Bay Path College

2010–2012
Undergraduate Catalog

2010-2011 Academic Calendar

FALL 2010

JULY	11-12	Sunday-Monday	-D.R.E.A.M. Orientation for New Students
AUGUST	23	Monday	-Classes Begin for Graduate (Session VI)
	30	Monday	-Campus Awakening -**Traditional Classes Begin at 8 a.m.**
SEPTEMBER	6	Monday	**- Labor Day – No Classes**
	7	Tuesday	- Last Day to Add / Drop a Course with No Record
	14	Tuesday	- Convocation Ceremony, 10:30 a.m., Mills Theatre **Note: Classes are cancelled between 10 a.m. and 12 noon)**
	18	Saturday	-One Day Classes Begin (Session I Fall)
OCTOBER	11	Monday	- **Columbus Day – No Classes**
	15	Friday	- Traditional Midterm
	18	Monday	- Graduate Classes Begin (Session I)
NOVEMBER	6	Saturday	- One Day Classes Begin (Session II Fall)
	8-19	Monday-Friday	-Registration for Spring (Traditional)
	12	Friday	**-Last Day to Withdraw from a Traditional Course**
	24	Wednesday	**- Traditional Semester Classes End at Noon for Thanksgiving Break**
	25	Thursday	- **Thanksgiving**
	29	Monday	-Traditional Classes Resume at 8 a.m.

DECEMBER	10	Friday	**- Last Day of Traditional Classes**
	13-17	Monday-Friday	- Traditional Final Exam Week
	15, 17	Wednesday and Friday	-Make-up Period for Final Exams: 3:15-5:15 p.m.

SPRING 2011

JANUARY	3	Monday	- Graduate Classes Begin (Session II)
	8	Saturday	-Classes Begin for One Day (Session III Fall)
	13-14	Thursday-Friday	-Career Development Summit
	17	Monday	**- Martin Luther King Day – No Traditional Classes**
	18	Tuesday	**- Traditional Classes Begin at 8 a.m.**
	25	Tuesday	- Last Day to Add/Drop a Course with No Record
FEBRUARY	21	Monday	**- Presidents' Day – No Traditional Classes**
	26	Saturday	-Classes Begin for One Day (Session I Spring)
	28	Monday	-Classes Begin for Graduate (Session III)
MARCH	4	Friday	- Traditional Midterm
	12-20	Saturday-Sunday	**-Spring Break for Traditional Program**
	21	Monday	-Classes Resume at 8 a.m.

APRIL	8	Friday	**-Last Day to Withdraw from a Traditional Course**
	11-22	Monday-Friday	-Registration for Fall (Traditional)
	16	Saturday	-Classes Begin for One Day (Session II Spring)
	18	Monday	**-Patriot's Day – Classes <u>will</u> be held**
	28	Thursday	**-<u>Last Day of Traditional Classes</u>**
MAY	2	Monday	-Classes Begin for Graduate (Session IV)
	2-6	Monday-Friday	- Traditional Final Exam Week
	4, 6	Wednesday and Friday	-Make-Up Period for Final Exams: 3:13-5:15 p.m
	15	Sunday	- Commencement at 1 p.m.
	30	Monday	- Memorial Day
JUNE	18	Saturday	-Classes Begin for One Day (Session III Spring)
	27	Monday	-Classes Begin for Graduate (Session V)

2011-2012 Academic Calendar

FALL 2011

JULY	10-11	Sunday-Monday	-D.R.E.A.M. Orientation for New Students
AUGUST	22	Monday	- Classes Begin for Graduate (Session VI)
	29	Monday	-Campus Awakening -**Traditional Classes Begin at 8 a.m.**
SEPTEMBER	5	Monday	- **Labor Day – No Classes**
	6	Tuesday	-Last Day to Add/Drop Courses with No Record
	13	Tuesday	- **Convocation Ceremony, 10:30 a.m., Mills Theatre (Undergraduate Classes are Cancelled Between 10 a.m. and 12 noon)**
	17	Saturday	Classes Begin for One-Day (Session I)
OCTOBER	10	Monday	- **Columbus Day – No Classes**
	14	Friday	-Traditional Midterm
	24	Monday	-Classes Begin for Graduate (Session I)
NOVEMBER	5	Saturday	Classes Begin for One-Day (Session II)
	7-18	Monday - Friday	-Registration for Spring (Traditional)
	11	Friday	- Last Day to Withdraw from a Traditional Course
	23	Wednesday	- **Traditional Semester Classes End at Noon for Thanksgiving Break**
	24	Thursday	- Thanksgiving
	28	Monday	-Traditional Classes Resume at 8 a.m.

DECEMBER	9	Friday	- **Last Day of Traditional Classes**
	12-16	Monday-Friday	- Traditional Final Exam Week
	14, 16	Wednesday and Friday	- Make-up Period for Final Exams: 3:15-5:15 p.m.

SPRING 2012

JANUARY	2	Monday	- Classes Begin for Graduate (Session II)
	7	Saturday	Classes Begin for One-Day (Session III)
	12-13	Thursday-Friday	- Career Development Summit
	16	Monday	- **Martin Luther King Day – No Traditional Classes**
	17	Tuesday	- **Traditional Classes Begin at 8 a.m.**
	24	Tuesday	-Last Day to Add/Drop a Course with No Record
FEBRUARY	20	Monday	- **Presidents' Day – No Traditional Classes**
	25	Saturday	Classes Begin for One-Day (Session I)
	27	Monday	-Classes Begin for Graduate (Session III)
MARCH	2	Friday	-Traditional Midterm
	10-18	Saturday-Sunday	-**Spring Break for Traditional Program**
	19	Monday	-Classes Resume at 8 a.m.

APRIL	6	Friday	-Last Day to Withdraw from a Traditional Course
	9-20	Monday-Friday	-Registration for Fall (Traditional)
	14	Saturday	Classes Begin for One-Day (Session II)
	16	Monday	**- Patriot's Day – Classes <u>will</u> be held**
	26	Thursday	**-<u>Last Day of Traditional Classes</u>**
	30	Monday	- Classes Begin for Graduate (Session IV)
	30	Monday	**-<u>First Day of Final Exams (Traditional)</u>**
MAY	1-4	Tuesday-Friday	- Traditional Final Exam Week
	2, 4	Wednesday and Friday	- Make-Up Period for Final Exams: 3:15-5:15 p.m.
	13	Sunday	- Commencement at 1 p.m.
	28	Monday	- Memorial Day
JUNE	2	Saturday	Classes Begin for One-Day (Session III)
	25	Monday	-Classes Begin for Graduate (Session V)

TABLE OF CONTENTS

BAY PATH PROFILE ……...…….…….……9

THE LONGMEADOW CAMPUS ……..…….…….…10

THE BURLINGTON CAMPUS ..…….....12

THE CENTRAL MASS CAMPUS...……..12

ACADEMICS ...…….12

GRADUATION POLICIES AND PROCEDURES ..……...39

REGISTRATION AND COURSE INFORMATION …..……....41

ACADEMIC PROGRAMS ……..…45

ADMISSIONS ……..….197

FINANCIAL INFORMATION…….…..202

SCHOLARSHIPS, FINANCIAL AID, AND EDUCATION FINANCING…….204

DIRECTORY……...…….…207

APPENDIX …….....225

Disclaimer

All material in this catalog is presented in a good faith effort to inform current and prospective students and to comply with all state and federal laws. In order to respond to changes necessitated by external organizations and sound educational practices, the college may change course offerings, programs and policies without prior notice. The most current material is found in the on-line catalog under Academics on the WildCAT Line.

