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.
Master of Business Administration

**MBA 6000 Human Resources 3 credits**
**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 3 credits**
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 3 credits**
Managerial Accounting will take the student beyond the preparation of financial statements and cost accumulation to the analysis of accounting information and the decision making policies and procedures that are enhanced by the systematic collection and reporting of financial data. Topics include cost analysis for decision-making and performance evaluation; strategic cost analysis; management control systems; income measurement; assets and liabilities; income taxes; statements of change in financial position; and capital budgeting. The emphasis of this course will be on the application of acquired accounting information and analytical techniques, to problem resolution and decision-making.

**MBA 6210 Strategic Financial Management 3 credits**
This course provides an opportunity to learn about investment and financing. The investment decision allocates scarce resources for projects in the organization and involves asset valuation, capital budgeting, and time value of money, risk management, and working capital management. The financing decision determines sources of cash to finance the investment decisions and involves capital structure, financial instruments, the risk-return Trade-off, financial planning, and the cost of capital. Ethical considerations and management in the global context are integrated into these topics. The emphasis of this course will be on the application of acquired financial information and analytical techniques, to problem solving and decision-making.

**MBA 6300 Strategic Managerial Economics 3 credits**
This course uses economic theory and tools to examine how a firm can make optimal managerial decisions in the face of the constraints it faces. It looks at three levels. First, it uses the theory of the firm as a unifying theme to examine the managerial decision-making process. Second, it then introduces a number of special topics such as firm architecture, industry analysis and competitive strategy, risk management, and international economies of scale. Third, it introduces an
MBA 6320  International Business  3 credits
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  3 credits
Information Technology is an integral discipline in establishing the competitive positioning of businesses and how they are managed. The infrastructure of business organizations relies on the IT structure and is a part of determining the strategy of the organization. The strategies of goal setting, positioning, and communications influences the success of an organization. Through use of case studies and hands-on technical sessions, this course will explore the process a manager follows in order to make informed decisions regarding the planning, implementation, and use of information and technology within an organization.

MBA 6410  Strategic Marketing  3 credits
This course stresses the strategic application of broadly accepted marketing concepts to the ever-changing global markets of today. The students will explore the strategic role of marketing within business firms and nonprofit organizations. Topics will include: industry and competitive analysis, customer analysis and consumer behavior, market segmentation, market research, distribution channel policy, product policy and strategy, pricing policy, advertising, sales force management, brand management, industry marketing, and services marketing. Based on weekly cases, readings, lectures, and research students will prepare weekly presentations to enhance discussion of the topics.

MBA 6500  Strategic Process and Planning  3 credits
This course examines business and corporate strategy. The focus is on strategic management, the process of choosing and defining purposes and objectives, formulating and implementing a viable strategy and monitoring strategic performance. The course develops a structure for strategic decision-making, which may be applied to all analytical challenges in the MBA program. Student cohort teams will develop their expertise using strategic analysis tools.

MBA 6510  Supply Chain Management and Operations Analysis  3 credits
This course helps students develop an understanding of the concepts and skills needed for the design and control of operations for service and manufacturing organizations. Operations management is a central skill for all managers, in every function, in 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 7600  Strategic Consulting Project:  3 credits  
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:  3 credits  
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.
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:

• Graduate Certificate in Reading (Leading to Initial Licensure as Reading Specialist, All levels)
• 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

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.
Master of Education

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 may 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.

In addition, prospective teachers are required to pass subject matter tests in their areas of licensure. These are:

- **Elementary and Special Education Concentrations:**
  Communication and Literacy Skills Reading and Writing Sub-tests; Foundations of Reading test, General Curriculum Math subtest; and General Curriculum Multi-Subject subtest.

- **Reading Programs:**
  Communication and Literature Skills Reading and Writing Subtests, Reading Specialist test.

- **Educational Leadership Candidates (Principal/Assistant Principal; Supervisor/Director; Director of Special Education):**
  Communication and Literacy Skills Reading and Writing Subtests must be taken and passed prior to admission to the program.
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.

**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.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER ONE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation and Preparation</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>MED 6110</td>
<td>Children, Society and Education</td>
<td>3</td>
</tr>
<tr>
<td>MED 6710</td>
<td>Fundamentals of Teaching</td>
<td>3</td>
</tr>
<tr>
<td><strong>SEMESTER TWO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 6040</td>
<td>Literacy and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>MED 6720</td>
<td>Inquiry-Based Instruction</td>
<td>3</td>
</tr>
<tr>
<td>MED 6440</td>
<td>Teaching Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td><strong>SEMESTER THREE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 6360</td>
<td>Balanced Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MED 6555</td>
<td>Math Applications</td>
<td>3</td>
</tr>
<tr>
<td><strong>SEMESTER FOUR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 6450</td>
<td>Strategies for Classroom Management and Pre-Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MED 6730</td>
<td>Classroom Based Assessment</td>
<td>3</td>
</tr>
<tr>
<td><strong>SEMESTER FIVE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 6015</td>
<td>Sheltered English Immersion</td>
<td>3</td>
</tr>
<tr>
<td>MED 6210</td>
<td>Practicum &amp; Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Required Credits 34
Master of Education

Special Education
(Initial License Teacher of Students with Moderate Disabilities, Pre-K-8)

Who Should Pursue This Program
This concentration prepares candidates to teach students with moderate disabilities, and leads to an Initial License for grades Pre-K-8. The program is appropriate for people who already serve in schools as para-professionals, aides, or teachers in other disciplines, as well as for career changers. It also provides the coursework necessary for currently licensed teachers who seek a master's to obtain a professional license.

Curriculum and Course Sequence
The Master’s in Special Education consists of 34 credits and is offered in a cohort format. Students join the cohort when it starts, and proceed through the program together. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last beyond the end of the program. Courses are taken in the order offered. Below is a sample schedule for the 20-month cohort.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>SEMESTER ONE</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orientation and Preparation</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>MED 6110 Children, Society and Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MED 6710 Fundamentals of Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>SEMESTER TWO</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MED 6040 Literacy &amp; Language Arts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MED 6720 Inquiry-Based Instruction</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MED 6440 Teaching Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>SEMESTER THREE</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MED 6555 Math Applications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MED 6420 Models of Programs for Special Needs Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>SEMESTER FOUR</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MED 6450 Strategies for Classroom Management &amp; Pre-Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MED 6430 Psycho-Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>SEMESTER FIVE</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MED 6015 Sheltered English Immersion</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MED 6210 Practicum &amp; Seminar</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Credits</strong></td>
<td>34</td>
</tr>
</tbody>
</table>
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 34 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.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER ONE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation and Preparation</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>MED 6110</td>
<td>Children, Society and Education</td>
<td>3</td>
</tr>
<tr>
<td>MED 6710</td>
<td>Fundamentals of Teaching</td>
<td>3</td>
</tr>
<tr>
<td><strong>SEMESTER TWO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 6040</td>
<td>Literacy &amp; Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>MED 6720</td>
<td>Inquiry-Based Instruction</td>
<td>3</td>
</tr>
<tr>
<td>MED 6440</td>
<td>Teaching Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td><strong>SEMESTER THREE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 6555</td>
<td>Math Applications</td>
<td>3</td>
</tr>
<tr>
<td>MED 6420</td>
<td>Models of Programs for Special Needs Children</td>
<td>3</td>
</tr>
<tr>
<td>---or--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 6360</td>
<td>Balanced Literacy</td>
<td>3</td>
</tr>
<tr>
<td><strong>SEMESTER FOUR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 6450</td>
<td>Strategies for Classroom Management &amp; Pre-Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MED 6430</td>
<td>Psycho-Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>-- or--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 6730</td>
<td>Classroom-Based Assessment</td>
<td>3</td>
</tr>
<tr>
<td><strong>SEMESTER FIVE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 6015</td>
<td>Sheltered English Immersion</td>
<td>3</td>
</tr>
<tr>
<td>-- or --</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED XXXX</td>
<td>[Insert a course not already taken from above]</td>
<td>3</td>
</tr>
<tr>
<td>XEDU 5703</td>
<td>How to Write an IEP</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Required Credits 34
## COURSE DESCRIPTIONS

**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 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 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 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. (Not offered, 2017-18.)

**MED 6040  Literacy and Language Arts: Strategies and Practice  3 credits**

This course explores the fundamental principles, theory, research, and practice of reading and language arts. It introduces the basic components of reading, from phonology and orthology through fluency, and considers emergent literacy, how the culture impacts reading, assessment of reading skills, writing, and the needs of English Language Learners. Students will be able to demonstrate knowledge of these fundamental principles of reading, and of the relationship between reading, writing, listening and speaking.

**MED 6060  Integrated Curriculum Math and Science  3 credits**

This course explores the theories, methods, and materials necessary for effective instruction in mathematics, technology, science, and health. Participants will become familiar with the curriculum standards and instructional practices of mathematics, science, and related disciplines. (Not offered, 2017-18.)
MED 6065  Integrated Curriculum - 3 credits
Social Studies and the Arts
This course is the first in a series of curriculum courses. It introduces the concepts of curriculum development, and explores theories, methods, and materials necessary for effective instruction in social studies, literature, and the arts. Participants will become familiar with the curriculum standards and instructional practices of the arts, social science, literature, and related disciplines.
(Not offered, 2017-18.)

MED 6070  Adapting and Differentiating 3 credits
Instruction
This course builds on theories of learning, curriculum, and instruction, and prepares teachers to adapt and differentiate their teaching to learner needs. Participants develop insight into how they and others learn and build skills in creating and delivering instruction that meets high standards and student needs. (Not offered, 2017-18.)

MED 6110  Children, Society and 3 credits
Education
From the one-room schoolhouse to No Child Left Behind, America's schools have been shaped and reshaped 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 6360  Balanced Literacy 3 credits
In this course students build on their understanding of the components of reading from MED 6040, and learn how to structure a series of reading activities that not only address the components of reading but also respond to students individual learning styles. Using a balanced literacy approach, participants learn how to design classroom reading through a combination of reading aloud, guided reading, shared reading, independent reading, and word study. In pursuing a balanced approach, the course will also consider additional strategies for encouraging students both to enjoy reading and to understand what they have read.

MED 6420  Models of Programs 3 credits
for Special Needs Students
This course explores the range of special education programs and services from historical, legal, ethical, social, and educational perspectives. Participants develop knowledge of federal and state laws and regulations governing special education, learn the roles and responsibilities of special educators, understand the services provided by related agencies, appreciate the various forms of programs, curriculum and instruction, and understand the educational technology related to special education students.
Prerequisite: MED 6440

MED 6430  Psycho-Educational 3 credits
Assessment and Planning for
Special Needs Students
This course examines standardized and informal methods of psycho-educational assessment of students. Participants learn procedures for documenting performance, identifying academic and cognitive strengths and weaknesses, and preparing psycho-educational reports. They learn to prepare and evaluate Individualized Education Programs (IEPs), and conduct collaborative conferences with teachers, parents, administrators and the community.
Prerequisite: MED 6440

MED 6440  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 education, 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.
Graduate Education Certificates

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 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 especially designed to provide aspiring school administrators with relevant education, hands-on preparation, and real-world practical experiences needed to qualify for a school leadership position. Developed in partnership with a select group of area districts, the program is built upon a collaborative working relationship between area school districts and Curry College. Using a unique practicum-linked assignment and assessment model to assure 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—6; 5-8; 9-12)
- 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 sequence of courses may vary due to the time of year a particular cohort starts. Below is a sample schedule for the program.

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 7010 Theory and Practice of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7150 Getting Started: Pre-Practicum in Educational Leadership (50 hours minimum)</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER TWO</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 7020 Leadership in Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7030 Human Resources, Operational Systems, and School-Based Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7160 Practicum in Educational Leadership (250 hours minimum)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER THREE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 7040 Community and Family Engagement</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7160 Practicum in Educational Leadership (250 hours minimum)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER FOUR</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 7050 Education Law, Ethics and Policies</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7060 Sheltered English Immersion for Administrators</td>
<td>1</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

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
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 1 credit
for Administrators
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 assuring 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.
Graduate Education Certificates

Certificate of Advanced Graduate Study in Education Leadership (CAGS)

The Certificate of Advanced Graduate Study in Educational Leadership builds on the Principal and Supervisor Licensure Program (PSL) described above. Candidates who complete the PSL program will have met all of the requirements to move forward and earn the CAGS. Whether they choose to do so is entirely at their option.

The PSL program is an intense educational experience in which students take classes that delve into the theory and research behind best leadership practices, and students spend 550 hours in an extended field experience. This 23 credit program meets all of the state standards for these licenses, and prepares students both to pass the PAL exam (for principal candidates), and to serve well in the leadership positions to which they aspire. In so doing, Curry’s PSL program serves as Phase I of the CAGS for students who choose to continue.

To this rigorous program, the CAGS adds four additional courses (13 credits) that allow students to build or expand on learning in the PSL. This opportunity for further in-depth study and continuing their own research will help them become the well-rounded and engaged professionals they aspire to be. The four additional courses, described below, supplement the PSL experience with coursework focused on research and reflection.

Applicants who have completed a principal licensure program at another institution in 2015 or later may be eligible to enter the CAGS, if they have met similar standards to those found in the PSL program. Educational leaders with older credentials may not enter the CAGS without a first phase similar to Curry’s PSL program, but may take individual courses for their own professional development. For more information on requirements for the program, contact the Program Coordinator or Director.

The complete course of study starting with PSL courses and adding the additional CAGS courses appears below.

Principal and Supervisor Licensure Program

EDL 7010 Theory and Practice of Leadership
EDL 7020 Leadership in Teaching and Learning
EDL 7030 Human Resources, Operational Systems, and School-based Budgeting
EDL 7040 Community and Family Engagement
EDL 7050 Education Law, Ethics and Policies
EDL 7060 Sheltered English Immersion for Administrators
EDL 7150 Pre-Practicum in Educational Leadership
EDL 7160 Practicum in Educational Leadership

Additional CAGS Courses

EDL 7070 Trends in 21st Century Education
EDL 7080 Diversity and Balance
EDL 7090 Teacher/Staff Quality through Differentiated Supervision
EDL 7170 Data Analysis, Planning and Action Research
EDL 7070  Trends in 21st Century Education  3 credits
This course explores both dramatic and incremental societal trends that have created significant need for change within the public schools. In the course, participants will identify and explore issues arising from increasing regulatory, legal and societal expectations. They will research, present and discuss current trends and questions such as: Is retention in grade effective? How much homework is enough? How can school leaders effectively and appropriately use modern communication vehicles? What is the impact of a zero-tolerance policy? How can teachers and administrators use data and technology to support learning, while simultaneously controlling its misuse, as in instances of bullying? How much testing is appropriate and what kinds of tests best support student learning? How can an appropriate and representative range of parents become involved in the school? Participants will complete the course by exploring a trend of particular interest in their home school, discussing related concerns and issues with school stakeholders, and developing a paper/presentation that outlines the issues, current practices, and considerations at the school. This paper will include recommended approaches to the issue, plus a reflection on leadership skills needed to address it.

EDL 7080  Diversity and Balance  3 credits
In Diversity and Balance, participants learn to identify students and families who are struggling, and to develop an organizational framework that supports students, teachers, and families. This framework must build and maintain respect between and among students, families and staff, helping all stakeholders work together to support all students and their families as the school seeks to address needs or find appropriate services. Participants in the course will explore and become familiar with the increasing state and federal regulations, expectations regarding family participation in the schools, mandated practices for teaching children whose native language is not English, and common and/or mandated approaches to student success. It will also explore issues for students such as those who are medically fragile, whose gender identities are different from their original gender identification, who have lost a close family member, or who live in violent circumstances, as well as other issues that may reflect those facing administrators participating in the class. Finally, participants will identify a challenge or goal with regard to student special needs or backgrounds in their own schools, research and explore ways to address this goal, and determine appropriate steps that might be taken to better serve students in their schools in this area or others.