Accreditation
Bay Path College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact: Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433; (617) 271-1433; E-mail: cihe@neasc.org.

ABA Approval
Bay Path's legal programs on the associate and baccalaureate degree level, as well as the certificate of advanced paralegal studies, are approved by the American Bar Association.

ACOTE and AOTA Approval
Bay Path's occupational therapy programs on the baccalaureate and master degree level are approved by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.

Department of Elementary and Secondary Education Approval
Bay Path's education programs on the baccalaureate and post-baccalaureate levels are approved by the Massachusetts Department of Elementary and Secondary Education.

Memberships
- American Council on Education
- American Association for Paralegal Education
- Association of Independent Colleges and Universities in Massachusetts
- The College Board
- Cooperating Colleges of Greater Springfield (CCGS)
- Council for Advancement and Support of Education
- National Association of College Admissions Counselors
- National Association of Independent Colleges and Universities
- New England College Council
- Women's College Coalition

BAY PATH PROFILE

Mission and Purpose

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

The College

Established in 1897, Bay Path College has a history of providing degree programs and educational opportunities that respond to the needs of the current workplace and the demands of graduate school. The College offers degrees at three campuses and online. Those campuses include the main campus of the College in Longmeadow, Massachusetts; the Central Massachusetts Campus in Worcester County, Massachusetts, the Burlington Campus in Burlington, Massachusetts, and Bay Path Online. The College has more than 1400 students enrolled in the undergraduate College for women, the One-Day-A-Week *Saturday* College for women, and the Graduate School for men and women.

In the traditional undergraduate program, the College offers career-focused and liberal arts programs in over 30 majors and minors including degrees in forensic science and biotechnology. The One-Day-A-Week *Saturday* program offers degrees in business, criminal justice, education, legal studies, liberal studies, and psychology. The Graduate School offers the following degrees: Master of Business Administration in Entrepreneurial Thinking and Innovative Practices, Master of Science in Communications and Information Management, Master of Science in Nonprofit Management and Philanthropy, Master of Science in Strategic Fundraising and Philanthropy, Master of Science in Education – Special Education, Master of Science in Higher Education Administration, Master of Occupational Therapy, and a Master of Science in Forensics. Certificate programs are also available in a variety of specific areas at both the graduate and undergraduate levels for career enhancement and personal growth.

For more information on the College, visit “ABOUT US” at www.baypath.edu.

The Longmeadow Campus

Athletic Facilities

Farmlea Athletic Fields

The athletic fields, including the Ryan Soccer Field, are located approximately ½ mile south from the main campus off of U.S. Route 5, and are the home of the Bay Path Wildcats outdoor athletic teams. On this site, there are regulation soccer and softball fields, a challenge course, and a walking and jogging track. The newly renovated Grandchamp Field House has locker rooms and meeting rooms for Bay Path and visiting teams.

Campus Buildings

Academic Buildings

D'Amour Hall, Carr Hall, and Elliott House are the major academic buildings. D'Amour Hall for Business, Communications, and Technology provides access to computers for general use by Bay Path students, five computer laboratories, the MassMutual Multimedia Lab, the Davis Technology Center, technology classrooms, and a student computer help center. Within the computer laboratories are the most popular software applications, full multi-media capabilities—including CD-ROM based learning/teaching tools, and Internet access. Carr Hall has newly renovated classrooms fully equipped with computer network and cable access, science laboratories in biology, chemistry, forensic science and physics, and the Mills Theatre, which seats approximately 300. Elliott House has a clinical laboratory for occupational therapy and faculty offices.

Blake Student Commons

The hub for campus activity is the Blake Student Commons, a gathering place and welcoming center for students and visitors. Designed and built to complement other buildings on campus, the multifunctional Blake Student Commons is the site for numerous events and club meetings throughout the year. It also includes the main campus dining hall with multiple food stations, the Carpe Diem Café, a small theatre, bookstore, fireplace lounge, game room, community bulletin boards for postings, student mailboxes, and the Sullivan Career Development Center. Open days and evenings, the Blake Student Commons is wired for computer and network accessibility, provides computer workstations for the Bay Path community, and features an information kiosk with an electronic bulletin board.

Breck Fitness Center

Connected to the Blake Student Commons is the Breck Fitness Center. Open to the entire Bay Path community, the Center has a fitness room equipped with Nautilus and weight equipment, a large exercise/aerobics room, dance studio, and a 30-person conference room for informal wellness, health management, and nutrition classes. A personal trainer maintains weekly office hours and can schedule special appointments upon request. Breck also has offices for the student development staff including: the Vice President of Planning and Student Development, the Director of Student Success and Retention, the Assistant Director of Student Success and Retention, the Director of Campus Life, and the Athletic Director.

Hatch Library and Information Services
and the Hatch Virtual Library

Hatch Library offers an inviting setting for individual and group study and provides Bay Path students with carefully selected information resources and technology for the twenty-first century. The up-to-date collection of over 72,065 items includes books, periodicals, videos, DVDs, CDs, and cassettes, as well as electronic books and databases delivered by high-speed Internet access. In addition, Bay Path students may borrow, either in person or by interlibrary loan, from the over one million volumes held at the academic libraries of the Cooperating Colleges of Greater Springfield and the Springfield City Library.

The Hatch Virtual Library at http://library.baypath.edu enables students, faculty, and staff to connect at any time to over 85 online databases, with more than 30,000 full-text sources including journals and major newspapers, from any computer on campus or from any remote computer with Internet access. Other resources on the Hatch Virtual Library include high-quality, course-related Web sites, information for commuter students, and online help.

Reference librarians at Hatch Library are available in person, on the phone, or by e-mail to assist students with research, assignments, or library resources. Librarians also work closely with the Bay Path faculty and participate in teaching to ensure that students have the research and information skills required for life-long learning.

Hatch Library is open seven days a week most of the year; special holiday and summer hours are posted in the library and available on the Web site.

Mills Theatre

Mills Theatre, a gift of Ada C. Mills, is home to the Bay Path College performing arts department. Renovated in 2004, this state-of-the-art facility features new seating, carpeting, acoustics, advanced sound system, updated electrical lighting bay, and air conditioning. Handicap accessible, the floor plan also has specially-designed handicap seating. In addition, Mills serves as a theatre-style classroom with retractable tablet desks and presentation equipment.

Computer Facilities

The Bay Path College commitment to preparing students for the 21st century is evident in its campus computing, networking, and telecommunications facilities and services. Academic resources include more than 200 PCs available to students in seven computer labs, the Bashevkin Academic Development Center, residence halls, Hatch Library, and public clusters. By using any networked computer, students have access to information technologies such as e-mail and the internet. A variety of online information resources from Hatch Library are also available on the network. The Help Desk Service, located outside of D'Amour 3, but also available by phone 565-1ITS, provides students with a single point of access for assistance with computing questions. Computer labs are also available when classes are not in session.