EDL 7090  Teacher/Staff Quality through Differentiated Supervision  3 credits
In this course, participants will take a closer look at the dimensions of human resource management and development, and will address the particular issue of teacher supervision in depth. They will focus on formulating successful hiring, support and evaluation strategies, will identify ways to mentor new staff members, and will learn how to differentiate supervision for novice and veteran staff. In so doing, they will learn to distinguish between exemplary and less than satisfactory staff performance, have difficult conversations with struggling teachers, support staff morale, lead staff development, and allocate fiscal resources to accomplish educational goals. They will discuss the issues and theories of leadership and motivation that apply in evaluating teachers to increase their success. They will also learn to balance the legal requirements of personnel oversight with a humanistic implementation of policies and procedures. To be successful, educational leaders must be knowledgeable in content and pedagogy, and participants will learn theories and explore examples of successful approaches to building teachers’ classroom skills. Finally, the course will present the range of educational law with respect to hiring, collective bargaining, day to day supervision, and formative and summative evaluation, providing an opportunity for deeper exploration on a selection of these issues.
Pre-Requisite: EDL 7050 or the equivalent

EDL 7170  Data Analysis, Planning and Action Research  4 credits
In this course, CAGS candidates will build on data collection, analysis and program change efforts completed in the first phase of the program. The course provides an opportunity for these candidates to use additional research, internal data analysis, and an analysis of the success of those strategies to build on that previous work. Candidates will revisit the data collection, analysis and change efforts completed in the first phase of the program; will assess the status of strategies they implemented, and will then work with a small group of stakeholders to determine and implement next steps. They will also keep a journal of their work of at least 50 hours in the field, noting the analysis of their previous work and their efforts with their work group. They will then formulate an action plan, carry out at least one strategy of this plan (which may be an extension of their previous work), and reflect on how they used their leadership skills in this work, how well their strategies worked, what next steps might be taken, and what, if anything, they might have done differently.
Practicing administrators who are not pursuing a CAGS will examine data sources and existing practices in their schools to determine an area of need in student achievement. They will work with a small group of stakeholders which may include teachers, administrators, parents, students, and/or community members, to discuss strategies for addressing the area of need. They will formulate an action plan, implement at least one strategy, assess how the strategy worked, and reflect on what next steps might be taken, how they used and developed their leadership skills, and what, if anything, they might do differently in the future.
Prerequisite: EDL 7010 and EDL 7020, or equivalent.
Graduate Certificates in Education

Reading Specialist License

Post-Master’s Graduate Certificate in Reading:
Curry periodically offers a Post-Master’s certificate leading to an Initial License as a Reading Specialist (All Levels). The certificate is run as a cohort and consists of 21 credits taken over the course of a year (three semesters). Students in this program must have at least an initial license in another area of teaching and have taught under that license as a teacher of record in a public school for at least a year. They must also have passed the MTEL Communication and Literacy Skills Test. Call for more information.

The post-master’s certificate is designed for experienced teachers who want to earn a reading specialist’s license. Eligible teachers will already possess an earned Master’s degree in a discipline relevant to education, must possess a license to teach, and must have taught as a teacher of record under that license for at least one year. More experience is desirable. Students join a cohort starting at a particular time, and proceed through the program together. New cohorts are offered periodically, depending on demand. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last well past the end of the program. Courses are taken in the order offered. This program is offered on a periodic basis. Below is a sample schedule for the 12-month cohort.

READING COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 6360</td>
<td>Balanced Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MED 6330</td>
<td>Literature for Reading, Writing &amp; Thinking</td>
<td>3</td>
</tr>
<tr>
<td>MED 6350</td>
<td>Assessment &amp; Intervention in Reading</td>
<td>3</td>
</tr>
<tr>
<td>MED 6320</td>
<td>Improving Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>MED 6340</td>
<td>Teaching of Writing</td>
<td>3</td>
</tr>
<tr>
<td>MED 6300</td>
<td>Reflective Practice</td>
<td>2</td>
</tr>
<tr>
<td>MED 6310</td>
<td>Practicum – Reading</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Required Credits: 21

Students in the program take two courses each semester in a prescribed order, with an overlay of field observation during the first or second semester. Each course will meet on a single weekday evening, 5:30 – 9:00 for eight consecutive weeks, so that two courses are completed each 16-week semester, plus occasional Saturdays. The program consists of 21 credits, and usually lasts for three semesters (1 year). MED 6040 or its equivalent is required as a pre-requisite to this course. Courses for the certificate are drawn from the following.
MED 6040  Literacy and Language Arts: Strategies and Practice  3 credits
This course explores the fundamental principles, theory, research, and practice of reading and language arts. It introduces the basic components of reading, from phonology and orthology through fluency, and considers emergent literacy, how the culture impacts reading, assessment of reading skills, writing, and the needs of English Language Learners. Students will be able to demonstrate knowledge of these fundamental principles of reading, and of the relationship between reading, writing, listening and speaking.

MED 6320  Improving Reading Instruction  3 credits
This course provides greater depth and breadth in the fundamental principles of reading, along with appropriate background in literacy, language acquisition, second language acquisition (English Language Learners), and related topics. Building on assessment and intervention skills students have gained, it focuses on the application of instructional strategies and interventions. Topics will be addressed on a K-12 spectrum, and will consider the leadership role of a reading specialist in reading instruction.
Prerequisite: MED 6040

MED 6330  Literature for Reading, Writing and Thinking  3 credits
This course examines the selection and use of literature in elementary and secondary classrooms and literature programs, and the range of literature-based activities that can be used to promote student success and engagement in reading. Students will explore the essential aspects of a quality literature program, including genres, literature programs, methods to support reading comprehension and enjoyment, pre-and post-reading activities, and teaching and learning strategies such as literature circles. Students will consider current theories of literacy development, and will develop a working knowledge of the Mass. ELA frameworks.
Prerequisite: MED 6040

MED 6340  The Teaching of Writing  3 credits
This course reviews research on children's writing development, writing processes, and writing as it pertains to the process of language development and reading. Participants will explore instructional methods for teaching and assessing writing, and will develop a peer-reviewed portfolio of their own writing.
Prerequisite: MED 6040

MED 6350  Assessment and Intervention in Reading  3 credits
This course focuses on specific difficulties that children encounter when learning to read, including print awareness, motivation, vocabulary, fluency, phonemic awareness, and behavioral and organizational patterns. Students will become familiar with current tools and techniques in reading assessment, and will learn to determine the causes of reading problems and how to structure interventions to address them. Students will learn basic principles of assessment (validity, reliability, bias). They will learn to administer and interpret informal reading assessments, and to identify appropriate assessment instruments. They will also become familiar with, and develop initial interpretation skills for, standardized diagnostic instruments.
Prerequisite: MED 6040

MED 6360  Balanced Literacy  3 credits
In this course students build on their understanding of the components of reading from MED 6040, and learn how to structure a series of reading activities that not only address the components of reading but also respond to students individual learning styles. Using a balanced literacy approach, participants learn how to design classroom reading through a combination of reading aloud, guided reading, shared reading, independent reading, and word study. In pursuing a balanced approach, the course will also consider additional strategies for encouraging students both to enjoy reading and to understand what they have read.

MED 6400  Reflective Practice  2 credits
This two-credit course focuses on the development of initial teaching skills and the process of reflection as a means to enhance pedagogical practice. Students will observe and participate in classroom field experiences in settings appropriate to their licensure goals for a minimum of 150 hours over the course of a semester. By reflecting on those observations and activities, on the nature of teaching and learning, and on effective classroom practice, students will build analytical and pedagogical skills to help them refine and improve their own teaching.

MED 6410  Practicum and Seminar  4 credits
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.
Prerequisite: Successful completion of Pre-Practicum – MED 6450.
Graduate Certificates in Education

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's Master of Science in Nursing is designed for nurses who want to enhance their practice with cutting-edge knowledge and skills. Among the program features are:

- Convenient campus locations
- A superb nursing faculty committed to excellence in nursing education
- A cohort based model where students will stay together as a group throughout the program
- A 2-year commitment; one full day of classes per week
- Extensive clinical immersion at a range of clinical sites

**Application for Admission**
Curry accepts applications on a rolling basis and space in the cohort is limited. Admissions decisions are normally made within two weeks of the receipt of all application materials. We encourage applicants to complete their applications 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 classes held one day each week for four semesters. Students entering Curry's MSN degree program commit to continuous enrollment with the same group of students. Therefore, once enrolled, changing cohorts is not an option, except for extraordinary reasons. Extraordinary reasons, for example, are documented health or family emergencies.

Any student who requests to delay continuous enrollment in their cohort must make a formal request in writing to the Graduate Director of the MSN 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 MSN Program, with final approval or rejection by the Assistant Vice President of Continuing and Graduate Studies. All decisions are final.

**Length of Time to Complete Program**
All course work and program requirements must be completed within six years.

**Grades and Academic Standing**
The minimum passing grade in each course is a B- (80) and is necessary for progression in the program. A grade of C+ or lower in any course is cause for academic review. A course can only be repeated once. Students must maintain a minimum grade point average of 3.0 to remain in good academic standing. Academic review will take place if the GPA falls below a 3.0. Students must also maintain a satisfactory rate of progress measured by cumulative attempted credits.

A student is making satisfactory progress when at least 67% of attempted credits have been completed with a passing grade.

The complete Graduate Academic Standing policy can be found 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.
**Master of Science in Nursing (MSN)**

**Curriculum Requirements**
The MSN program is comprised 35 credits. The first two semesters include core graduate nursing courses. The first year of the curriculum is identical for both concentrations; the concentrations diverge in semester 3 of Year 2.

**Semester 1**
- **MSN 6200** Advanced Pathophysiology  3 credits
- **MSN 6000** Advanced Assessment and Clinical Reasoning  3 credits
- **MSN 6600** Information and Health Information Systems  3 credits

**Semester 2**
- **MSN 6300** Nursing Theory, Science and Evidence-Based Practice  3 credits
- **MSN 6500** Advanced Pharmacology  3 credits
- **MSN 6040** Research and Statistical Analysis  3 credits

**MSN 6000  Advanced Assessment and Clinical Reasoning  3 credits**
Semester 1
Advanced assessment builds on basic physical assessment concepts and addresses comprehensive health assessment. The course applies clinical decision making models while integrating assessment skills and techniques. Emphasis is placed on techniques of complete history taking and systematic physical assessment utilized by the master’s prepared nurse in the identification of health needs in differing care environments.

**MSN 6040  Research and Statistical Analysis  3 credits**
Semester 2
This course examines research design, analysis, and strategies for incorporation into nursing practice. It focuses on methods of using research findings to solve identified clinical problems, and in developing questions appropriate for population-based research. The course prepares students to conduct analytic critiques of the research literature for scientific merit, and to synthesize these critiques for application to practice. Students will examine evidenced based guidelines and will articulate how evidenced-based research can be used to implement and evaluate outcomes. The course emphasizes research-based nursing practice in clinical population management.

**MSN 6200  Advanced Pathophysiology  3 credits**
Semester 1
This course emphasizes utilizing knowledge of physiological alterations as a framework for clinical decision-making. Includes novel and break through scientific gains in pathophysiology using the most current literature and evidence.

**MSN 6300  Nursing Theory, Science and Evidence Based Practice  3 credits**
Semester 2
This course focuses on nursing science, nursing theorists, adjunctive discipline theorists, and the use of evidence based information to advance nursing knowledge. Learners discuss and analyze conceptual and theoretical perspectives specific to advanced nursing practice. The processes of creating theory based practice guidelines will be explored. Emphasis is on creating strategies for making theory based practice a reality in the practice environment.

**MSN 6500  Advanced Pharmacology  3 credits**
Semester 2
Advanced pharmacology builds upon a basic understanding of the concepts and principles of pharmacology. Advancing knowledge of drug actions, clinical usage of drugs and rationales for drug therapy are included. Physiological factors of disease processes are related to drug mechanisms.

**MSN 6600  Information and Health Information Systems  3 credits**
Semester 1
This hybrid course will use classroom and online approaches for class content. TIGER (Technology Informatics Guiding Educational Reform) competencies will guide course content. Students will assess systems that underlie all information technologies, and change theories. Students will utilize informatics to assess the care environment and to improve patient care outcomes and will demonstrate a beginning competency in informatics to monitor, educate and improve organizational and clinical performance. The role of the master’s prepared nurse as a participant in the design and implementation of information technology systems in departmental and hospital-wide initiatives will be understood in the context of current workplace environments.
Master of Science in Nursing (MSN)

The curriculum courses for both tracks in Year 2:

Semester 3
MSN 6450  Health Policy, Systems and Financing  3 credits

Semester 4
MSN 6100  Leadership  3 credits
MSN 7892  Capstone Course: Seminar (scholarly project)  2 credits

MSN 6450  Health Policy Systems and Financing  3 credits

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 6100  Leadership  3 credits

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 theories, 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, and advocacy, vision and creativity are discussed as they apply to the nurse leader position. Relationship management and human resource skills are emphasized. 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 7982  Capstone Seminar  2 credits

The capstone seminar allows students to apply skills acquired in their master’s course work and collaborate more with faculty to design a specific clinical project. Using critical analysis of data sets or other clinical instruments for decision-making, the student will implement a project or an evidence-based practice intervention. The final paper will be submitted in a form suitable for presentation. Clinical topics and populations will focus on the leading health indicators and national priority areas.
**Master of Science in Nursing (MSN)**

Four courses in the Nurse Educator concentration may be taken separately, if students want to earn a Nurse Educator Certificate. The Nurse Educator 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.

**NURSE EDUCATOR CONCENTRATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN 6200 Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6000 Advanced Assessment and Clinical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6600 Information and Health Information Management</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN 6300 Nursing Theory, Science and Evidence-based Practice</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6500 Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6040 Research and Statistical Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN 6460 Curriculum Theory, Design, Frameworks Development, and Evaluation Methods</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6760 Teaching Strategies and Evaluation Methods</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6450 Health Policy, Systems and Financing</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN 6100 Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MSN 7892 Capstone Course: Seminar (scholarly project)</td>
<td>2</td>
</tr>
<tr>
<td>MSN 7863 Teaching Practicum in Nursing Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Credits:** 35
Master of Science in Nursing (MSN)

Nurse Educator Courses

MSN 6460  Curriculum Theory, Design, Frameworks Development, and Evaluation Methods  
3 credits  
Semester 3
This course will provide the student with practical applications in nursing and health-related curriculum design, including the development of a teaching/learning philosophy, mission statement, programmatic goals, learning objectives, individual courses, and teaching plans for diverse learning populations. The course will explore 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  
3 credits  
Semester 3
This course will explore adult learning theories; social, legal and ethical considerations; teaching strategies and evaluation methods related to nursing education. The course will incorporate 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 will be introduced. Various teaching modalities will be 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  Teaching Practicum in Nursing Education  
3 credits  
Semester 4
This practicum experience will expand and refine the analytical and organizational competencies necessary for the nurse educator role. Paired with a preceptor and under the direction of faculty, the student will obtain a fuller perspective of what nurse educators achieve in academic and clinical settings. Assignments from earlier courses will create a basis for an education project within the agency. Learning opportunities will 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 (135 hours).