The Burlington Campus

Bay Path College established the Burlington Campus (BC) in 2007 through a partnership with Burlington High School. Students, staff and faculty use dedicated Bay Path College offices within the high school, as well as shared classrooms, computer labs and science classrooms within the facility. Programs at the Burlington Campus include the One-Day-A-Week *Saturday* College for undergraduate women as well as graduate degrees for men and women. The Burlington Campus provides students with all of the student support services of the main campus, including access to administrative and academic deans, a student financial services representative and the Registrar's Office.

The Central Massachusetts Campus

Bay Path College launched the Central Massachusetts Campus (CMC) in 2003. Currently located in the JRD Building on Route 20, two miles east of Sturbridge on the Sturbridge/Charlton line, the Worcester County facility provides a state of the art adult learning experience and features spacious, well-equipped rooms with wireless networked computers, high-speed Internet access, and professional presentation and audiovisual equipment. Bay Path College has also partnered with Tantasqua High School and uses the computer labs and biology classrooms of this facility. At the CMC, Bay Path College offers the One-Day-A-Week *Saturday* College for undergraduate women, with degree programs in business, liberal studies, liberal studies with a concentration in elementary education, psychology, and paralegal studies. The Central Massachusetts Campus provides students with all of the student support services of the main campus, including access to administrative and academic deans, a student financial services representative and the Registrar's Office.

ACADEMICS

Academic and Career Development

Academic Advising

Each student is assigned a faculty advisor with whom she can consult about her program and course selections, career goals, and academic progress. Faculty advisors usually teach in the student's program and are familiar with academic matters. Academic administrators are also available for consultation and conferences.

Academic Support

The Bashevkin Academic Development Center provides peer, professional and online tutoring to supplement course instruction. Tutors are available in most courses, and schedules are posted online and on campus each semester. Academic counseling in time management, test anxiety, study skills and other academic issues is also available.

Career Development

Bay Path's focus on Leadership, Communication, and Technology is integrated into its unique model for career development. Throughout their tenure at Bay Path, students are introduced to the many aspects of planning, first for their college years and then for their professional lives.

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

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

Internships

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

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

Cooperative Education

The college's Cooperative Education Experience (CEE), is an alternative to internships, in some programs, and represents a more intense, professional level experience. Cooperative education is a structured educational strategy that integrates classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. Co-op students work in a professional setting off-campus in *paid* jobs that are entry level or career-track in their field. During their

Co-op semester, students engage in work experiences that are carefully selected to be both appropriate learning environments and productive, relevant work. Students working in Co-op positions simultaneously take a Co-op course through their department, during which they work with a faculty mentor who helps them to make critical connections between their academic classes and the work in the field, effectively linking theory with practice. Students wishing to participate in the co-op program will work with the Director of Cooperative Education as early as their first year, to begin planning and preparing for the experience.

Graduate School Advising

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

Pre-Law Advising

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

Pre-Medical and Pre-Veterinarian Advising

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

Special Academic Programs/Opportunities

Auditing Courses

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

Capitals of the World/National Landmarks

Every spring break, when international travel is judged to be appropriate, and there are a minimum number of participants, students have the opportunity to visit a different world center with a college-sponsored tour. If deemed more appropriate, a national landmark will become the destination for the tour. An

intensive seven-week course which meets before and immediately after the tour is recommended. International travel fellowships are available to students.

Certificate Programs

Certificate programs have been developed especially for women who wish to explore a new area of interest or to prepare for a new career. Certificates are currently available in Advanced Paralegal Studies (21 credits), Residential and Commercial Interior Design (18 credits) and Nonprofit Leadership and Service (18 credits). Each certificate may be completed in 12-18 months of continuous part-time enrollment.

Community Service Credit

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

Cooperating Colleges of Greater Springfield (CCGS)

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

CCGS supplements student learning experiences through inter-college library privileges, joint student activities, shared social and cultural events, and the opportunity to enroll in courses at any of the colleges. This reciprocity allows full-time students at Bay Path College to enroll in two courses each semester at any CCGS institution at no additional fee provided the course is not offered at Bay Path College that semester. Courses taken through CCGS must be included in the allowable 12 to 17 credit range.

Directed Study

Qualified students, working on a one-to-one basis with a designated faculty member, may design an elective course in an area not normally covered by the curriculum of a given program. In this way, students may gain knowledge about a subject in which they have a special interest. Proposed study projects are reviewed by participating faculty and must be approved by the faculty directed study committee and the Associate Vice President for Academic Affairs. A presentation to the Bay Path community of the work covered in the course normally completes the project.

Double Degrees

Students who wish to earn a double degree (for example, a bachelor of science in criminal justice and a bachelor of arts in psychology) must meet the major requirements for both degrees and must earn a minimum of an additional 30 credits of unduplicated course work for the conferral of the second degree. General education requirements may apply to both degree programs.

Double Majors

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

Entrepreneurial Program

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

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

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

International students with a 500-550 TOEFL score will be considered for this intensive English-as-a-Second-Language Program, which provides practice in listening, speaking, reading, and writing and information about American culture. ESL courses generally meet three hours a day, five days per week, for which three graduation credits and six college credits are given. Students may enroll in one or sometimes two other appropriate courses for credit with the approval of the Associate Vice President for Academic Affairs. Cultural enrichment trips are a special feature of the Program. Trips may be scheduled to museums, aquariums, theatre and symphony performances, as well as to other local and regional sites of historical and general interest.

Honors Program

Honors Mission Statement

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

Program Overview

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

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

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

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

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

Honors Program Admissions Policy and Application Procedure

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

- SAT combined score of 1500 or above (or equivalent ACT combined score); for international students, a TOEFL score of 550 or higher
- High School Grade Point Average of 3.25 or above
- Demonstrated evidence of past academic achievement, and a commitment to extra-curricular activities and community service.

Transfer Students and Late Applicants

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

ROTC

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

Study Abroad/International and Other Opportunities/Domestic

International Study

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

midterm of the full year preceding the proposed study abroad semester, although certain programs of study may require an earlier deadline.

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

A student studying abroad will have the grades from all courses from the host institution converted to Pass/Fail grades by Bay Path College and not be included in her grade point average. A failing grade (below C-) will not transfer in and, therefore, will not be included in the grade point average.

Students who wish to obtain financial aid must be enrolled in a full-time program of study approved for transfer credit by the College. In most cases, eligible students may use federal and state grants and loans toward the cost of study abroad, but may be limited to a single semester. Students are also encouraged to apply for scholarship funds which are available exclusively to students for international study. The College reserves the right to limit the number of students studying abroad during any given semester.

Domestic Study

Washington Semester Program

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

Chaminade University Semester Program

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

Academic Policies and Procedures

Academic Progress Standards and Academic Probation

Students are expected to make both quantitative and qualitative progress toward a degree.

Qualitative:

Students are expected to make progress towards a degree with a minimum gpa of 2.0. A student will be placed on academic probation the semester after the one in which she has not maintained a 2.0 gpa or higher. Students are notified by the Registrar's Office when they are placed on academic probation. Upon receipt of the academic probation letter, students should follow one of the two appropriate courses of action:

- Students who are placed on academic probation after their first semester at the College should schedule an appointment to meet with the Associate Vice President for Academic Affairs no later than the date indicated on their letter to devise an academic improvement plan.
- Students who are placed on academic probation after their second semester should schedule an appointment with the Chair of their program no later than the date indicated on the letter to discuss their plan for academic improvement.

Students who are on probation may not participate in any major student activity, participate in an intercollegiate sport, hold office, or represent the college publicly until the probation is removed.

A student who does not meet the progress standards for the semester following the one for which she was placed on probation, will be suspended. An academic suspension means that a student will not be enrolled at Bay Path for at least one semester, and formal application (with justification) is required for reinstatement. Failure to meet the standards after an academic reinstatement will result in academic dismissal. (Students subject to dismissal from the college may not return to the College at a future date without formal application and approval of the Provost.)

Students who meet academic standards for the semester after their academic suspension will remain on academic probation until their cumulative grade point average is the equivalent of 2.0 or higher.

Quantitative:

Students must complete 75% of the total credit hours attempted, including transfer, withdrawal and incomplete hours.

Academic suspension and academic dismissal may be appealed by writing to the Provost and Vice President for Academic Affairs. The decision of the Provost is final.

A student's financial aid, including scholarships and grants may be revoked if she is on probation two consecutive terms for failure to make "Standard Academic Progress" (SAP) as defined by federal regulations. For more information contact the Office of Financial Aid.
**Please note that the minimum standard for graduation at Bay Path College is 2.0 and that certain programs require cumulative grade point averages higher than the Minimum. It is the student's responsibility to be aware of the required cgpa for her program.*

Academic Technology Policies

The web-based student portal system, called the **W**ild**CAT LINE** (**WildC**entral **A**ccess **T**o **L**inks **I**nformation & **N**ews to **E**nlighten), allows students to view and print their individual class schedules, grades, billing statements, financial records, degree audits, and enrollment histories, as well as access to specialized e-mail and information resources. The following policies are related to accessing information at Bay Path College:

- The official method of communication with students and members of the Bay Path community is through the WildCAT LINE. Students are responsible for checking e-mail regularly for important notices and other information and for complying with stated college policies and guidelines. E-mail accounts are automatically established for all students within one week of initial enrollment.
- Bay Path College does not mail or provide printed copies of class schedules, grade reports, or degree audits. These are available in the **BP ROAD** information system (**R**eal-time **O**nline **A**ccess to **D**ata)
- The BP ROAD also provides access to financial information. Students are able to access their financial information at all times. However, when there is an outstanding balance, unapproved financial aid, missing immunization records, or other required documents, students will have access only to their billing statement, but not to their schedule, degree audit, course selections, or other information. All other information is made available to students after all financial and other requirements have been met.
- The WildCAT LINE also includes an online bulletin board. Student-generated e-mail can only be addressed to specific named individuals and cannot exceed 30 recipients. Any information that needs to be shared with groups can be posted on the bulletin board.

Course Management System

The College uses a sophisticated Course Management System (CMS) in all programs at both the undergraduate and graduate levels. The system allows electronic posting of educational materials for each course, and students have access to the material from any computer whether on or off campus. Students are required to obtain the course syllabus from the CMS classroom for each of their courses and, near the end of the term, are required to complete the course evaluation. **Students should keep copies of**

all work submitted to their classrooms since that work is not accessible to the student after the course is over, or, in the event the student withdraws, after the withdrawal date.

Information Technology Ethics and Responsibilities

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

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

For a more detailed description of information technology policies and procedures, please reference the Student Guidebook under the Academic tab of the WildCAT LINE web portal.

Advanced Placement and College Level Entrance Examinations

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

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

Articulation Agreements

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

Assessment Activities

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

Attendance Policy

Students are expected to attend all scheduled classes. Specific absence policies are determined by each academic department, announced at the beginning of each course, and presented in the course syllabus. The syllabus includes learning outcomes, assignments, and examinations, as well as policies for attendance, make-up examinations, late work, and related issues. Students whose absences exceed the announced departmental policy may receive a course grade of "F." Such students may be permitted to attend the remaining classes but may not be permitted to take any examinations.

Challenge of Final Course Grade Policy

Students who wish to challenge their final course grades must submit written petitions by mail, fax or email to the faculty member within 14 days of the issue of the final grade report. Petitions submitted beyond the two-week period may be accepted at the discretion of the professor. The professor should respond to the student within three weeks. The student or the professor may request that the matter be reviewed by the department Chair, or the Associate Vice President for Academic Affairs if the department Chair is the professor. Petitions should be sent to the faculty member in care of the Administrative Assistant for the Faculty, Elliott House, Bay Path College. In matters involving violations of the College Policy on Academic Integrity, challenges of final grades must be directed by the student or professor to the Chair of the Standing Committee on Academic Integrity (at integrity@baypath.edu). (See Policy on Academic Integrity and Social Behavior.)

Class Cancellation Policy

While classes may be canceled unexpectedly, it is the College's policy **not** to cancel classes in which an announced examination, presentation, or other graded exercise is scheduled. Students should **not** assume that notices on classroom doors are official. Students should refer to the "Campus News Board" on the WildCat Line for information on course cancellation. It is the students' responsibility to verify class cancellations if they choose not to wait in the classroom for the professor to arrive. It is up to the discretion of the professor as to how to deal with absences based on false information about class cancellations.

Final Examinations

All final exams must be taken during the official examination period, which is established by the Registrar's Office and published on the WildCat Line. No exams are administered early and students should make their travel plans accordingly. The nature and type of final examination or final experience will be determined, administered, and graded by the instructor. Any deviations from this policy will be permitted only under extraordinary circumstances and must be approved by the appropriate Department Chair or Director, who informs the Associate Vice President for Academic Affairs of these decisions.

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

Joint Admissions

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

Minors

A declared minor consists of a minimum of 15 credits in a discipline or set of interrelated courses above the 100 level. At least two courses may not be required by the student's major program and one course must be an upper level course. Declared minors imply some special competence or knowledge beyond the core requirements for a college degree, above the introductory level courses in a field, and knowledge and/or competence beyond the student's declared major. Students may develop minors in any discipline or area in consultation with their academic advisors, but appropriate department chairs will approve the proposed minor. Students may not merely divide up the courses required by their majors to create minors. It is recommended that students begin to plan their minors with their advisors as early as possible, but usually no later than the third semester, because some courses may have prerequisites which are offered during either a fall or spring semester. Once the student has completed the minimum of 15 credits required for the minor, she must submit the Intent to Minor form with the courses listed and the name of the minor to the Registrar for the minor to be officially added to her transcript. The student's academic advisor and appropriate department chair(s) must approve the form, and the student must have a grade point average for the minor of at least 2.75 with no course grades lower than C-. Bay Path College cannot guarantee the availability or scheduling of courses that students may wish to count toward the completion of a particular minor.