Nurse Leader CONCENTRATION REQUIREMENTS

Four courses in the Nurse Leader concentration may be taken separately, if students want to earn a Nurse Leader Certificate. The Nurse Leader 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.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN 6200 Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6000 Advanced Assessment and Clinical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6600 Information and Health Information Management</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN 6300 Nursing Theory, Science and Evidence-based Practice</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6500 Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6040 Research and Statistical Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>
### Master of Science in Nursing (MSN)

#### Semester 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN 6470</td>
<td>Organizational Leadership in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6770</td>
<td>Quality Improvement Science and Risk Management in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6450</td>
<td>Health Policy, Systems and Financing</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Semester 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN 7892</td>
<td>Capstone Course: Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MSN 7873</td>
<td>Leadership Practicum in Quality and Regulation (130 hours)</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6100</td>
<td>Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Credits:** 35

### MSN 6470 Organizational Leadership in Healthcare
Semester 3

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 are analyzed including the Agency for Healthcare Research and Quality (AHRQ), the National Quality Forum (NQF), the Institute of Medicine (IOM), National Patient Safety Goals, and the Institute for Healthcare Improvement (IHI). The student uses data and analytics essential to advancing organizational performance. Students develop business and financial management skills to improve health care outcomes. The course focuses on the collaboration, consultation and system 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
Semester 3

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 will be 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 will be analyzed. Theoretical and research bases for effecting change in healthcare systems to improve patient outcomes is a major focus.

### MSN 7873 Leadership Practicum in Quality and Regulation
Semester 4

This practicum experience will expand and refine the analytical, leadership and organizational management competencies related to the systems leadership role. Paired with a nurse leader/manager in a selected care environment, the student will focus on gaining a full perspective of the current and evolving organizational leadership role, with a focus on quality, risk management and processes of health care delivery. The student will attend agency organization and management meetings and will take responsibility for the design, coordination and management of a health care project appropriate to the student’s chosen population (130 hours).
Master of Science in Nursing (MSN)

Graduate Certificates in Nursing

The four core courses in the Nurse Educator or Nurse Leader 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 Nurse Educator Concentration Requirements or the Nurse Leader Concentration Requirements sections of the Catalog for a listing of the courses in each discipline.
Academic Advising
The Academic Advising office 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 Academic Advising Office 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 Office 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 Advising Office 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 top floor of AAPC across from the elevators.

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 on the second floor of the Levin Library, 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, by staffing the Writing Center and Math Lab with professional staff tutors and writing specialists and by offering a variety of non-credit workshops each semester. 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 The Academic Writing Process, 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, and Introduction to Academic Reading: Global Emphasis and Study Abroad Seminar. See page 29 for course descriptions. Non-credit seminars in time management, essay writing, test taking strategies and proper citation are offered periodically.

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 interli-
Library 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>$36,780</td>
<td>$36,780</td>
</tr>
<tr>
<td>Standard Room Rate (multiple occupancy)</td>
<td>$8,275</td>
<td>$10,535</td>
</tr>
<tr>
<td>Standard Room Rate (single occupancy)</td>
<td>$10,535</td>
<td>$12,065</td>
</tr>
<tr>
<td>886 (multiple occupancy)</td>
<td>$9,125</td>
<td>$11,355</td>
</tr>
<tr>
<td>886 (single occupancy)</td>
<td>$11,355</td>
<td>$13,585</td>
</tr>
<tr>
<td>Suites Rate (multiple occupancy)</td>
<td>$9,555</td>
<td>$10,886</td>
</tr>
<tr>
<td>SCRH (multiple occupancy)</td>
<td>$10,525</td>
<td>$12,065</td>
</tr>
<tr>
<td>SCRH (single occupancy)</td>
<td>$12,765</td>
<td>$14,295</td>
</tr>
<tr>
<td>Bell Hall (multiple occupancy)</td>
<td>$9,825</td>
<td>$11,355</td>
</tr>
<tr>
<td>Bell Hall (single occupancy)</td>
<td>$12,065</td>
<td>$13,585</td>
</tr>
</tbody>
</table>

Food Plan Options
17 meals per week $7,140
14 meals per week $6,460
10 meals per week $4,920

Comprehensive Fee $908

PAL Fee/Credit Bearing (if applicable) $6,940
PAL Fee/Non-credit bearing (if applicable) $6,780
PAL Supportive Fee (if applicable) $3,650
New Student Orientation Fee $340

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 2017-2018 year is $2,829 for the full year and $1,638 for spring admits.

For additional information on the Curry College sponsored student health insurance plan, brochures are available online at www.gallagherstudent.com/curry

Important Health Insurance Note for students enrolling in the summer 2018 semester:

Students continuing enrollment in the summer semester and who purchased health insurance through the College during fall 2017 or spring 2018 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.gallagherstudent.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; as a result, you cannot waive the College’s insurance based on this type of coverage.

** The total cost for resident students is based on 14 meals per week and a standard multiple occupancy room.

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.

Yearbook Fee
All seniors are charged a $75 yearbook fee on their spring bill. Students may opt out of receiving a yearbook by completing a waiver form available in the Office of Student Affairs by the published deadline.

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 $1,226. The tuition charge for each credit of a total course load below 12 credits in any one semester is $1,226. 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 $1,226. 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
Financial Information

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, Tuition Management Systems (TMS) which allows payments to be spread over the course of the academic year.

Billing Statements
Electronic Bills are available via the myCurry portal, beginning this year. 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. If you elect to, on the e-consent form, you may also have a billing statement sent to the permanent home address on file. 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.

Students can view their current bill online by logging onto their myCurry account through the portal at

- www.curry.edu
- clicking on the finances tab
- clicking on the student account invoice

New transactions may take up to 24 hours to appear online.

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
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.

- Enter your banking information.
- Click Save after entering the information

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 on the portal:
• 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 Tuition Management Systems (TMS) monthly payment plan payments will not be considered for this purpose. The vouchers may be used to purchase textbooks and supplies in the Campus Bookstore. All vouchers expire 30 days from the date of issue. Unused voucher amounts will be returned to your student account within 60 days of their expiration date.

You may request a Bookstore Voucher by:
• Logging into your myCurry account
• Click on the myFinances tab
• Click Bookstore Voucher request

**REFUND SCHEDULE**
Entering student deposits for fall semester 2017 are refundable up to May 1, 2017.

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:

<table>
<thead>
<tr>
<th>New and Transfer Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal during the First Week</td>
<td>90%</td>
</tr>
<tr>
<td>Second Week</td>
<td>80%</td>
</tr>
<tr>
<td>Third Week</td>
<td>80%</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>70%</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>60%</td>
</tr>
<tr>
<td>Sixth Week</td>
<td>60%</td>
</tr>
<tr>
<td>Seventh Week</td>
<td>50%</td>
</tr>
<tr>
<td>Eighth Week</td>
<td>40%</td>
</tr>
<tr>
<td>Ninth Week</td>
<td>40%</td>
</tr>
<tr>
<td>Thereafter</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Returning Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal during the First Week</td>
<td>90%</td>
</tr>
<tr>
<td>Second Week</td>
<td>50%</td>
</tr>
<tr>
<td>Third Week</td>
<td>50%</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>25%</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>25%</td>
</tr>
<tr>
<td>Sixth Week</td>
<td>25%</td>
</tr>
<tr>
<td>Seventh Week</td>
<td>25%</td>
</tr>
<tr>
<td>Thereafter</td>
<td>0%</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Fee Schedule</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All housing deposits are non-refundable and non-transferable, regardless of the time of, or reason for, the termination of this Agreement.</td>
<td></td>
</tr>
<tr>
<td>The amount the student is responsible to pay will consist of pro-rated charges based on the date the Agreement is deemed</td>
<td></td>
</tr>
</tbody>
</table>
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>

**Check-In Day**

<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>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 During the SPRING Semester and Student is a NEW or TRANSFER Student in the SPRING 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>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Week</td>
<td>10%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Second Week</td>
<td>20%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Third Week</td>
<td>20%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>30%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>40%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Sixth Week</td>
<td>40%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Seventh Week</td>
<td>50%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Eighth Week</td>
<td>60%</td>
<td>$1,000</td>
</tr>
<tr>
<td>Ninth Week</td>
<td>60%</td>
<td>$1,000</td>
</tr>
<tr>
<td>After Ninth Week</td>
<td>100%</td>
<td>[None]</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>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior to June 1, 2017</td>
<td>[None]</td>
<td>[None]</td>
</tr>
<tr>
<td>June 1 – June 29</td>
<td>[None]</td>
<td>$500</td>
</tr>
<tr>
<td>June 30 – July 15</td>
<td>[None]</td>
<td>$700</td>
</tr>
<tr>
<td>July 16 – July 31</td>
<td>[None]</td>
<td>$1,000</td>
</tr>
<tr>
<td>August 1 – August 15</td>
<td>[None]</td>
<td>$1,500</td>
</tr>
<tr>
<td>August 16 –</td>
<td>[None]</td>
<td>$2,000</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</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>Spring Semester</td>
<td></td>
<td></td>
</tr>
<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>
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 term(s) scheduled to be attended.

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.
Financial Information

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.
• 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 cumulative number of credits a student has attempted versus the cumulative number of credits a student has earned and a maximum of 180 credits. For example:
• A student who has attempted 30 credits should have successfully completed at least 20 of those credits.
• Full-time students typically must earn at least 20 credits per year. In other words, the student should have earned 1/6 of the total number of credits required to complete the degree by the end of the first year, 2/6 or 40 credits by the end of the second year, etc.

Maximum Time Frame (Length of Study)
Students must complete all of their degree requirements within the maximum allowable time frame which cannot be longer than 150% of the published length of the program or the required number of credits of the student’s degree program. Students enrolled full-time and earning a 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 fol-
Financial Information

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 Finance for Student Financial Services, 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.

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 Finance for Student Financial Services, Director of Financial Aid, Registrar, Academic Success Coordinator, a member of the Academic Dean’s Office and as applicable, a representative from the 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

**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 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, 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, 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 may impact you and your eligibility for financial aid. Policies can be reviewed at [http://www.curry.edu/programs-and-courses/undergraduate-programs/tuition-and-financial-aid/policies.html](http://www.curry.edu/programs-and-courses/undergraduate-programs/tuition-and-financial-aid/policies.html)

**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.

Ernest P. Anastos Scholarship – This scholarship was established by Ernest P. “Ernie” Anastos ’61, a Communication alumnus and a New York City television news anchor-man. It is awarded to a deserving communication major of good character, academic ability, and financial need, with preference given to a student aspiring to a career in television.

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 Kiddier 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 prom-
ise 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.

**Agnes M. Lindsay Trust** – This scholarship grant is awarded to students from rural New England with financial need. (Rural is defined by the Trust as 15,000 inhabitants or fewer.)

**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 Juanaite 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 management. 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 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.

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 as of September 2013, will also be considered for a Curry Success Scholarship. Students meeting a minimum high school GPA and SAT/ACT score will be 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 continuous, 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 for September, 2017, the Curry Spirit Award in the amount of $10,000 is awarded to students who meet selection criteria and are renewable 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.
Financial Information

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 is offered to select full-time, degree seeking undergraduate students who we believe will 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.

Merit Scholarships for Students Who Entered Curry as of the 2013-2014 Academic Year
If you were offered a merit scholarship (Trustees Scholarship, Academic Achievement Scholarship, Curry Success Scholarship or Excellence In Education Scholarship) at the time of Admission, your scholarship is automatically renewable for 3 additional years provided you continue to maintain the minimum cumulative GPA outlined in your offer letter and remain continuously enrolled in consecutive semesters in the College as a full-time student in a degree program. You are not required to file a FAFSA to receive a merit based award but you are encouraged to do so. All merit scholarships will be credited to the student’s tuition account approximately one week after the end of the add/drop period for the semester.

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.

Tuition Waivers/Tuition Exchange
Receipt of either a Tuition Waiver or Tuition Exchange Award invalidates any prior offer of institutional aid including but not limited to merit scholarships, non-need-based awards, need-based grant or tuition discounts. Additionally need-based federal and state aid eligibility may be impacted.

Resident Assistant (RA) Discount
Once you have applied, been selected and accept the role of a Resident Assistant, the Residence Life Office will notify Student Financial Services of your hired status. You will be awarded a RA discount per the terms of your hire date and employment period. All discounts are credited to the student’s tuition account approximately one week after the end of the add/drop period for the semester.
FEDERAL PROGRAMS

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 $606 to a maximum of $5,920 for the academic year 2017-2018 and 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.

TEACH Grant Agreement to Serve and Promise to Pay
You must sign a TEACH Grant “Agreement to Serve” and “Promise to Pay” (service agreement) each year you receive a TEACH Grant. Both forms are available online on the Department of Education’s website. The TEACH Grant service agreement specifies the conditions under which the grant will be awarded, the teaching service requirements, and your acknowledgment that if you do not meet the teaching service requirements, you must repay the grant as a Federal Direct Unsubsidized Loan with interest accrued from the date the grant funds were first disbursed.

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.

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
A federally funded, need-based educational loan for students with exceptional need. 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 a student who has not successfully completed a program of undergraduate education or $6,000 per award year for a graduate or professional student. The maximum aggregate amount an eligible student may borrow is: (1) $20,000 for an undergraduate student who has completed two academic years and is pursuing a bachelor’s degree; (2) $40,000 for a graduate or professional student, including loans borrowed as an undergraduate student; and (3) $8,000 for any student who has not completed two academic years of undergraduate work. First time borrowers must complete an entrance interview online at http://www.mappingyourfuture.org/oslc/. Students who are awarded these funds must sign a Promissory Note before funds can be disbursed. You will be notified during the summer about completing your Promissory Note. Information that you borrowed this loan will be sent to the National Student Loan Data System (NSLDS), and will be accessible by guarantee agencies, lenders and institutions determined to be authorized users of the data system. Students are required to complete a FAFSA annually for consideration. Funds are credited to the student’s tuition account approximately one week after the end of the add/drop period for the semester. Federal Perkins Loans are serviced by ACS. ACS can be contacted via telephone by calling 1-800-835-4611 Monday through Friday 8:00 am - 11:00 pm EST.

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

Important Note: This federal aid program is being phased out by the federal government. Students offered these funds as part of their financial aid package and who do not complete loan paperwork and have their fall semester loan disbursed to their student account prior to the phase out will be ineligible to receive these funds. Lost loan funds will not be replaced with other funds.

*Under certain circumstances repayment of a Federal Perkins Loan may be deferred or cancelled. During deferment, payments are not required and interest does not accrue. After deferment, the borrower is entitled to a post-deferment grace period of six, consecutive months. Borrowers may be eligible for deferment, cancellation, forbearance or discharge under certain circumstances. The Federal Perkins Loan Addendum may be found online at www.curry.edu. Federal Perkins Loans are serviced by ACS. ACS can be contacted via telephone by calling 1-800-826-4470 , Monday through Friday 8:00 am - 11:00 pm EST.

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

Each Stafford borrower is entitled to a six-month grace period which begins the day you graduate, withdraw** or become enrolled less than halftime. While the borrower is in a grace period, no payment is 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) be-
fore 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, 2017, 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: 4.45% for 2017-2018.
- Interest and principal are subsidized by the government until the student ceases to be enrolled at least half-time. Interest accrues during the grace period for loans made after July 1, 2012.
- Repayment begins 6 months after the student graduates, withdraws or stops attending school at least half-time
- Up to a 10 year repayment period - $50 minimum monthly payment.
- 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
- 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. For 2017-2018, interest rates are as follows: Undergraduate, Subsidized and Unsubsidized Direct Loans: 4.45%, Graduate Unsubsidized Direct Loans: 6.0%
- 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.