Policy on Transfer of Undergraduate Courses into Minors

A student wishing to transfer courses into one of the college's minors bears the burden of proving that the courses are appropriate and relevant to the minor. Requests to accept transfer course credits into minors are reviewed on an individual basis by the student's advisor and department chair. To ensure the value of a minor, the advisor and chair will determine if the transfer courses are recent enough to apply to the minor, or if the courses will apply only to open elective credit. At least one course in the minor, an upper level course, must be completed at Bay Path College. The department chair has final word on the name of the minor and the application of credits toward a minor; department chair decisions regarding transfer credits into minors will be final and not subject to appeal. See the policy on minors for requirements for completion of minors.

Repeating a Course

Generally courses with grades below a "C-" may be repeated, although the student should check the requirements of her program. All courses attempted and grades earned are retained on the student's permanent record; however, only the highest grade earned for a repeated course is computed in the final cgpa.

Transfer Credit

Students who transfer to Bay Path from a regionally-accredited institution or who earn credit through Advanced Placement or College Level Entrance Examinations may receive up to 90 credits toward a baccalaureate degree and 30 credits toward an associate degree. Bay Path students who wish to register for a course at another institution after matriculation at Bay Path must receive written approval from the registrar's office before registering for the course at the outside institution. Grades of C- or above will transfer into BPC as a T and will not be calculated as part of the student's grade point average. If the course taken at the other institution repeats a course taken and failed at Bay Path, and the student earns a grade of C- or above, the course will be brought in as a T and the earlier F will be removed from the calculated grade point average. Courses accepted for transfer before matriculation receive transfer credit only.

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

Transfer credit will be given for college-level courses taken at accredited institutions, provided the student has earned a grade of C- or better. An exception is made for D grades earned in those courses taken through CCGS cross registration as long as a minimum grade is not required as a college-wide or major requirement. A student who has received an associate degree in the same program of study as that to which she is transferring at Bay Path and has earned a minimum cgpa of 2.0 on a 4.0 scale will be admitted to junior status. For students changing their program of study, the courses will be evaluated individually to determine how they fall within the scope of the Bay Path curriculum. Candidates for Education and Occupational Therapy

programs must meet certain cgpa, and pre-requisite course grade requirements and may receive fewer credits than those of other programs due to special conditions for certification, accreditation, or licensure.

Bay Path College Policy on Academic Integrity and Social Behavior

The policies and procedures set forth herein are subject to revision; changes will be effective when they are posted online.)

The Bay Path College Policy on Academic Integrity and Social Behavior [“Policy”] is interpreted and enforced through the Standing Committee on Academic Integrity from whose membership Disciplinary Hearing Boards will be formed to resolve allegations of violations of the Policy and, when appropriate, impose sanctions for violations. The Standing Committee is comprised of representatives from the Bay Path community including full-time faculty, administrators, and full-time students from the Traditional, One-Day, and Graduate programs. The Committee is chaired by a member of the full-time faculty who, working collaboratively with the Senior Student Representative and the College administration, has responsibility for administering the Disciplinary Hearing Board process. The Senior Student Representative serves as a liaison to the student community and the Student Government Association.
The College academic disciplinary process is designed to determine whether violations of the Policy have occurred and to impose sanctions when violations are found. The disciplinary process occurs entirely within the College community and is not a legal proceeding. It does not involve or incorporate legal rules of procedure or evidence, and no provision is made for the involvement of or representation by legal counsel for any respondent, complainant, or witness. A student (respondent) accused of violating the Policy may select a full-time faculty member or other member of the college community, who is not an administrator or a staff member in either Academic Affairs or the President’s Office, to act as an liaison and intermediary with the Committee; but this liaison shall not be legal counsel and shall not have the right to investigate, interview, or cross-examine witnesses or others. The faculty liaison may advise the student, appear at any hearing, and may speak on the student’s behalf.

Academic and Social Behavior

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

Academic Integrity

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

- plagiarism;
- the use of unauthorized sources of information or violation of copyright
- and/or license agreements
- cheating

- the theft of academic materials or information
- assisting others in acts of academic dishonesty or conspiracy of any kind that threatens or damages the integrity of the academic process or the College community
- disruptive behavior in the classroom
- using any College resource to engage in any plagiarism or cheating
- any other disruption or obstruction of teaching and learning.

Student work will be assessed not only for quality of thought and expression but also for academic integrity. To help prevent plagiarism and promote the correct use of sources, the College makes anti-plagiarism software available to faculty and students. Faculty electing to use the software may require that papers be submitted for textual similarity review for the detection of plagiarism. Penalties for dishonorable *academic* behavior may range from the imposition of a failing grade in an academic assignment to immediate suspension or dismissal from the College. Students found responsible for violations of the Policy on Academic Integrity forfeit their eligibility for academic and other College honors.

Process for Academic Integrity Policy Violations

A faculty member who has evidence of a student failing to adhere to the Policy has a duty to report the conduct to the Office of Academic Affairs, which will maintain records of the allegation and the disposition of the matter. Students may report allegations of academic integrity to any faculty member or administrator who will forward the report on a form approved by the Standing Committee to a designated individual in the Office of Academic Affairs. Faculty reporting a matter will refrain from investigating the matter. Faculty shall respect the confidentiality of information relating to or resulting from reports of academic dishonesty.

When conduct involving academic dishonesty occurs in the faculty member's class, she or he may elect to attempt to resolve the matter informally. In the alternative, the faculty member may elect to refer the matter directly to Academic Affairs for disposition by the Standing Committee through a Hearing Board. A student whose conduct is the focus of a matter referred directly to the Committee for consideration by a Hearing Board may request that the Chair of the Standing Committee investigate the possibility of informal resolution of the matter. The Chair of the Standing Committee may consult with members of the Committee, the complainant and faculty member involved, and meet with the student and others before determining whether to let the matter proceed through a Hearing Board or be resolved informally.

A faculty member electing to pursue informal resolution of a violation of the Policy shall first notify the Office of Academic Affairs of the facts and circumstances of the alleged violation. The faculty member will notify the student of the complaint and the faculty member's intent to resolve the matter informally by email in a form approved by the Standing Committee. The student will be asked to respond to the complaint and will be advised of a respondent's rights under the Policy, including the right to seek the advice of a faculty liaison and to meet with the Chair of the Standing Committee. If the student accepts the informal disposition of the matter, the faculty member should notify the Office of Academic Affairs, and documentation of the

episode and its resolution will be kept on file by the Office of Academic Affairs. If the matter is resolved informally, the faculty member may assign the student a grade of "F" for the course and/or for the particular assignment, or grade so much of the assignment that represents the student's own work, or require that the student repeat the assignment or a similar assignment. The student may decline informal disposition and request that the matter be referred directly to the Standing Committee for resolution by a Hearing Board. Allegations resolved informally are subject only to academic sanctions; but if a student requests resolution by a Hearing Board, the Board retains the discretion to impose the full range of academic and disciplinary sanctions, including immediate suspension or expulsion from the College. A faculty member pursuing informal resolution of a matter may confer about the matter with the Chair of the Standing Committee or his or her designee. If the alleged conduct is a student's second or subsequent offense at the College, the matter is automatically referred to the Disciplinary Hearing Board for further action. All referrals to the Committee will be made to the Chair of the Standing Committee through the Office of Academic Affairs. For all matters under consideration at the end of a term, an Incomplete ("I") should be entered as the student's grade until the matter is resolved.

Reporting—Responsibilities & Sanctions

Faculty, Administrators and Staff have a responsibility to report conduct that violates the Policy. Students are encouraged to report conduct involving violations of the Policy. No student will be sanctioned for failing to report a violation of the Policy, but students should be aware that failure to report violations of the Policy encourages additional or future violations and that non-reporting has a corrosive effect on the academic integrity of the community. Students who have witnessed or have knowledge of acts of academic dishonesty are expected to respond honestly and completely when asked about the conduct or incident during a hearing or an investigation of an allegation of a Policy violation. Failing to respond to inquiries or making false, incomplete, or misleading statements or accusations may be treated as violations of the Policy and be subject to sanctions. Any student who pressures or induces or threatens a student to engage in or conceal violations of the Policy, or who retaliates in any way against a student who provides information, reports or participates in an investigation or hearing shall be deemed to have violated the Policy involving academic and social behavior and be subject to the full range of disciplinary or academic sanctions.

Self-Report and Non-Disciplinary Response

Any student who is involved in conduct constituting a violation of the Policy on Academic Integrity or who finds herself or himself in an ethically compromising situation may self-report the situation to her or his academic advisor, the Chair of the Standing Committee, or any member of the full-time faculty. A student who self reports may face academic penalties but will not be subject to disciplinary sanctions for a first offense, unless the conduct is a serious violation without any mitigating circumstances or is otherwise extremely egregious or destructive. The self report is treated as a significant factor in mitigation of any sanction imposed. Any self report must be made before the conduct is discovered or reported to a member of the faculty or the Office of Academic Affairs.

Disciplinary Hearing Board--Process

If the matter is referred to the Standing Committee for resolution by a Disciplinary Hearing Board, by the Office of Academic Affairs or upon request by the faculty member or the student, the Chair of the Standing Committee will notify the faculty member and the student that a referral to the Committee has been received and that a Disciplinary Hearing Board will be convened. The notice to the student/respondent will include a summary of the complaint and advise the student of a respondent's rights and responsibilities under the Policy, including the right to obtain a faculty liaison. The Disciplinary Hearing Board will consist of the Chair of the Standing Committee (or her or his designee), two faculty members, and two students, with no member having a vested interest in the matter. The faculty member making the allegations may request appointment of one member of the faculty on the Standing Committee to the Disciplinary Board and the student, who will receive notice of the composition of the Disciplinary Board, may seek disqualification of one faculty member and two student representatives. The Chair of the Standing Committee will select any replacements.

The Disciplinary Board will handle the matter in a timely fashion by scheduling a hearing to take place within fourteen (14) days of formation, unless circumstances merit additional time. Before the hearing the respondent(s) will be given the opportunity to obtain the advice of a faculty liaison and to identify any witnesses or present any information relevant to the allegations to the Chair of the Standing Committee for consideration by the Board. The Chair of the Standing Committee will also interview witnesses identified by the complainant and others in preparation for the hearing. The Disciplinary Board, presided over by the Chair of the Standing Committee, or her or his designee, will hear evidence to determine whether, based on a preponderance of evidence, a violation of the Policy has occurred and to impose sanctions, if appropriate. Witnesses, including the complainant and the respondent will present evidence to, and answer questions from, the Board. A record will be kept of the proceedings, which will include a summary of the testimony and findings of fact. The proceedings of a Hearing Board will be private, and members of the Board will scrupulously respect the confidentiality of the process. If there is more than one student involved in the action, separate hearings will occur unless the students request otherwise. If the respondent was found responsible for earlier violations involving academic integrity, this history will be made available to the members of the Disciplinary Board upon consideration of sanctions. The respondent and complainant faculty member, as well as others invited by the Chair of the Disciplinary Board, may be asked to attend the meeting of the Board. Notice of the decision of the Disciplinary Board will be sent to the student and the Provost and Vice President for Academic Affairs within seven (7) days of the hearing.

Students determined to be responsible for acts of academic dishonesty may be subject to academic and disciplinary sanctions including the following:

- All sanctions provided through informal disposition, including receiving a "zero" or an "F" for the assignment(s) in question; and/or
- Failure ("F") in the course in which the act took place; and/or
- Suspension from the College for a specified period of time; and/or

- Dismissal from the College for an indefinite period with conditions for re-admission, if any, defined by the Provost and Vice President for Academic Affairs at the time dismissal occurs; and/or
- Permanent expulsion from the College with documentation on her or his permanent record.

Students who have been found responsible for violations of the Policy will be ineligible for academic or other College honors and may be removed from any appointed position or required to resign from any elected position in the College. If a student is found responsible for violations of the Policy, but is not enrolled in the course for which she provided or secured information for someone who was enrolled in the course, she or he is subject to the same disciplinary sanctions outlined above.

Appeal

A respondent who believes the decision of the Disciplinary Board is unsupported by or contrary to the evidence or is the result of procedural error or bias, or who seeks reconsideration of any sanctions imposed, may appeal within seven (7) days of receiving the notification from the Disciplinary Board. This appeal must be made in writing on a form approved by the Standing Committee and sent to the Provost and Vice President for Academic Affairs, who will review the matter. The Provost will determine whether the appeal has merit and, if so, may render a decision or return the matter to the Disciplinary Board for further consideration. Newly discovered evidence, unknown at the time of the hearing, may be raised on appeal in support of a request for further consideration by the Board or in support of a request for reconsideration of sanctions. Such newly discovered evidence should be presented in writing to the Chair of the Standing Committee who will forward the evidence to the Provost. Upon receipt of the evidence, the Provost may decline to hear the evidence and decide the appeal on the record, send the matter back to the Hearing Board for reconsideration, or consider the evidence and render a decision on the appeal. The decision of the Provost and Vice President for Academic Affairs is final and may not be appealed further.

Social Behavior

Dishonorable social behavior, which includes all applicable violations identified above, as well as any other threatening or disruptive behavior, or any act that affects the integrity of the fact-finding or hearing process also constitutes a violation of the Policy within the authority of the Standing Committee. Action for dishonorable *social* behavior will be taken by the Standing Committee or the Provost and the Office of Planning and Student Development depending on the circumstances. Any faculty member who perceives or suffers from such behavior by any student or group of students while pursuing duties in the instructional process may request that the student or students leave the immediate learning environment. If, in the faculty member's judgment, the student or students will not respond to direction by the faculty member, she or he may contact campus Public Safety for assistance. The faculty member must report the conduct in writing as soon as possible to the Associate Vice President for Academic Affairs or Dean of the Graduate School, or the Dean of the One-Day Program, and, if appropriate, file an incident report with the

Campus Public Safety Office. The Associate Vice President for Academic Affairs, the Dean of the Graduate School, or the Dean of the One-Day Program will forward the complaint to the Chair of the Standing Committee who will notify the student involved that a complaint has been made and that the matter will be resolved through the hearing process. The Chair will also advise the student that she or he may contact a faculty liaison for advice and assistance during the pendency of the matter.