Aggregate Loan Limits – Federal Direct Stafford Loans

<table>
<thead>
<tr>
<th>Dependent Undergraduate Students (whose parents were not denied a PLUS loan)</th>
<th>Federal Base Limit for Federal Direct Subsidized and Federal Direct Unsubsidized Loans</th>
<th>Additional Limit for Federal Direct Unsubsidized Loans</th>
<th>Total Limit for Federal Direct Unsubsidized Loans (minus Federal Direct Unsubsidized amounts for replacement of PLUS denials)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$23,000</td>
<td>$8,000</td>
<td>$31,000</td>
<td></td>
</tr>
</tbody>
</table>

| Independent Undergraduate Students (and dependent students whose parents were denied a PLUS loan) | $23,000 | $34,500 | $57,500 |

| Graduate and Professional Students (including undergraduate Stafford loans) | $65,500 | $73,000 | $138,500 |
Financial Information

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

We suggest Macbook or Macbook Pro users utilize Mozilla Firefox Internet Browser to avoid complications signing in to www.StudentLoans.gov. Please note that Federal Direct Loan funds will not be credited to your student account until you have completed the Entrance Counseling requirement, and the Federal Direct Loan Master Promissory Note and received confirmation from the U.S. Department of Education that both requirements have been satisfactorily completed. Any student who ceases to be enrolled at least half-time in a degree program and who borrowed a federal student loan (FFELP and/or Federal Direct) subsidized and/or unsubsidized at any time while enrolled at the College is required to complete Exit Counseling either online at www.studentloans.gov or in person with a representative of the Student Financial Services Office. Information that you borrowed from the Federal Direct Loan Program will be sent to the National Student Loan Data System (NSLDS), and will be accessible by guarantee agencies, lenders and institutions determined to be authorized users of the data system.

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

Federal Loan Repayment (FFELP and Direct Loans)
All FFELP and Direct Loans (Stafford, PLUS and Grad PLUS) require repayment. To view information on Repayment Terms and Plans visit http://studentaid.ed.gov/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. Many states such as New Hampshire, Connecticut, Pennsylvania and Vermont 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.

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 2017-2018 are not yet finalized by the Commonwealth. For 2016-2017, these grants ranged from $300-$1,700 per academic year. 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 $500 to $1,700 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:
Financial Information

• 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.

• 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 Tuition Management Systems (TMS) to offer an interest-free tuition monthly payment plan to Curry's families. Informational brochures and payment plan applications are mailed to all students.

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 Alternative 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 alternative 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 Alternative 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 federal and state student financial aid. Students seeking study abroad opportunities are encouraged to speak with a financial aid counselor to discuss their individual circumstances.

Enrollment in a Study Abroad Program which Curry directly partners with is 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 http://www.curry.edu/programs-and-courses/undergraduate-programs/ tuition-and-financial-aol/policies.html
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.

Help Resources
Massachusetts Department of Higher Education
Room 1401
One Ashburton Place
Boston, MA 02108-1696
Phone: (617) 994-6950
Fax: (617) 727-6397
Website: http://www.mass.edu/

If you have complaints against a post-secondary institution contact the state department of higher education for help with resolving the complaint.

U.S. Department of Education
FSA Ombudsman Group
830 First Street, N.E., Mail Stop 5144
Washington, DC 20202-5144
Phone: 1-877-557-2575
FAX: 202-275-0549

The Federal Student Aid Ombudsman Group of the U.S. Department of Education is dedicated to helping resolve disputes related to Direct Loans, Federal Family Education Loan (FFEL) Program loans, Guaranteed Student Loans, and Perkins Loans. The Ombudsman Group is a neutral, informal, and confidential resource to help resolve disputes about your federal student loans.

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.
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.

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.

Tests
Candidates for admission as freshmen are required to take the SAT or the ACT. Official scores of the new or old SAT, or ACT must be sent directly to the Admission Office from the appropriate testing agency. The tests are given several times a year, and it is recommended that high school students plan to take their test at such a time that the results will reach the Admission Office by the time the Committee begins its review of applications in September. Submission of the SAT or ACT results is optional only for students who are candidates for the Program for Advancement of Learning (PAL). Please note: Students who are not admitted to PAL will be required to submit SAT or ACT scores if they would like to be considered for admission to Curry without PAL.

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 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/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 much as 60 hours of credit, or the equivalent of two years.
Admission Information

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 on-line 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.
# The Board of Trustees

## Officers of the Corporation

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. PATRICK HUGHES, P’96</td>
<td>Chair</td>
</tr>
<tr>
<td>DR. JOHN J. SANTILLI ’71</td>
<td>Vice Chair</td>
</tr>
<tr>
<td>KA THRYN M. SARDELLA ’67</td>
<td>Clerk</td>
</tr>
<tr>
<td>DR. JAMES M. SULLIVAN</td>
<td>Treasurer</td>
</tr>
</tbody>
</table>

## Members of the Board of Trustees

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Company</th>
<th>City/State</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON. ANTHONY M. CAMPO ’79</td>
<td></td>
<td>Milton, Massachusetts</td>
</tr>
<tr>
<td>DR. RUTH ELLEN FITCH ’11</td>
<td></td>
<td>Brookline, Massachusetts</td>
</tr>
<tr>
<td>DAVID K. HEMENWAY ’81</td>
<td></td>
<td>New York, New York</td>
</tr>
<tr>
<td>W. PATRICK HUGHES, P’96</td>
<td></td>
<td>Stratham, New Hampshire</td>
</tr>
<tr>
<td>VINCENT J. LOMBARDO</td>
<td></td>
<td>Randolph, Massachusetts</td>
</tr>
<tr>
<td>JOHN T. MAHONEY, III, ESQ.</td>
<td></td>
<td>Fairview Millwork, Inc.</td>
</tr>
<tr>
<td>DR. JOYCE A. MURPHY ’99</td>
<td></td>
<td>UMass Medical School</td>
</tr>
<tr>
<td>ROBERT M. PLATT ’67, P’00</td>
<td></td>
<td>Chestnut Hill, Massachusetts</td>
</tr>
<tr>
<td>JOSEPH P. PLUNKETT, III</td>
<td></td>
<td>Milton, Massachusetts</td>
</tr>
<tr>
<td>MITCHELL I. QUAIN, P’01</td>
<td></td>
<td>The Carlyle Group</td>
</tr>
<tr>
<td>KENNETH K. QUIGLEY, JR.</td>
<td></td>
<td>Curry College</td>
</tr>
<tr>
<td>ThOMAS J. QUINLAN, III, P’13</td>
<td></td>
<td>LSC Communications</td>
</tr>
<tr>
<td>DR. JOHN J. SANTILLI ’71</td>
<td></td>
<td>Brockton, Massachusetts</td>
</tr>
<tr>
<td>KATHRYN M. SARDELLA ’67</td>
<td></td>
<td>Educator</td>
</tr>
<tr>
<td>DR. JAMES M. SULLIVAN</td>
<td></td>
<td>Sullivan &amp; Company, Inc.</td>
</tr>
<tr>
<td>ANDREW B. WRUBLIN ’76</td>
<td></td>
<td>Dalan Management</td>
</tr>
</tbody>
</table>
The Administration

Office of the President

KENNETH K. QUIGLEY, JR.
President of the College
B.S., Boston College
J.D., Villanova University

AMY M. BIANCHI
Assistant to the President
B.A., Salem State College
M.Ed., Bridgewater State College

ACADEMIC AFFAIRS OFFICE

DAVID SZCZERBACKI
Provost & Vice President of Academic Affairs
B.A., M.A., Gannon University
Ph.D., State University of New York at Buffalo

CARRIE L. COKELY
Associate Vice President for Academic Affairs
B.A., Russell Sage College
M.A., Ph.D., Syracuse University

MICHAEL A. BOSCO
Assistant Vice President for Academic Affairs
A.S., B.S., Johnson & Wales University
M.Ed., Curry College

DESIREE HENSEL
Dean, School of Nursing
B.S., Indiana University
M.S., Ball State Post
PhD, Walden University

JUNE E. KOUKOL
Registrar
B.A., Curry College

ED TALLENT
Dean of Faculty
B.A., University of Massachusetts, Amherst
M.L.S., Simmons College

CONTINUING EDUCATION & GRADUATE STUDIES

TRICIA McCONVILLE
Assistant Vice President of Continuing and Graduate Studies
M.B.A. Northeastern University

STEVEN BELAIEF
Senior Director of Continuing and Graduate Studies
Director of Milton Campus
B.S., Boston University

ANNE F. BERRIAULT
Director of Plymouth Campus
B.S., Bridgewater State College
M.B.A., Framingham State College

ADMISSION

JANE P. FIDLER
Vice President of Admission & Dean of Undergraduate Admission
M.S., Simmons College

KEITH ROBICHAUD
Associate Vice President of Admission
B.A., Rhode Island College
M.B.A., Nichols College

ATHLETICS

VINCENT ERUZIONE
Director of Athletics
B.A., College of the Holy Cross

CHRIS MCKEON
Assistant Athletic Director for Communications
B.A., Mitchell College

CAITLIN ROBERTS
Assistant Sports Information Director
Head Coach, Women’s Lacrosse
Senior Woman Administrator
B.A., New England College

FINANCE OFFICE

ERIC NORMAN
Vice President for Finance & Chief Financial Officer
MBA University of Connecticut
B.S. University of Southern Connecticut

STUDENT FINANCIAL SERVICES

STEPHANNY ELIAS
Associate Vice President for Student Financial Services
B.A., University of Massachusetts Dartmouth
M.A., Rhode Island College

LINDA BRENNAN
Assistant Director of Student Financial Services/Director Financial Aid
B.A., College of Staten Island

HUMAN RESOURCES

MIRLEN MAL
Vice President for Human Resources
J.D. Syracuse University
M.B.A. California State Polytechnic University
B.S. University of California, Riverside

The Administration
The Administration

INSTITUTIONAL ADVANCEMENT

CHRISTOPHER LAWSON
Vice President for Institutional Advancement
B.S., Bentley University

FRANCES L. JACKSON
Associate Vice President for Institutional Advancement
B.A., University of Massachusetts Amherst

ALYSSA SAMUELS
Senior Advancement Officer
B.S., Northeastern University

LISA MACDONALD
Assistant Vice President, Student Affairs
B.A., University of Hartford
M.A., Virginia Tech

CURRY EARLY CHILDHOOD CENTER

ERICA PIERCE
Director
B.A., Simmons College
Ed.M., Harvard University

FACILITIES

ROBERT G. O’CONNELL
Director of Buildings and Grounds

JAMES HARDING
Assistant Director of Buildings and Grounds
B.A., Framingham State College
M.S., Massachusetts Maritime Academy

TECHNOLOGY CENTER

DEBORAH GELCH
Chief Information Officer
B.A., Wellesley College
M.S., Lasell College

JULIE ZUROWSKI
Director of Support Services
B.S., Bryant College
M.B.A., Curry College

INSTITUTIONAL PLANNING

SUSAN W. PENNINI
Vice President of Institutional Planning
B.S., Slippery Rock State College
M.Ed., Curry College
Ph.D., Lesley University

MICHAEL LOCONTO
College Counsel
B.A., The Florida State University
J.D., Northeastern University

RACHEL KING
Associate Dean for Title IX
B.A., University of Rochester
M.A., Boston College
Ph.D., University of Northern Colorado

STUDENT AFFAIRS

MARYELLEN M. COLLITON KILEY
Vice President of Student Affairs & Dean of Students
B.A., University of Massachusetts Dartmouth
M.Ed., Northeastern University

ALLISON COUTTS O’CONNOR
Associate Vice President for Student Affairs
B.A., Assumption College
M.A., Boston College

LISA MACDONALD
Assistant Vice President, Student Affairs
B.A., University of Hartford
M.A., Virginia Tech

FACILITIES

ROBERT G. O’CONNELL
Director of Buildings and Grounds

JAMES HARDING
Assistant Director of Buildings and Grounds
B.A., Framingham State College
M.S., Massachusetts Maritime Academy

TECHNOLOGY CENTER

DEBORAH GELCH
Chief Information Officer
B.A., Wellesley College
M.S., Lasell College

JULIE ZUROWSKI
Director of Support Services
B.S., Bryant College
M.B.A., Curry College

LISA MACDONALD
Assistant Vice President, Student Affairs
B.A., University of Hartford
M.A., Virginia Tech

FACILITIES

ROBERT G. O’CONNELL
Director of Buildings and Grounds

JAMES HARDING
Assistant Director of Buildings and Grounds
B.A., Framingham State College
M.S., Massachusetts Maritime Academy

TECHNOLOGY CENTER

DEBORAH GELCH
Chief Information Officer
B.A., Wellesley College
M.S., Lasell College

JULIE ZUROWSKI
Director of Support Services
B.S., Bryant College
M.B.A., Curry College
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>LYNN ABRAHAMS (1997)</td>
<td>Associate Professor, PAL</td>
<td>B.A., Hartwick College, M.Ed., Lesley University, Ph.D., Lesley University</td>
</tr>
<tr>
<td>SARAH ALBRIGHT (1995)</td>
<td>Assistant Professor, PAL</td>
<td>B.A., M.Ed., Curry College</td>
</tr>
<tr>
<td>EDWARD ALLAN (2006)</td>
<td>Professor, Sociology &amp; Criminal Justice</td>
<td>B.A., Rhode Island College, B.S., M.S., Salve Regina College, Ph.D., State University of New York at Albany</td>
</tr>
<tr>
<td>JANET AMBROGNE (2017)</td>
<td>Associate Professor, Nursing</td>
<td>B.S.N., Fitchburg State College, M.S., University of Virginia, Ph.D., Medical College of Georgia, Certificate, Stony Brook University</td>
</tr>
<tr>
<td>DON ANDERSON (2003)</td>
<td>Professor, Nursing</td>
<td>B.S., Boston University, M.S., University of Massachusetts Lowell, Ed.D., Vanderbilt University</td>
</tr>
<tr>
<td>MELISSA ANYIWO (2007)</td>
<td>Professor, Politics and History</td>
<td>B.A., Ph.D., University of Wales Swansea</td>
</tr>
<tr>
<td>AARON ARNOLD (2014)</td>
<td>Assistant Professor, Sociology &amp; Criminal Justice</td>
<td>B.A., Virginia Tech, M.A., Ph.D., George Mason University</td>
</tr>
<tr>
<td>SARAH AUGUSTO (2015)</td>
<td>Assistant Professor, Sociology &amp; Criminal Justice</td>
<td>B.A., Hampshire College, M.A., Ph.D., University of California, Davis</td>
</tr>
<tr>
<td>MARIA BACIGALUPO (1977)</td>
<td>Professor, PAL</td>
<td>B.A., Curry College, M.S., Suffolk University, M.Ed., Ed.D., Harvard University</td>
</tr>
<tr>
<td>JAYSON BAKER (2011)</td>
<td>Assistant Professor, Communication</td>
<td>B.A., University of New Haven, M.S., Rensselaer Polytechnic Institute, M.A., Trinity College, Ph.D., University of Rhode Island</td>
</tr>
<tr>
<td>JENNIFER M. BALBONI (2008)</td>
<td>Associate Professor, Sociology &amp; Criminal Justice</td>
<td>B.S., Westfield State College, M.S., College of Criminal Justice, Ph.D., Northeastern University</td>
</tr>
<tr>
<td>MICHAEL BENNETT (2000)</td>
<td>Professor, Business Management</td>
<td>B.A., Carleton University, M.A., Ph.D., Queen’s University</td>
</tr>
<tr>
<td>ROSE J. BIGLER (2004)</td>
<td>Professor, Sociology &amp; Criminal Justice</td>
<td>B.A., Mercer University, M.S., Northeastern University, Ph.D., Rutgers University</td>
</tr>
<tr>
<td>EDWARD S. BRADFORD III</td>
<td>Associate Professor, Academic Enrichment</td>
<td>B.A., M.A., Middlebury College, M.S., Johns Hopkins University</td>
</tr>
<tr>
<td>PRISCILLA BROOKS (2008)</td>
<td>Associate Professor, Education</td>
<td>B.S., Columbia University, M.Ed., University of Vermont, Ph.D., Lesley University</td>
</tr>
<tr>
<td>JULIAN BRYSON</td>
<td>Assistant Professor, Fine and Applied Arts</td>
<td>B.M., University of Tennessee, M.M., University of Tennessee, D.M.A., University of Kentucky</td>
</tr>
<tr>
<td>WILLIAM J. BUCKLEY (1994)</td>
<td>Assistant Professor, Natural Sciences &amp; Mathematics</td>
<td>B.A., Boston College, M.S., Ph.D., University of Massachusetts Boston</td>
</tr>
</tbody>
</table>
The Faculty

EFRAM L. BURK (2006)
Professor, Fine and Applied Arts
B.A., University of Maine, Orono
M.A., Boston University
Ph.D., Pennsylvania State University

CASEY BURNETT (2016)
Assistant Professor, Nursing
B.S., Fairfield University
M.S., Northeastern University
D.N.P., Northeastern University

GRANT BURRIER (2014)
Assistant Professor, Politics and History
B.A., University of the South: Sewanee
Ph.D., University of New Mexico

LAURA CALLIS (2017)
Assistant Professor, Natural Sciences & Mathematics
B.A., University of Massachusetts, Amherst
M.A., George Washington University
Ph.D., Boston University

STEPHANIE CAPPADONA (2014)
Assistant Professor Sociology & Criminal Justice
B.S., University of Houston
M.S., Ph.D., Northeastern University

ELIZABETH CAREY (2013)
Associate Professor, Psychology
B.A., Rhode Island College
M.Ed., Bridgewater State College
Ph.D., Suffolk University

JACQUELINE CARROLL (2004)
Assistant Professor, Nursing
B.S., Boston College
M.S., Duke University

JENNIFER CEVEN MCNALLY (2012)
Associate Professor, Natural Sciences & Mathematics
B.A., Wheelock College
M.S., Montana State University
Ed.D., Montana State University

SAVINDRIE COORAY
Associate Professor, Business Management
B.S., Manchester Metropolitan University
M.S., University of Portsmouth
Ph.D, University of Portsmouth

AMANDA CRABB (2017)
Assistant Professor, Sociology & Criminal Justice
A.A., Cottey College
B.A., State University of New York, Buffalo
M.A. University of Alabama
Ph.D. Northeastern University

REBECCA CUDTMORE
Assistant Professor, Sociology & Criminal Justice
B.A., Boston College
M.A., William James College
Ph.D., Northeastern University

ROBIN CUNNINGHAM (2017)
Assistant Professor, Nursing
B.S.N., Northeastern University
M.S.N., D.N.P, Regis College

DAVID M. DAGGETT (1999)
Associate Professor, Natural Sciences & Mathematics
B.A., Williams College
M.Ed., Harvard University
C.A.G.S., Boston University

ELIZABETH DELANO-DYKAS (2014)
Assistant Professor, Business Management
B.S., M.S., Bryant University
J.D., Suffolk University

KAREN DOHERTY (2014)
Assistant Professor, Nursing
B.S., SUNY Binghamton
M.S.N., University of Massachusetts, Boston
The Faculty

GARRETT EASTMAN (2016)
Associate Professor, Levin Library
B.A., Kenyon College
M.I.S., Simmons College

ANTHONY FABRIZIO (2005)
Professor, Business Management
B.S., Merrimack College
M.B.A., University of Massachusetts Lowell
Ph.D., Southern New Hampshire University

BRIAN FENNELL (2015)
Associate, Professor, Education
B.A., Colgate University
M.Ed., University of Massachusetts, Boston
M.Ed., Northeastern University
Ph.D., Queen’s University Belfast

MARYANN GALLANT (1985)
Professor, Applied Technology
B.S., Northeastern University
M.Ed., Lesley College

DEBRA LEE GARREN (1985)
Professor, Communication
B.A., M.F.A., Brandeis University

JEROME GIBBS (2002)
Professor, Communication
B.S., Fitchburg State College
M.A., American University

DEANNA L. GORDON (1997)
Professor, Applied Technology
B.A., Framingham State College
M.Ed., Curry College

JULIE GRADY (2014)
Assistant Professor, Nursing
R.N., Brockton Hospital School of Nursing
B.S.N., M.S.N., Curry College

HOLLY GRAY (2013)
Associate Professor, Education
B.S., Salisbury University
M.A., Point Park University
Ed.D., University of North Carolina at Chapel Hill

STEVEN GUNNING (2003)
Associate Professor, Business Management
B.A., University of Miami
J.D., New England School of Law

LARRY HARTENIAN (1998)
Professor, Politics and History
B.A., University of Wisconsin at Madison
Ph.D., Rutgers University

LAURA HUBBARD (1994)
Professor, PAL
B.S., Fitchburg State College
M.A., The University of San Francisco
Ph.D., Lesley University

ALLAN HUNTER (1986)
Professor, English
B.A., M.A., D.Phil., Oxford University

LINDSAY P. ILLICH (2011)
Associate Professor, English
B.A., M.A., Ph.D., Texas A&M University

SANFORD KAYE (1978)
Professor, English
A.B., Harvard University
M.A., University of California at Berkeley

PATRICIA KEAN (1995)
Professor, PAL
B.S., State University of New York at Buffalo
M.Ed., Curry College
Ed.D., Walden University

ROBERT L. KEIGHTON (1966)
Professor, Politics and History
B.A., Swarthmore College
M.A., Ph.D., University of Pennsylvania

JUDITH KIRWAN KELLEY (1996)
Professor, Sociology & Criminal Justice
B.S., Boston State College
R.N., Newton Wellesley Hospital School of Nursing
M.Ed., Bridgewater State College
M.P.H., Boston University
A.M., Ph.D., Brown University

AMANDA KENNEDY (2016)
Assistant Professor, Sociology & Criminal Justice
B.A., Florida Atlantic University
M.A., Ph.D., State University of New York at Stony Brook
The Faculty

GAGAN KHERA (2017)
Associate Professor, Psychology
B.A., Wellesley College
Ph.D., George Washington University

MICHELLE LeBLANC (2003)
Instructor, Education
B.A., University of Massachusetts Amherst
M.Ed., Curry College

ROBERT C. MacDOUGALL (2007)
Professor, Communication
B.A., M.A., D.A., University at Albany, New York

RONALD KRAWITZ (2012)
Professor, Applied Computing
B.A., University of Michigan
M.B.A., Widener University
Ph.D., Nova Southeastern University

ROBERT LeBLANC (2017)
Assistant Professor, English
Ph.D., University of Rhode Island
M.A., Fitchburg State College
B.A., College of the Holy Cross

EMILY MacINTYRE (2014)
Assistant Professor, Nursing
B.S.N., Northeastern University
M.S.N., Simmons College

ELIZABETH C. KUDZMA (1977)
Professor, Nursing
B.S., M.S., Boston College
D.N.Sc., Boston University
M.P.H., Harvard University

JEFF LEMBERG (2010)
Associate Professor, Communication
B.S., University of Bridgeport
M.A., Boston University
Ph.D., University of Maryland

BETTE MANTER (2003)
Assistant Professor, Philosophy and Religion
B.S., Mount Holyoke College
M.T.S., Th.D., Harvard Divinity School

IRIS G. KUMAR (2000)
Associate Professor, Fine and Applied Arts
B.F.A., University of Michigan
M.A., M.F.A., University of Iowa

ANN-MARIE LEONARD-ZABEL (2002)
Professor, Psychology
B.A., University of Massachusetts Boston
M.Ed., Bridgewater State College
Ed.D., Nova Southeastern University

ANDREW MAYDONEY (2013)
Assistant Professor, Fine and Applied Arts
M.F.A., Cranbrook Academy of Arts
B.A., University of Massachusetts, Dartmouth

KATHLEEN LaCHANCE-GALANG
Assistant Professor, Natural Sciences & Mathematics
B.S., University of Massachusetts Dartmouth
Ph.D., Boston College

ROSLYN LEVY (2008)
Assistant Professor, Levin Library
B.A., University of Rochester
M.S., Simmons College

MICHELLE McMAHON (2007)
Associate Professor, Nursing
B.S.N., M.S.N., Salem State College
Ph.D., University of Massachusetts, Dartmouth

KATHLEEN LaCHANCE-GALANG
Assistant Professor, Natural Sciences & Mathematics
B.S., University of Massachusetts Dartmouth
Ph.D., Boston College

ROSLYN LEVY (2008)
Assistant Professor, Levin Library
B.A., University of Rochester
M.S., Simmons College

DAVID MILLER (1992)
Professor Levin Library
B.A., University of Massachusetts Amherst
M.A., Emerson College
M.S., Simmons College

JEFF LEMBERG (2010)
Associate Professor, Communication
B.S., University of Bridgeport
M.A., Boston University
Ph.D., University of Maryland

KAREN S. LISCHINSKY (1999)
Associate Professor, Sociology & Criminal Justice
A.B., Suffolk University
M.S.W., Boston University
Ph.D., Northeastern University

KATHERINE MORRISON (2008)
Professor, Education
B.S., M.S., Bowling Green State University
Ph.D., University of South Carolina

MICHELLE McMAHON (2007)
Associate Professor, Nursing
B.S.N., M.S.N., Salem State College
Ph.D., University of Massachusetts, Dartmouth

BETTE MANTER (2003)
Assistant Professor, Philosophy and Religion
B.S., Mount Holyoke College
M.T.S., Th.D., Harvard Divinity School

ANDREW MAYDONEY (2013)
Assistant Professor, Fine and Applied Arts
M.F.A., Cranbrook Academy of Arts
B.A., University of Massachusetts, Dartmouth

MICHELLE McMAHON (2007)
Associate Professor, Nursing
B.S.N., M.S.N., Salem State College
Ph.D., University of Massachusetts, Dartmouth

ROBERT LeBLANC (2017)
Assistant Professor, English
Ph.D., University of Rhode Island
M.A., Fitchburg State College
B.A., College of the Holy Cross

EMILY MacINTYRE (2014)
Assistant Professor, Nursing
B.S.N., Northeastern University
M.S.N., Simmons College

ROBERT C. MacDOUGALL (2007)
Professor, Communication
B.A., M.A., D.A., University at Albany, New York

KATHLEEN LaCHANCE-GALANG
Assistant Professor, Natural Sciences & Mathematics
B.S., University of Massachusetts Dartmouth
Ph.D., Boston College

ROSLYN LEVY (2008)
Assistant Professor, Levin Library
B.A., University of Rochester
M.S., Simmons College

DAVID MILLER (1992)
Professor Levin Library
B.A., University of Massachusetts Amherst
M.A., Emerson College
M.S., Simmons College

KATHERINE MORRISON (2008)
Professor, Education
B.S., M.S., Bowling Green State University
Ph.D., University of South Carolina

LORI LUBESKI (1998)
Instructor, PAL
B.A., M.A., San Francisco State University
Ph.D., Lesley University

KATHERINE MORRISON (2008)
Professor, Education
B.S., M.S., Bowling Green State University
Ph.D., University of South Carolina
ANJANA MUDAMBI (2016)
Assistant Professor, Communication
B.A., India University
M.A., Ohio University
Ph.D., University of New Mexico

LESLIE MURAY (2000)
Professor, Philosophy and Religion
B.A., Whittier College
M.R., School of Theology at Claremont
Ph.D., The Claremont Graduate School

MAUREEN MURPHY (2003)
Professor, Nursing
B.S.N., University of Massachusetts Boston
M.Ed., Curry College
M.S.N., Case Western Reserve University
Ph.D., University of Massachusetts Lowell

JOHN C. MURRAY (2007)
Professor, Philosophy & Religion
B.A., The Catholic University of America
M.A., Harvard University
Ph.D., University of Rhode Island

SUSAN NATALE (2017)
Assistant Professor, Nursing
B.S.N., M.S.N., Northeastern University

EMILY NOWICKI (2017)
Assistant Professor, Natural Sciences & Mathematics
B.S., College of New Jersey
Ph.D., University of Texas

EILEEN O’CONNELL (2007)
Professor, Nursing
B.A., Goddard College
M.S., University of Michigan
Ph.D., University of Massachusetts Boston

EILEEN O’KEEFE (1994)
Assistant Professor, Nursing
B.S., Boston College
M.S., Boston University

SANDRA GEORGE O’NEIL (2000)
Associate Professor, Sociology & Criminal Justice
B.S., Georgetown University
M.A., Ph.D., Boston College

MAUREEN O’SHEA (2003)
Associate Professor, Nursing
B.S., Fitchburg State College
M.S., Simmons College
D.N.P., Regis College

Professor, Sociology & Criminal Justice
B.A., Central Washington University
M.A., Ph.D., Washington State University

SUSAN W. PENNINI (1984)
Associate Professor, PAL
B.S., Slippery Rock State College
M.Ed., Curry College
Ph.D., Lesley University

JANIS L. PETERS (1997)
Professor, PAL
B.A., University of Massachusetts Amherst
M.Ed., Tufts University
Ph.D., Walden University

Associate Professor, English
B.A., M.A., Arizona State University
Ph.D., University of Rhode Island

DEBRA PETRIZZO (2017)
Professor, Management
B.A., M.A., Chadron State College
D.B.A., Argosy University

BARBARA PINCHERA (2006)
Professor, Nursing
B.S., Curry College
M.S., Boston College
DNP, Regis College

KARA PROVOST (2007)
Professor, Academic Enrichment
B.A., Hampshire College
M.A., Ph.D., University of Minnesota

KENNETH K. QUIGLEY, JR. (1985)
Professor, Business Management
B.S., Boston College
J.D., Villanova University

WILLIAM NANCARROW (2001)
Professor, Politics and History
B.M., Berlee College of Music
M.A., Northeastern University
Ph.D., Boston College

SILAS PEARMAN III (2015)
Professor, General Education
B.A., Furman University
M.A., University of North Carolina
Dr.P.H., University of South Carolina

SHEENA MURRAY (2014)
Assistant Professor, Business Management
B.A., California State University, Sacramento
M.A., Ph.D., University of Colorado, Boulder

MAUREEN MURPHY (2003)
Professor, Nursing
B.S.N., University of Massachusetts Boston
M.Ed., Curry College
M.S.N., Case Western Reserve University
Ph.D., University of Massachusetts Lowell

JOHN C. MURRAY (2007)
Professor, Philosophy & Religion
B.A., The Catholic University of America
M.A., Harvard University
Ph.D., University of Rhode Island

SUSAN NATALE (2017)
Assistant Professor, Nursing
B.S.N., M.S.N., Northeastern University