Summary Process

When a complaint involving questions of academic integrity also involves dishonorable social behavior, or involves egregious conduct, the Chair of the Standing Committee, in consultation with the appropriate administrators, will determine whether summary process is appropriate or whether the matter should be dealt with by the Committee through the formal hearing process. For serious social misconduct that appears to merit suspension of a student from class or campus, or expulsion from the College, the complaint will be handled expeditiously through summary process, without recourse to the formal hearing process or involvement of a faculty liaison.

The Chair of the Standing Committee will promptly investigate the matter in consultation with the Office of Student Development and the Office of Academic Affairs. The Vice President for Planning and Student Development and/or the Associate Vice President for Academic Affairs and/or Dean of the Graduate School and/or the Dean of the One-Day Program, may, on her or his own initiative, or upon request by the Chair of the Standing Committee, require the student to refrain from contacting the professor or other students, or to stay away from the class or classroom or other areas on campus, or may prohibit the student from entering the campus while a matter involving social behavior is under review. A student whose behavior is under review, or any person advocating or acting on the student's behalf, should direct any and all communication about the matter to the Chair of the Standing Committee, who will forward the information to the appropriate recipient and keep a copy of the communication on file.

Sanctions

A student found responsible for dishonorable social conduct through summary process faces sanctions that include removal from the classroom, suspension from class, or involuntary withdrawal from the class. Students may also be suspended from the College, barred from campus, or expelled from the College with either the privilege of readmission at some later time, subject to conditions determined by the College, or with no opportunity for readmission. Students found responsible for dishonorable social misconduct also face any or all of the academic sanctions set forth in the Policy including being ineligible for College honors and forfeiture of College offices. A student aggrieved by the decision of a Disciplinary Hearing Board in a matter involving social misconduct has the same right of appeal as a student found responsible for academic dishonesty. A student found responsible through summary process may be heard by the Provost in mitigation of responsibility or sanction but has no right of appeal. A decision by the Provost and/or the Vice President for Planning and Student Development is final.

In any case in which the conduct is criminal in nature, the Provost and/or Vice President for Planning and Student Development may act summarily or seek the assistance of the Committee, but a report will be made to Campus Public Safety and referrals and reports made to the appropriate law enforcement agency and/or the District Attorney's Office or other appropriate prosecutorial entity.

Bay Path College IRB Policy Statement

Bay Path College is committed to upholding the rights of human participants in research projects. Accordingly, the College has established an Institutional Review Board (IRB) that is charged with ensuring that all relevant human subjects research conducted by College staff, faculty and students is guided by the principles set forth in the Belmont Report and conforms to the requirements articulated in federal regulation 45CFR46. Additionally, the College requires all faculty, staff and students to acquire approval from the IRB before conducting any federally-defined human subjects' research (see definition below). The College also requires IRB review of research involving federally-defined human subjects (see below) when any one of the following is also the case:

- The investigation involves the study of someone under the age of 18.
- The investigation involves the study of subjects who are manipulated by the investigator or his/her assistant(s).
- The investigation involves the study of someone who would not be fully capable of providing informed consent to participate in research if asked to do so (e.g., persons with impaired cognitive processing abilities) or the study of someone whose informed consent, if sought, might reasonably be attributed at least in part to external pressure (e.g., a prisoner hoping for favors in return for research participation, or a student fearing repercussions if s/he does not participate in his/her professor's research project).
- The investigation is conducted for a project that the College has determined must receive IRB review.

To protect subjects' rights, the College also requires of all IRB members, all graduate students and all researchers seeking IRB approval the successful completion of training in the protection of human subjects from a federal training program (see the IRB website for links to these online training programs). Note: Every project that collects information about humans, whether through images, videotape, audiotape or written notes, must follow the College's information privacy policy, even if the project does not require IRB review.

The Bay Path College IRB includes representatives from faculty and staff who have an interest in protecting human rights and is made up of a minimum of five full-time faculty with at least one humanist in that membership. The IRB is chaired by a full-time faculty member serving on the IRB and reports to the Provost and Vice President for Academic Affairs.

Investigators who must obtain IRB approval to conduct their research should initiate the process by obtaining a certificate from an approved online training program. Following that, they should complete the "IRB Application Form." That form contains instructions for completing the IRB approval-seeking process. It, and

all other forms, templates, guidelines and documents containing critical information related to the IRB are housed on the Faculty Course Management site available to all the Bay Path faculty and staff. (Note: A researcher *cannot* seek IRB approval for a project *after* s/he has begun data collection.)

Research that is properly classified as exempt and/or expeditable (see definitions on the IRB Research Classifications document housed on the Faculty CMS site), will be promptly distributed to and reviewed by an individual IRB member. Research that cannot be so classified must be reviewed by the full IRB in a meeting with a majority of IRB members, including at least one humanist member. Such a meeting will occur within one month of the receipt of a request for full IRB approval.

IRB Rights and Responsibilities:

- The IRB will meet as needed throughout the academic year to review policy and processes and issues that may arise.
- In evaluating applications the IRB will consider the safety and well being of all research participants. Additionally, the IRB will consider confidentiality, ethics, legal issues, data storage and security, and data analysis methods.
- IRB members who express a conflict of interest with specific applications will not participate in the decisions on those applications.
- The IRB may submit a request to the Provost and Vice President for Academic Affairs to terminate or suspend research not being conducted as approved by the IRB.
- The IRB shall maintain adequate documentation of IRB activities, including minutes, reviews, evaluations, consent documents, progress reports by investigators, correspondence, and reports of injuries to subjects.

Federal Definition of Human Subjects Research:

According to federal code (45 CFR part 46), *research* is " a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities." In further pronouncements, the Office for Human Research Protections (OHRP) has indicated that generalizable findings are those that are both "published" in a legal sense (i.e., made public to one or more persons by any means) and about classes of people (principally, groups of people distinguished from each other on the basis of psychological, social or physical variables) rather than about specific individuals or groups of people (e.g., a single organization or tribe). Thus, for example, the OHRP has specifically excluded most oral histories from the category of federally defined research, as most such studies do not immediately generate and are not intended to immediately generate conclusions about classes of people. (Note, however, that the OHRP *does* regard the production of an archive of oral histories to be an example of federally defined research *if* the archive is developed with the intent

of generating generalizable knowledge.)

Federal regulations defines a *human subject* as "a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information. This definition is further clarified as follows: "*Intervention* includes both physical procedures by which data are gathered (for example, venipuncture) and manipulations of the subject or the subject's environment that are performed for research purposes. Interaction includes communication or interpersonal contact between investigator and subject. *Private information* includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a medical record). Private information must be individually identifiable (i.e., the identity of the subject is or may readily be ascertained by the investigator or associated with the information) in order for obtaining the information to constitute research involving human subjects."

Forms and Additional Information:

Please consult the Faculty CMS site for appropriate forms and additional IRB information.

Ownership of Intellectual Property Policy

The Intellectual Property Policy of Bay Path College establishes criteria concerning the development, use, ownership, management, and marketing of intellectual property. This policy applies to all persons employed by the College and to students at the graduate and undergraduate levels. The policy applies to any invention, discovery, technology, creation, development, or other form of expression of an idea that arises from the activities of such persons, whether or not the subject matter is protected under the patent, trademark, or copyright laws, and includes the creation of curriculum, curricular support materials, software, internet/web-based materials, and any and all other multimedia courseware and/or materials.