EMILY NOWICKI (2017)
Assistant Professor, Natural Sciences & Mathematics
B.S., College of New Jersey
Ph.D., University of Texas

EILEEN O’CONNELL (2007)
Professor, Nursing
B.A., Goddard College
M.S., University of Michigan
Ph.D., University of Massachusetts Boston

EILEEN O’KEEFE (1994)
Assistant Professor, Nursing
B.S., Boston College
M.S., Boston University

SANDRA GEORGE O’NEIL (2000)
Associate Professor, Sociology & Criminal Justice
B.S., Georgetown University
M.A., Ph.D., Boston College

MAUREEN O’SHEA (2003)
Associate Professor, Nursing
B.S., Fitchburg State College
M.S., Simmons College
D.N.P., Regis College

Professor, Sociology & Criminal Justice
B.A., Central Washington University
M.A., Ph.D., Washington State University

SUSAN W. PENNINI (1984)
Associate Professor, PAL
B.S., Slippery Rock State College
M.Ed., Curry College
Ph.D., Lesley University

JANIS L. PETERS (1997)
Professor, PAL
B.A., University of Massachusetts Amherst
M.Ed., Tufts University
Ph.D., Walden University

Associate Professor, English
B.A., M.A., Arizona State University
Ph.D., University of Rhode Island

DEBRA PETRIZZO (2017)
Professor, Management
B.A., M.A., Chadron State College
D.B.A., Argosy University

BARBARA PINCHERA (2006)
Professor, Nursing
B.S., Curry College
M.S., Boston College
DNP, Regis College

KARA PROVOST (2007)
Professor, Academic Enrichment
B.A., Hampshire College
M.A., Ph.D., University of Minnesota

KENNETH K. QUIGLEY, JR. (1985)
Professor, Business Management
B.S., Boston College
J.D., Villanova University
The Faculty

LINDA ROMANO (1999)  
Instructor, Sociology & Criminal Justice  
B.A., University of Massachusetts Boston  
M.A., Boston College

PADRICK RITCH (2017)  
Assistant Professor, Communications  
B.F.A., Northern Michigan University  
M.F.A., Boston University

MARY RYAN (1982)  
Professor, Levin Library  
B.S., Bridgewater State College  
M.L.S., Simmons College

HEIDI SCHULTZ (2017)  
Assistant Professor, Fine and Applied Arts  
M.F.A., Kent State University  
B.F.A., B.S., Northwest Missouri State University

MAGUEYE SECK (1995)  
Professor, Sociology  
B.A., M.A., University of Massachusetts Boston  
Ph.D., Brandeis University

JOANNE RUANE SELTZER (2006)  
Professor, Education  
B.S., M.Ed., Ed.D., Boston University

ERNEST SILVER (1985)  
Professor, Business Management  
B.S., Northeastern University  
M.B.A., Babson College

JULIA SLOAN (2015)  
Professor, General Education  
B.A., Tulane University  
M.A., University of Charleston and The Citadel  
Ph.D., The University of Houston

ADAM M. STEARN (2015)  
Assistant Professor, Sociology & Criminal Justice  
B.A., University of Massachusetts, Boston  
M.S., Ph.D., Northeastern University

BRUCE D. STEINBERG (1974)  
Professor, Psychology  
B.S., City College of the City University of New York  
M.S., Ph.D., Tufts University

PATRICIA STEPHENS (2016)  
Associate Professor, English  
B.A., M.A., City College of the City University of New York  
Ph.D., New York University

KAROLINE SZATEK (2007)  
Professor, English  
B.A., North Adams State College  
M.A., Bridgewater State College  
Ph.D., Indiana University of Pennsylvania

DAVID SZCZERBACKI (2014)  
Professor, Business Management  
B.A., M.A., Gannon University  
Ph.D., State University of New York at Buffalo

EDWARD TALLENT (2011)  
Assistant Professor, Levin Library  
B.A., University of Massachusetts, Amherst  
M.L.S., Simmons College

LINDA TENOFSKY (1991)  
Professor, Nursing  
B.S., Boston College  
M.S., Boston University  
Ph.D., Boston College  
C.A.G.S., MGH/Institute of Health Professions

ISHANI TEWARI (2016)  
Assistant Professor, Business Management  
B.Sc., Massachusetts Institute of Technology  
M.A., Ph.D., Brown University

RYAN THEROUX (2013)  
Associate Professor, First Year Studies  
B.A., Rhode Island College  
M.S., University of Rhode Island  
Ph.D., University of Nevada

COLEEN TORONTO (2012)  
Associate Professor, Nursing  
B.S.N., Northeastern University  
M.S.N., Framingham State University  
Ph.D., University Massachusetts Dartmouth

JEROLD S. TOUGER (1974)  
Professor, Natural Sciences & Mathematics  
B.A., Cornell University  
Ph.D., City College of the City University of New York

MARIE TURNER (1994)  
Professor, Natural Sciences & Mathematics  
B.S., University of Massachusetts Boston  
Ph.D., Boston College
EVELYN O. UGWU-GEORGE (2006)
Assistant Professor, General Education
B.A., University of Nigeria
M.Ed., University of Oregon
MLIS, University of Rhode Island
Graduate Certificate, University of Massachusetts Boston

LAURA VANDERBERG
Professor, PAL
B.A., University of Notre Dame
M.Ed., Harvard University
Ph.D., Tufts University

ELIZABETH WADE (2017)
Assistant Professor, Natural Sciences & Mathematics
B.S., Brandeis University
M.A., Harvard University
Ph.D., University of Connecticut

STEPHANIE WALKER (2016)
Associate Professor, Natural Sciences & Mathematics
B.A., Wells College
Ph.D., Cornell University

JULIANNE WALSH (2017)
Assistant Professor, Nursing
B.S.N., Salve Regina College
M.S.N. Curry College

TRACY WANG (2002)
Professor, Natural Sciences & Mathematics
B.S., Beijing Normal University
M.S., Ph.D., University of Connecticut

RONALD H. WARNERS (1974)
Professor, Fine and Applied Arts
B.A., Calvin College
M.A., University of Michigan
D.A., Ball State University

DIANE WEBBER (1991)
Professor, PAL
B.A., LeMoyne College
M.Ed., Boston University
Ph.D., Lesley University

MELISSA WEINSTEIN (2016)
Assistant Professor, Education
B.A., M.P.H., University of Massachusetts Amherst
Ph.D., Indiana University Bloomington

ERICA B. WEISER (2001)
Professor, Psychology
B.S., University of Iowa
Ph.D., Texas Tech University

KATHLEEN A. WILMOT (1984)
Associate Professor, PAL
B.A., Curry College
M.S., Radford University

NANCY E. WINBURY (1991)
Professor, PAL
A.B., Mount Holyoke College
M.A., Ph.D., University of Connecticut

SENIOR LECTURERS

KENNETH BAKER (1994)
Sociology & Criminal Justice
B.A., Curry College
M.Ed., Bridgewater State College
M.S., Anna Maria College

JOHN BARRETT (1997)
Communication
B.A., Boston College
M.A., The Catholic University of America

ANNE BENNOIT (2001)
Academic Enrichment
B.A., Loyola University
M.A., Northeastern University
M.A.T., Simmons College
Ph.D., Lesley University

PAUL BENNOIT (2011)
Applied Computing
A.B., Seton Hall University
M.Ed., Northeastern University

PATRICIA A. BONARRIGO (1998)
Academic Enrichment
B.A., Boston State College
M.Ed., University of Massachusetts Boston

LAUREN CALL (2007)
Nursing
B.S.N., University of Michigan
M.S.N., Simmons College

LINDA CAMP (1994)
PAL
A.B., Mount Holyoke College
M.A., University of Connecticut

DALE CARBERRY (2000)
Education
B.A., Curry College
M.Ed., Bridgewater State College

ROBERT CAREW (1993)
Fine and Applied Arts
B.F.A., Massachusetts College of Arts

NOREEN FLAHERTY CAREY (1997)
Applied Technology
B.S., New Hampshire College
M.S., Framingham State College

EDWARD CONWAY (2002)
Natural Sciences & Mathematics
B.A., Boston College
M.A., Boston University

JEANNETTE DEJONG (1988)
Foreign Languages & Literatures
B.A., M.A., Emmanuel College
The Faculty

DONNA DELLO-IACONO (2012)
Nursing
B.S.N., Saint Anselm College
M.S.N., Salem State College
Ph.D., University of Massachusetts, Boston

MARTIALA DEMARAY (1994)
Applied Technology
B.A., Curry College
M.S., Lesley College

JOHN DICICCO (1999)
Business Management
A.S., Fisher College
B.S., M.S., Lesley College
Ph.D., Capella University

JEFFREY E. DiIUGLIO (1984)
English
B.A., Dickinson College
M.A., Boston College
M.Ed., Boston University
M.Ed., Curry College

SANNE DINKEL (2000)
PAL
B.A., Miami University
M.Ed., University of Delaware

MARGARET D. DOUGHERTY (1997)
Education
B.A., Boston University
M.A., Bridgewater State College
Ed.D., University of Massachusetts, Lowell

BRIAN N. DUCHANEY (2007)
English
B.A., M.A., Bridgewater State College

SEAN P. EARLY (1998)
Sociology & Criminal Justice
B.A., Georgetown University
J.D., Georgetown University Law School

DOROTHY FLEMING (2001)
English
B.A., Emmanuel College
M.A., University of Southern California

MICHAEL P. FOSTER (1995)
Academic Enrichment
B.A., Lake Forest College
M.A., Northeastern University
M.L.S., Simmons College

GEORGE J. FOURNIER (1994)
Psychology
B.A., M.A., Ph.D., Boston University

SUSAN FRIEDMAN (2000)
PAL
B.S., State University of New York at Plattsburgh
Ed.M., Boston University

DON GERVICH (2005)
Academic Enrichment
B.A., New College
M.L.S., Boston University

THOMAS GORSUCH (1994)
Education
B.S., Northeastern University
M.A., Ph.D., Boston College

GAIL GRAMMATICA (2003)
Nursing
B.S., Roberts Wesleyan College
M.S., University of Rochester

ARTHUR M. GRAZIANO (2007)
Sociology & Criminal Justice
B.S., M.S., L.P.D., Northeastern University

ABIGAIL ANN HAVER (1994)
Natural Sciences & Mathematics
B.A., Swarthmore College
Ph.D., Oxford University

BONNIE JOYCE HALLISEY (1993)
Sociology & Criminal Justice
B.A., Marquette University
M.S., Boston University

GEORGE HERMAN (1997)
PAL
B.A., Tufts University
M.A., Boston College

MAUREEN HILLIER (2008)
Nursing
B.S.N., University of Rhode Island
M.S.N., Framingham State University
D.N.P., Regis College

MARCY HOBROOK (2002)
Communication
B.A., MA, Murray State University

ANDREW HORN (1999)
English
B.A., Dartmouth College
M.A., Columbia University

EDWARD JACOBS (1996)
Sociology & Criminal Justice
B.S., Stonehill College
M.S., Boston College

CAROLYN LAWLESS (1999)
Nursing
A.S., Newton Junior College
B.A., Framingham State College
M.S., D.Ed., Boston College

MILA LEVINE (2004)
Applied Technology
B.A., Odessa State Music College
M.B.A., Northeastern University
Ph.D., Nova Southeastern University

ROBERT MacNEIL (1992)
Communication
B.A., Curry College
The Faculty

JAMES J. MATTE (1996)
Communication
B.A., Fordham College
M.A., Boston University

TERESA MAYORS (1994)
Sociology & Criminal Justice
B.A., University of California at San Diego
M.A., Northeastern University

PHILIP McCUE (1995)
Sociology & Criminal Justice
B.A., Stonehill College
J.D., Suffolk University Law School

CHRISTOPHER J. McCUSKER (1995)
Applied Technology
B.F.A., Seton Hall University

KAREN McLAUGHLIN (2012)
Nursing
B.S., Curry College
M.S.N., Boston College

RITA MOERSCHEL (2000)
Fine and Applied Arts
B.A., University of Minnesota
M.Ed., Curry College

VICKI H. NELSON (1995)
Communication
B.A., Juniata College
M.A., Emerson College

FRED O’SULLIVAN (2008)
PAL
B.A., Bridgewater State College
M.A., University of Massachusetts Boston
M.A., Fitchburg State College

LINDA PAGLIERANI (1988)
Psychology
B.A., University of Hartford
M.A., Trinity College
Ed.D., Boston University

JASON PAYNICH (2005)
Sociology & Criminal Justice
B.S., M.S., Minot State University

MICHELLE PERRAULT (1992)
Business Management
B.A., University of Massachusetts Amherst
M.B.A., California State University Los Angeles

DONNA M. PETTINELLI (1994)
Applied Technology
B.A., Suffolk University
M.Ed., Lesley College

GREGORY PHILLIPS (1996)
Sociology & Criminal Justice
B.A., Fisk University
J.D., New England School of Law

FRANCES REINO (2002)
Levin Library
B.A., Suffolk University
M.S., Simmons College

ALAN REVERING (2003)
General Education
B.A., St. John’s University
M.Div., M.A., Catholic Theological Union
Th.D., Harvard Divinity School

DENNIS N. RICCI (2001)
Politics and History
B.A., Framingham State College
M.A., University of Connecticut
Ph.D., University of Connecticut

JOHN J. RICCIO (1992)
English
B.A., M.Ed., University of Massachusetts Amherst

MARCIA RICHARDS (2004)
Education
B.S., Curry College
M.Ed., Bridgewater State College

MICHAEL SAMPSON (2002)
Sociology & Criminal Justice
B.S., Westfield State College
M.A.C.J., Curry College

REBECCA SANFORD (2007)
Nursing
B.S.N., Simmons College
M.S.N., Northeastern University

SHANA SHIELDS-SWEENEY (2007)
Assistant Professor, Natural Sciences & Mathematics
B.S., Suffolk University
M.A., Boston University School of Medicine

BARRBARA SHOLES (1982)
Fine and Applied Arts
B.A., Curry College
Boston University
Trained in dance under Todd Ballander, Nanette de Valois, and George Balanchine

SHARON SINNOTT (2003)
Communication
B.A., Bryant College
M.A., Emerson College

ROBERT SMID (2006)
Philosophy and Religion
B.A., Wheaton College
S.T.M., Ph.D., Boston University

ALBERT SWEENEY (1996)
Sociology & Criminal Justice
B.A., University of Massachusetts Boston
M.P.A., Northeastern University

MICHELE TALABACH (1991)
PAL
B.A., Framingham State College
M.Ed., Curry College
The Faculty

FRED TATRO (1987)
Levin Library
B.S., Southeastern Massachusetts University at Dartmouth
M.L.S., University of Rhode Island

ROBERT THURLOW (2002)
Fine and Applied Arts
B.A., Bradford College
M.F.A., Tufts University

JEANNE VANDENBERG (1998)
B.S., M.Ed., Bridgewater State College

HAZEL VARELLA (1988)
Politics and History
M.A., Boston University

EMERITUS

JANE ADELIZZI (1985)
Professor, PAL
B.A., M.Ed., Curry College
Ph.D., Lesley College

C. ALAN ANDERSON (1966)
Professor, Philosophy and Religion
B.A., American International College
LL.B., M.A., University of Connecticut
Ph.D., Boston University

JOSEPH ARSENAULT (1980)
Assistant Professor, PAL
B.A., Boston College
M.A., Assumption College

WILLIAM BOYLE, JR. (1978)
President Emeritus
A.B., Colgate University
M.A., Ed.D., Columbia University
LL.D. (Hon.); L.H.D. (Hon.); Litt. D. (Hon.)

LINDA M. CALDWELL (1983)
Professor, Nursing
B.S.N., Northeastern University
M.S., Boston College
D.N.Sc., Boston University
C.A.G.S., MGH/Institute of Health Professions

ROBERT W. CARDEN (1970)
Professor, Politics and History
B.A., Illinois Wesleyan University
M.A., Illinois State University
M.A., Ph.D., University of Chicago

MARY ANN CORCORAN (1983)
Associate Professor, Nursing
B.S.N., D'Youville College
M.S.N., Boston University

DORRIA L. DiMAMNO (1995)
Professor, Communication
B.A., Sacred Heart University
M.S., Boston University
Ed.D., Johnson & Wales University

DAVID A. FEDO (1990)
Academic Vice President Emeritus
B.A., University of Minnesota
M.A., Ph.D., Boston University

DONALD B. GRATZ (2003)
Professor, Education
B.A., Wesleyan University
M.Ed., Harvard University
Ph.D., Boston College

PETER C. HAINER (1976)
Professor, Sociology & Criminal Justice
A.B., Brown University
M.A., Ph.D., Brandeis University

GERALD D. HILYARD (1968)
Professor, Psychology
B.A., Eastern Nazarene College
M.A., University of Maine

JOHN HOVORKA (1969)
Professor, Physics
B.S., Queens College of the City University of New York
M.S., University of Illinois
Sc.D., Massachusetts Institute of Technology

SUSAN ROWEN JAMES (1995)
Professor, Nursing
B.S.N., Boston College
M.S.N., University of Pennsylvania
Ph.D., University of Massachusetts Lowell

JUDITH E. KENNEDY (1974)
Associate Professor, Education
B.S., Framingham State College
M.Ed., Boston State College

DOUGLAS T. KOCH (1982)
Fine and Applied Arts
B.A., University of Washington
M.Div., Harvard Divinity School
M.Mus. New England Conservatory

ROBERTA KOSBERG (1990)
Professor, Communication
B.A., City College of the City University of New York
M.A., Ph.D., Pennsylvania State University

ANN LEVIN (1971)
Professor, Sociology & Criminal Justice
B.A., University of Michigan
M.A., State University of New York at Buffalo

The Faculty

J. ALAN ANDERSON (1966)
Professor, Philosophy and Religion
B.A., American International College
LL.B., M.A., University of Connecticut
Ph.D., Boston University

JOSEPH ARSENAULT (1980)
Assistant Professor, PAL
B.A., Boston College
M.A., Assumption College

WILLIAM BOYLE, JR. (1978)
President Emeritus
A.B., Colgate University
M.A., Ed.D., Columbia University
LL.D. (Hon.); L.H.D. (Hon.); Litt. D. (Hon.)

LINDA M. CALDWELL (1983)
Professor, Nursing
B.S.N., Northeastern University
M.S., Boston College
D.N.Sc., Boston University
C.A.G.S., MGH/Institute of Health Professions

ROBERT W. CARDEN (1970)
Professor, Politics and History
B.A., Illinois Wesleyan University
M.A., Illinois State University
M.A., Ph.D., University of Chicago

MARY ANN CORCORAN (1983)
Associate Professor, Nursing
B.S.N., D'Youville College
M.S.N., Boston University

DORRIA L. DiMAMNO (1995)
Professor, Communication
B.A., Sacred Heart University
M.S., Boston University
Ed.D., Johnson & Wales University

DAVID A. FEDO (1990)
Academic Vice President Emeritus
B.A., University of Minnesota
M.A., Ph.D., Boston University

DONALD B. GRATZ (2003)
Professor, Education
B.A., Wesleyan University
M.Ed., Harvard University
Ph.D., Boston College

PETER C. HAINER (1976)
Professor, Sociology & Criminal Justice
A.B., Brown University
M.A., Ph.D., Brandeis University

GERALD D. HILYARD (1968)
Professor, Psychology
B.A., Eastern Nazarene College
M.A., University of Maine

JOHN HOVORKA (1969)
Professor, Physics
B.S., Queens College of the City University of New York
M.S., University of Illinois
Sc.D., Massachusetts Institute of Technology

SUSAN ROWEN JAMES (1995)
Professor, Nursing
B.S.N., Boston College
M.S.N., University of Pennsylvania
Ph.D., University of Massachusetts Lowell

JUDITH E. KENNEDY (1974)
Associate Professor, Education
B.S., Framingham State College
M.Ed., Boston State College

DOUGLAS T. KOCH (1982)
Fine and Applied Arts
B.A., University of Washington
M.Div., Harvard Divinity School
M.Mus. New England Conservatory

ROBERTA KOSBERG (1990)
Professor, Communication
B.A., City College of the City University of New York
M.A., Ph.D., Pennsylvania State University

ANN LEVIN (1971)
Professor, Sociology & Criminal Justice
B.A., University of Michigan
M.A., State University of New York at Buffalo

The Faculty

J. ALAN ANDERSON (1966)
Professor, Philosophy and Religion
B.A., American International College
LL.B., M.A., University of Connecticut
Ph.D., Boston University

JOSEPH ARSENAULT (1980)
Assistant Professor, PAL
B.A., Boston College
M.A., Assumption College

WILLIAM BOYLE, JR. (1978)
President Emeritus
A.B., Colgate University
M.A., Ed.D., Columbia University
LL.D. (Hon.); L.H.D. (Hon.); Litt. D. (Hon.)

LINDA M. CALDWELL (1983)
Professor, Nursing
B.S.N., Northeastern University
M.S., Boston College
D.N.Sc., Boston University
C.A.G.S., MGH/Institute of Health Professions

ROBERT W. CARDEN (1970)
Professor, Politics and History
B.A., Illinois Wesleyan University
M.A., Illinois State University
M.A., Ph.D., University of Chicago

MARY ANN CORCORAN (1983)
Associate Professor, Nursing
B.S.N., D'Youville College
M.S.N., Boston University

DORRIA L. DiMAMNO (1995)
Professor, Communication
B.A., Sacred Heart University
M.S., Boston University
Ed.D., Johnson & Wales University

DAVID A. FEDO (1990)
Academic Vice President Emeritus
B.A., University of Minnesota
M.A., Ph.D., Boston University

DONALD B. GRATZ (2003)
Professor, Education
B.A., Wesleyan University
M.Ed., Harvard University
Ph.D., Boston College

PETER C. HAINER (1976)
Professor, Sociology & Criminal Justice
A.B., Brown University
M.A., Ph.D., Brandeis University

GERALD D. HILYARD (1968)
Professor, Psychology
B.A., Eastern Nazarene College
M.A., University of Maine

JOHN HOVORKA (1969)
Professor, Physics
B.S., Queens College of the City University of New York
M.S., University of Illinois
Sc.D., Massachusetts Institute of Technology

SUSAN ROWEN JAMES (1995)
Professor, Nursing
B.S.N., Boston College
M.S.N., University of Pennsylvania
Ph.D., University of Massachusetts Lowell

JUDITH E. KENNEDY (1974)
Associate Professor, Education
B.S., Framingham State College
M.Ed., Boston State College

DOUGLAS T. KOCH (1982)
Fine and Applied Arts
B.A., University of Washington
M.Div., Harvard Divinity School
M.Mus. New England Conservatory

ROBERTA KOSBERG (1990)
Professor, Communication
B.A., City College of the City University of New York
M.A., Ph.D., Pennsylvania State University

ANN LEVIN (1971)
Professor, Sociology & Criminal Justice
B.A., University of Michigan
M.A., State University of New York at Buffalo
WILLIAM E. LITTLEFIELD, JR. (1976)
Professor, English and Writer in Residence
A.B., Yale University
Ed.M., Harvard University

MARVIN L. MANDELL (1969)
Professor, English
B.A., University of Rochester
M.A., Columbia University
Ph.D., University of Iowa

JAMES MEEHAN (1996)
Professor, Sociology & Criminal Justice
B.A., City College of New York
M.A., Boston College

PATRICIA MYTKOWICZ (1994)
Professor, PAL
B.A., Emmanuel College
M.Ed., Bridgewater State College
Ed.D., University of Sarasota

ELINOR M. NUGENT (1990)
Professor, Nursing
B.S.N., University of Massachusetts Boston
M.S.N., Salem State College
Ph.D., University of Colorado

KATHLEEN O’DONNELL (2002)
Politics and History
B.A., University of Massachusetts Amherst
M.P.A., Harvard University

W. RUSSELL PREGEANT (1972)
Professor, Philosophy and Religion
B.A., Southeastern Louisiana University
B.D., Southern Methodist University
S.T.M., Yale University
Ph.D., Vanderbilt University

KATHLEEN RUSSELL (1984)
Associate Professor, Levin Library
B.A., Newton College
M.L.S., Simmons College

ELIZABETH STRASSER (1971)
Professor, Fine and Applied Arts
B.A., University of New Hampshire
M.F.A., University of Massachusetts Amherst

JAMES G. SALVUCCI (1965)
Professor, Business Management
B.A., Curry College
M.Ed., Boston State College

JANICE R. SALVUCCI (1981)
Professor, Fine and Applied Arts
B.S., State University of New York at Potsdam
M. Mus. Ed., C.A.G.S., Indiana University

MARLENE SAMUELSON (1982)
Professor, Natural Sciences & Mathematics
B.A., State University of New York at Buffalo
Ph.D., Case Western Reserve University

ALBERT SHERRING (1963)
Professor, Sociology & Criminal Justice
B.S., M.A., Allahabad University
M.A., Boston University

RUTH N. SPILLBERG (1984)
Communication
B.S., M.A., Syracuse University
M.Ed., Curry College

MARY ELLEN SULLIVAN (1977)
Associate Professor, Nursing
B.S., Boston College
M.S., Boston University
M.Ed., Curry College

JOHN E. TRAMONDOZZI (1969)
Professor, Natural Sciences & Mathematics
B.S., Ph.D., Boston College

CAROL A. WADELL (1971)
Associate Professor, Education
B.S., M.Ed., Boston University

GEORGE C. WHARTON (1973)
Professor, Communication
B.A., William Penn College
M.A., University of South Dakota
Ph.D., Louisiana State University

The Faculty

WILLIAM E. LITTLEFIELD, JR. (1976)
Professor, English and Writer in Residence
A.B., Yale University
Ed.M., Harvard University

MARVIN L. MANDELL (1969)
Professor, English
B.A., University of Rochester
M.A., Columbia University
Ph.D., University of Iowa

JAMES MEEHAN (1996)
Professor, Sociology & Criminal Justice
B.A., City College of New York
M.A., Boston College

PATRICIA MYTKOWICZ (1994)
Professor, PAL
B.A., Emmanuel College
M.Ed., Bridgewater State College
Ed.D., University of Sarasota

ELINOR M. NUGENT (1990)
Professor, Nursing
B.S.N., University of Massachusetts Boston
M.S.N., Salem State College
Ph.D., University of Colorado

KATHLEEN O’DONNELL (2002)
Politics and History
B.A., University of Massachusetts Amherst
M.P.A., Harvard University

W. RUSSELL PREGEANT (1972)
Professor, Philosophy and Religion
B.A., Southeastern Louisiana University
B.D., Southern Methodist University
S.T.M., Yale University
Ph.D., Vanderbilt University

KATHLEEN RUSSELL (1984)
Associate Professor, Levin Library
B.A., Newton College
M.L.S., Simmons College

ELIZABETH STRASSER (1971)
Professor, Fine and Applied Arts
B.A., University of New Hampshire
M.F.A., University of Massachusetts Amherst

JAMES G. SALVUCCI (1965)
Professor, Business Management
B.A., Curry College
M.Ed., Boston State College

JANICE R. SALVUCCI (1981)
Professor, Fine and Applied Arts
B.S., State University of New York at Potsdam
M. Mus. Ed., C.A.G.S., Indiana University

MARLENE SAMUELSON (1982)
Professor, Natural Sciences & Mathematics
B.A., State University of New York at Buffalo
Ph.D., Case Western Reserve University

ALBERT SHERRING (1963)
Professor, Sociology & Criminal Justice
B.S., M.A., Allahabad University
M.A., Boston University

RUTH N. SPILLBERG (1984)
Communication
B.S., M.A., Syracuse University
M.Ed., Curry College

MARY ELLEN SULLIVAN (1977)
Associate Professor, Nursing
B.S., Boston College
M.S., Boston University
M.Ed., Curry College

JOHN E. TRAMONDOZZI (1969)
Professor, Natural Sciences & Mathematics
B.S., Ph.D., Boston College

CAROL A. WADELL (1971)
Associate Professor, Education
B.S., M.Ed., Boston University

GEORGE C. WHARTON (1973)
Professor, Communication
B.A., William Penn College
M.A., University of South Dakota
Ph.D., Louisiana State University

The Faculty

WILLIAM E. LITTLEFIELD, JR. (1976)
Professor, English and Writer in Residence
A.B., Yale University
Ed.M., Harvard University

MARVIN L. MANDELL (1969)
Professor, English
B.A., University of Rochester
M.A., Columbia University
Ph.D., University of Iowa

JAMES MEEHAN (1996)
Professor, Sociology & Criminal Justice
B.A., City College of New York
M.A., Boston College

PATRICIA MYTKOWICZ (1994)
Professor, PAL
B.A., Emmanuel College
M.Ed., Bridgewater State College
Ed.D., University of Sarasota

ELINOR M. NUGENT (1990)
Professor, Nursing
B.S.N., University of Massachusetts Boston
M.S.N., Salem State College
Ph.D., University of Colorado

KATHLEEN O’DONNELL (2002)
Politics and History
B.A., University of Massachusetts Amherst
M.P.A., Harvard University

W. RUSSELL PREGEANT (1972)
Professor, Philosophy and Religion
B.A., Southeastern Louisiana University
B.D., Southern Methodist University
S.T.M., Yale University
Ph.D., Vanderbilt University

KATHLEEN RUSSELL (1984)
Associate Professor, Levin Library
B.A., Newton College
M.L.S., Simmons College

ELIZABETH STRASSER (1971)
Professor, Fine and Applied Arts
B.A., University of New Hampshire
M.F.A., University of Massachusetts Amherst

JAMES G. SALVUCCI (1965)
Professor, Business Management
B.A., Curry College
M.Ed., Boston State College

JANICE R. SALVUCCI (1981)
Professor, Fine and Applied Arts
B.S., State University of New York at Potsdam
M. Mus. Ed., C.A.G.S., Indiana University

MARLENE SAMUELSON (1982)
Professor, Natural Sciences & Mathematics
B.A., State University of New York at Buffalo
Ph.D., Case Western Reserve University

ALBERT SHERRING (1963)
Professor, Sociology & Criminal Justice
B.S., M.A., Allahabad University
M.A., Boston University

RUTH N. SPILLBERG (1984)
Communication
B.S., M.A., Syracuse University
M.Ed., Curry College

MARY ELLEN SULLIVAN (1977)
Associate Professor, Nursing
B.S., Boston College
M.S., Boston University
M.Ed., Curry College

JOHN E. TRAMONDOZZI (1969)
Professor, Natural Sciences & Mathematics
B.S., Ph.D., Boston College

CAROL A. WADELL (1971)
Associate Professor, Education
B.S., M.Ed., Boston University

GEORGE C. WHARTON (1973)
Professor, Communication
B.A., William Penn College
M.A., University of South Dakota
Ph.D., Louisiana State University
Visitors are always welcome at Curry College.
Arrangements for group visits may be made through the Admissions Office at 1-800-669-0686.

Curry College staff will be pleased to answer letters of inquiry.
The correspondence directory below is for your guidance.

Curry College
1071 Blue Hill Avenue, Milton, Massachusetts 02186

Tel. (617) 333-0500
Fax (617) 333-6860
http://www.curry.edu

Admission, Campus Visits, Interviews
Vice President of Admission & Dean of Undergraduate Admission
Jane Fidler

Continuing Education
Assistant Vice President of Continuing & Graduate Studies
Tricia McConville

Evaluation of Credits, Academic Records
Registrar
June E. Koukol

Faculty and Student Academic Matters
Provost & Vice President of Academic Affairs
Dr. David Szczerbacki

Student Financial Services
Associate Vice President of Finance for Student Financial Services
Stephanny Elias

Financial Matters
Vice President of Finance & Chief Financial Officer
Eric Norman

Gifts, Bequests and Alumni/Parent Relations
Vice President for Institutional Advancement
Christopher Lawson

Public Relations
Associate Vice President for Institutional Advancement
Frances L. Jackson

Graduate Study

Master of Arts in Criminal Justice
Directors
Jennifer Balboni, Rebecca Paynich
Director

Master of Business Administration
Director
Steven Gunning

Master of Education
Director
Holly Gray

Master of Science in Nursing
Director
Michelle McMahon

Student Personnel Matters, Residence Life, Counseling
Vice President of Student Affairs & Dean of Students
Maryellen M. Colliton Kiley
Directions to the Milton Campus

How to Reach the Milton Campus

• 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.
The Index

Academic
Appeals................................................................. 25, 301
Calendar.................................................................. inside covers
Computer Labs....................................................... 288
Enrichment ................................................................ 31, 289
Integrity .................................................................. 19
Records .................................................................. 11
Policies and Procedures ......................................... 11
Standing .................................................................. 23
Support Services .................................................... 9, 288
Transcripts .............................................................. 12
Academic Enrichment Center .................................. 289
Accounting ............................................................. 33
Accreditation .......................................................... 341
Add/Drop ................................................................. 18
The Administration .................................................. 323
Admission Information ........................................... 318
Adult Center at PAL ................................................ 178, 291
Advanced Placement .............................................. 319
Advising, Academic ................................................ 27
African-American Studies ........................................ 36
Age of Majority ....................................................... 11
Alexander Graham Bell Honor Society ............... 22, 308
American College Testing/Proficiency Examination Program (ACT/PEP) ..................................................... 16
Application Procedure ........................................... 318
Applied Computing .................................................. 38
Art History ............................................................... 42
Asian Studies ........................................................... 44
Athletics .................................................................. 7
Bachelor of Arts or Science Requirements
(See Degree Requirements)
Biochemistry ............................................................. 45
Biology .................................................................. 47
Breadth .................................................................. 14
Broadcasting (See Communication)
Business Management .......................................... 53
Campus, The ............................................................ 6
Cars on Campus (See Motor Vehicles)
Center for Career Development ................................ 288
Change of Address .................................................. 12
Chemistry ................................................................. 66
Class Standing .......................................................... 12
Clubs (See Student Organizations and Clubs)
Club Sports ............................................................. 8
College Level Examination Program (CLEP) ........ 16
Communication ...................................................... 69
Community Health and Wellness ................................ 89
Computer Labs (See Academic Computing Lab)
Concentrations ........................................................ 28
Continuing Education .............................................. 12, 240
Continuing Registration .......................................... 26
Corporation Directory .............................................. 322
Correspondence Directory ........................................ 336
Counseling Services ................................................ 7, 289
Course Descriptions (Listed Alphabetically) .......... 31
Course Levels .......................................................... 29
Course Selection ........................................................ 18
Criminal Justice ........................................................ 95
Dance .................................................................. 105
Dean's List ............................................................... 23
Declaring a Major ..................................................... 29
Degree Requirements ............................................. 12
Degrees .................................................................. 12
Design .................................................................. 107
Dining Services ........................................................ 6, 292
Directions to Milton Campus .................................... 337
Disabilities Services .................................................. 8
Dismissal, Academic ................................................ 24
Diversity and Inclusion ............................................ 8, 14
Division of Continuing and Graduate Studies .......... 240
Divisions and Departments, Academic .................. 27
Dormitories (See Residence Life)
Drop/Add Process (See Add/Drop)
Dyslexia (See PAL)
Early Admission ...................................................... 318
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Graduation</td>
<td>16</td>
</tr>
<tr>
<td>Economics (See Management)</td>
<td>110</td>
</tr>
<tr>
<td>Education</td>
<td>119</td>
</tr>
<tr>
<td>Licensure</td>
<td>289</td>
</tr>
<tr>
<td>Educational Diagnostic Center</td>
<td>134</td>
</tr>
<tr>
<td>English</td>
<td>292</td>
</tr>
<tr>
<td>English as a Second Language (See Academic Enrichment Center and PAL/ESL)</td>
<td>308, 310, 315</td>
</tr>
<tr>
<td>Entrance Counseling</td>
<td>314</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>142</td>
</tr>
<tr>
<td>Equivalent Credit</td>
<td>16</td>
</tr>
<tr>
<td>Expenses</td>
<td>144</td>
</tr>
<tr>
<td>Experiential Education</td>
<td>7</td>
</tr>
<tr>
<td>Faculty Directory</td>
<td>325</td>
</tr>
<tr>
<td>Fees</td>
<td>293</td>
</tr>
<tr>
<td>Film Studies</td>
<td>69</td>
</tr>
<tr>
<td>Finance (See Business Management)</td>
<td>295, 298</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>292</td>
</tr>
<tr>
<td>Financial Information</td>
<td>144</td>
</tr>
<tr>
<td>Film Studies</td>
<td>7</td>
</tr>
<tr>
<td>French (See Foreign Language and Culture)</td>
<td>145</td>
</tr>
<tr>
<td>First-Year Studies</td>
<td>146</td>
</tr>
<tr>
<td>Foreign Language and Culture</td>
<td>12</td>
</tr>
<tr>
<td>Full-time Status</td>
<td>4</td>
</tr>
<tr>
<td>Government (See Politics and History)</td>
<td>13</td>
</tr>
<tr>
<td>General Education Curriculum</td>
<td>22</td>
</tr>
<tr>
<td>Grade/Pass/Fail Option</td>
<td>21</td>
</tr>
<tr>
<td>Grades and Grade Points</td>
<td>272</td>
</tr>
<tr>
<td>Graduate Certificates in Education</td>
<td>245</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>246</td>
</tr>
<tr>
<td>Graduate Studies Policies</td>
<td>272</td>
</tr>
<tr>
<td>Grants</td>
<td>308, 310, 315</td>
</tr>
<tr>
<td>Graphic (See Design)</td>
<td>9</td>
</tr>
<tr>
<td>Health Services</td>
<td>4</td>
</tr>
<tr>
<td>History (See Politics and History)</td>
<td>21</td>
</tr>
<tr>
<td>History of Curry College</td>
<td>149</td>
</tr>
<tr>
<td>Honors, Graduating with</td>
<td>22</td>
</tr>
<tr>
<td>Honors Programs</td>
<td>150</td>
</tr>
<tr>
<td>Honors Society (See Alexander Graham Bell Honor Society)</td>
<td>157</td>
</tr>
<tr>
<td>Housing (See Residence Life)</td>
<td>298</td>
</tr>
<tr>
<td>Incompletes</td>
<td>29</td>
</tr>
<tr>
<td>Index</td>
<td>338</td>
</tr>
<tr>
<td>Independent Readings</td>
<td>29</td>
</tr>
<tr>
<td>Independent Study</td>
<td>151</td>
</tr>
<tr>
<td>Individually Initiated Major</td>
<td>157</td>
</tr>
<tr>
<td>Information Technology</td>
<td>16</td>
</tr>
<tr>
<td>Integrated Liberal Studies</td>
<td>7</td>
</tr>
<tr>
<td>International Relations (See Politics and History)</td>
<td>16</td>
</tr>
<tr>
<td>Internships (See Experiential Education)</td>
<td>26</td>
</tr>
<tr>
<td>Intramurals (See Athletics)</td>
<td>289</td>
</tr>
<tr>
<td>Italian (See Foreign Language and Culture)</td>
<td>16</td>
</tr>
<tr>
<td>Journalism (See English)</td>
<td>28</td>
</tr>
<tr>
<td>Language (See Foreign Language and Culture)</td>
<td>251</td>
</tr>
<tr>
<td>Learning Center (See PAL)</td>
<td>256</td>
</tr>
<tr>
<td>Learning Disabilities (See Education Special Needs, PAL)</td>
<td>261</td>
</tr>
<tr>
<td>Leave-of-Absence.</td>
<td>282</td>
</tr>
<tr>
<td>Library, Louis R. Levin Memorial</td>
<td>26</td>
</tr>
<tr>
<td>Life Experience Credit</td>
<td>290</td>
</tr>
<tr>
<td>Literature (See English, Spanish)</td>
<td>158</td>
</tr>
<tr>
<td>Living Arrangements (See Residence Life)</td>
<td>22</td>
</tr>
<tr>
<td>Location of the College</td>
<td>21</td>
</tr>
<tr>
<td>Majors and Minors</td>
<td>21</td>
</tr>
<tr>
<td>Marketing (See Business Management)</td>
<td>290</td>
</tr>
<tr>
<td>Master of Arts in Criminal Justice</td>
<td>150</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>157</td>
</tr>
<tr>
<td>Master of Education</td>
<td>16</td>
</tr>
<tr>
<td>Master of Science in Nursing</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>292</td>
</tr>
<tr>
<td>Meal Plan</td>
<td>22</td>
</tr>
<tr>
<td>Media Services</td>
<td>289</td>
</tr>
<tr>
<td>Medical Center (See Health Services)</td>
<td>251</td>
</tr>
<tr>
<td>Mid-Campus Facilities</td>
<td>157</td>
</tr>
<tr>
<td>Mission of the College</td>
<td>282</td>
</tr>
<tr>
<td>Motor Vehicles</td>
<td>256</td>
</tr>
</tbody>
</table>
The Index

Music ................................................................. 162
North Campus .................................................. 5
Nursing (The School of) .................................... 166
Nursing (Accelerated) ........................................ 173
Orientation ....................................................... 6
PAL (Program for Advancement of Learning) ....... 176, 290, 309
PAL For Multilingual Students ......................... 291, 319
Parking (See Motor Vehicles).................................
Part-time Status .................................................. 12
Pass/Fail Option .................................................. 21
Petitions, Academic .............................................. 24
Philosophy and Religious Studies ....................... 180
Photography (See Studio Arts)............................... 186
Physical Education .............................................. 186
Physics ............................................................... 188
Politics and History .............................................. 189
Portal ................................................................. 294
Probation, Academic .......................................... 24
Proficiency Evaluations ..................................... 16
Programs of Instruction ..................................... 27
Psychology ........................................................ 198
Public Health and Wellness ............................... 209
Public Relations (See Communication) ..................
Public Safety .................................................... 9
Radio Station (See WMLN-FM)..............................
Radio Broadcasting (See Communication) .............
Refund Schedule ................................................ 296
Registered Nurse Program (See Nursing) ............... 18
Registration ......................................................... 18
Registrar .......................................................... 11
Reinstatement, Academic .................................... 24
Religious Life ....................................................... 9
Residence Life ..................................................... 6, 292
Satisfactory Progress to Degree Completion .......... 23
Scholarships ....................................................... 305
Science (See also Biology, Chemistry, Environmental Studies, Physics) .......................................... 216
Sociology ........................................................... 217
Software Development ...................................... 225
South Campus .................................................. 5
Spanish (See Foreign Language and Culture) ...........
Special Needs (See Education) ............................
Speech (See Communication) ............................... 9
Spiritual Life ...................................................... 12
Sports (See Athletics) .........................................
Sports Management (See Business Management) ....
Student .............................................................
Activities ......................................................... 6
Affairs ............................................................. 6
Center .............................................................. 5, 7
Classification ................................................... 12
Newspaper (See Currier Times, The) ....................
Organizations and Clubs ................................... 6
Studio Arts ....................................................... 229
Study Abroad .................................................... 316
Study Elsewhere ............................................... 17
Substance Abuse and Wellness Education ............ 9
Summer PAL ...................................................... 176
Summer Session ............................................... 18
Support Services (See Academic Support Services) ...
Television (See Communication) ........................
Theatre (See Communication and Student Organizations)
Transcripts ....................................................... 12
Transfer Student Requirements .......................... 12
Trustees (See Corporation Directory) ...................
Tuition ............................................................ 292
Tutorials .......................................................... 29
Tutoring (See Academic Enrichment Center) .........
Undergraduate Degree Requirements ................. 12
Veterans’ Benefits .............................................. 316
Warning, Academic ............................................ 24
Wellness ......................................................... 14
Withdrawal from Courses (See Add/Drop) ............
Withdrawal from the College ............................. 25
Women’s and Gender Studies ............................. 234
Work-Study/Student Employment ....................... 311
Writing Program ............................................... 239
WMLN-FM ........................................................ 69
Accreditation

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 Association of Schools & Colleges, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Inquiries regarding the status of an institution’s accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association at:

3 Burlington Woods Drive, Suite 100
Burlington, MA 01803
Tel: (781) 425-7700
Toll-free: 855-88-NEASC (855-886-3272)
Fax: (781) 425-1001

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.

Curry College's nursing program, leading to the degrees of Bachelor of Science (in Nursing) or Master of Science in Nursing, has been approved by the Commonwealth of Massachusetts. The Curry College undergraduate and Graduate Nursing Programs are accredited by the Commission on Collegiate Nursing Education. Accreditation is an indication of public approbation, attesting to the quality of the educational program and the continued commitment of the sponsoring institution to support the program.

For further information about the accreditation of the program, please contact the Commission on Collegiate Nursing Education at the following address:

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
(202) 463-6930
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 2017-2018

SPRING SEMESTER 2018

JANUARY

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Offices reopen Tues., Jan. 2
Martin Luther King Day, offices closed* Mon., Jan. 15
Final Registration/Check-in Sun., Jan. 21
Residence halls reopen at 9 a.m. Sun., Jan. 21
CLASSES BEGIN Mon., Jan. 22

FEBRUARY

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add/Drop deadline (without fee) Tues. Feb. 6
Presidents Day (no classes)**, offices closed* Mon., Feb. 19

MARCH

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

Residence halls close at 7 p.m. Fri., March 9
Spring Recess (no classes)** Sat., March 10 – Sun., March 18
Residence halls reopen at noon Sun., March 18
Mid-term grades deadline Wed., March 21

APRIL

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course selection for fall 2018 Mon., April 2 – Fri., April 13
Course withdrawal deadline Fri., April 6
Grade/Pass/Fail deadline Fri., April 6
Web registration for fall 2018 Mon., April 9 – Fri., May 4
Patriots Day (classes held), offices closed* Mon., April 16

MAY

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CLASSES END Mon., May 9
Final examinations Tue., May 8 - Sat., May 12
Residence halls close at noon Sun., May 13
COMMENCEMENT Sun., May 20
Memorial Day, offices closed* Mon., May 28

SUMMER SESSION 2018

Contact the Division of Continuing and Graduate Studies
(617) 333-2364 for summer schedules.

* 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.

See inside front cover for Fall Semester 2017 calendar.