If the intellectual property results from work done wholly on the individual's own time and without any college support, the inventor, author, or creator retains all rights of ownership, and the ownership of intellectual property rights resides in the inventor, author, or creator. Generally, theses and dissertations (and other projects and assignments) completed as requirements in degree programs and scholarly publications fall in this category.

When intellectual property results from work or other activity occurring during time for which the employee is compensated by the College or while using college facilities, materials, systems or equipment, or with any college support, stipend, reimbursement or any other form of compensation, Bay Path College shall own by automatic assignment all rights of ownership in the intellectual property. While theses, dissertations (and other projects and assignments), and scholarly publications are excluded from this category, the College shall retain all rights of ownership and the intellectual property rights for the creation of curriculum, college

programs of study, courses, and other means of teaching/learning regardless of delivery means or format.

Faculty, staff and students may petition for a waiver of the College's intellectual property rights by submitting a detailed letter outlining the reason for the petition, specific activity to be excluded, a description of the project and the involvement of the petitioner, and any outside affiliations of the project to the Provost. If the College determines in its sole discretion not to exploit its interest in the intellectual property, the creator will be notified in writing by the College that it is formally waiving its ownership interest in the work. The creator will thereafter be free to do with the intellectual property as he or she determines. In such instances, the College may, at its option, reserve a non-exclusive royalty-free license to use the intellectual property for research and teaching purposes. If the College desires to exploit its interest in the intellectual property, the creator shall assign all rights to Bay Path College in writing as and when requested by the College.

Policy and Process for Student Complaints

This policy and process applies to complaints that students may have concerning academic matters. The policy does not include issues related to final course grades—see challenge of final course grade policy. Also, it does not apply to such issues as sexual or other harassment based upon sex, age, race, religion, color, national origin, sexual preference, or disability—see policies on harassment and related issues.

Process:

- The student first should discuss the complaint directly with the faculty member and try to resolve it at that level. A student who attempts to begin the process at a higher administrative level will be directed to address the issue with the faculty member first.
- If the student refuses to confer with the faculty member or the faculty member refuses to confer with the student, the student may confer with the department chair or with a faculty advisor. If such a meeting occurs prior to the student meeting with the faculty member, the department chair will inform the faculty member of the student's request to meet and, if known, the nature of the issue, prior to the meeting. The department chair will not engage in substantive discussion with the student (i.e., inquire into the exact details or circumstances surrounding the complaint) but will listen to the student's concerns, inform the student that the concerns will be communicated to the faculty member, recommend that the student meet with the faculty member to resolve the issues and, if necessary, arrange time for the student and faculty member to meet to resolve the complaint, if appropriate, with the director present.
- If an acceptable solution is not reached at this stage of the process (as stated above), the student must then document her complaint in writing and deliver a copy to the faculty member, the department chair, and the

Office of Academic Affairs, respectively. In these cases the department chair will make a judgment about the student complaint and inform the faculty member, student, and Office of Academic Affairs of the decision. If the complaint is judged to be valid, the department chair will ask the faculty member to respond to the issue in writing or to resolve the issue in an appropriate manner.

- If the resolution is unacceptable to the student, the student may appeal to the Provost and Vice President for Academic Affairs. The decision of the Provost and Vice President for Academic Affairs is final and may not be appealed further.

Services for Students with Disabilities

The Coordinator of Disability Services, located in the Bashevkin Academic Development Center, is responsible for facilitating equal access to educational programs for students with disabilities. Students with disabilities are provided reasonable accommodations to assist in achieving maximum academic success. Accommodations depend on the particular needs of the student and may include auxiliary aids, course and test accommodations and modifications. Students who received special educational services in secondary school through the Individuals with Disabilities Education Act (IDEA) are not automatically qualified for post-secondary services. IDEA entitles school age children with disabilities to a free, appropriate education designed to facilitate successful learning outcomes. The rights of post-secondary students arise under the Americans with Disabilities Act (ADA), which is an anti-discrimination law designed to ensure that all students have equal access and opportunity to educational opportunities through the provision of reasonable accommodation for disabilities. In college, the student has the responsibility to disclose the disability and to request accommodation. If accommodations are granted, it is the student's responsibility to inform the instructor (and other persons who need to know) of the accommodations.

Procedures to Access Services:

Students seeking reasonable accommodations need to submit a written request to the Coordinator of Disability Services. Students may refer themselves to the Coordinator and are encouraged to request accommodations in a timely manner. Students complete a registration form and provide current documentation of their disabilities, the need for accommodation, and suggestions for reasonable accommodations. Records are strictly confidential and are not included in a student's academic record. The College does not provide testing or assessment services.

Students may be referred to qualified evaluators if, in the opinion of the Coordinator, more information is necessary to determine a student's current needs for reasonable accommodations. The Coordinator will consult with the student and his/her representatives, if any, to determine what reasonable accommodations are necessary. The need and type of reasonable accommodation will usually be reviewed periodically.

Grading System

Grade Point Computation

Quality points are computed by multiplying the credits assigned to the course by the grade points assigned to each letter grade. The grade point average is computed by dividing the total quality points earned by the number of credits attempted. The grade point average is used as the standard for determining academic standing. If a student repeats a course, the first grade remains on the permanent record but is not computed in the cumulative grade point average. A student may repeat only those courses in which a grade of "F", "D" or "D+" was received.

Grading Matrix

Grade	Grade Points	Numerical Equivalent
A	4.00	95-100
A-	3.67	90-94
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	60-66
F	0.00	below 60

Other Grading		Grade Points
I	Incomplete	0.00
N	No Grade	0.00
P/F	Pass/Fail	0.00
S	Satisfactory	0.00
T	Transfer	0.00
U	Unsatisfactory	0.00
W	Withdrawal	0.00
X	Audit	0.00

Grading Explanations

Incomplete Work

A grade of Incomplete is given to a student by a faculty member normally only when illness or some emergency keeps a student from completing the final projects or examinations in a course in which she has been doing passing work. It is the student's responsibility to make sure that the Application for an Incomplete Form is completed and approved by the professor and is filed with the Registrar. An Incomplete must be made up by

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

Pass/Fail

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

Option to Have a Course Graded Pass/Fail

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

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

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

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

Satisfactory/Unsatisfactory

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

GRADUATION POLICIES AND PROCEDURES

Graduation Requirements

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

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

Graduation Honors and Participation in Commencement

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

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

With the new formats, though, the likelihood of students not completing all degree requirements by the Commencement closest to their degree completion increased and many of these students wanted to participate in Commencement "early," i.e., before completing all degree requirements. Thus, Bay Path, like many other colleges, changed the policy that all degree requirements be completed before

one could participate in Commencement. First, the College permitted students with up to six credits remaining to participate early. Then, after much deliberation the College allowed students with honors level work (i.e., a grade point average of 3.5-4.0) at the time of Commencement to wear the honors cords with a designation in the Commencement program that at the time of completion of their degree requirements the appropriate Latin honors designation will be determined for these students.

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

Honors and Awards

Dean's List

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

Graduation Honors and Awards

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

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

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

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

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

Psi Chi
Psi Chi is the National Honor Society in Psychology, founded nationally in 1929, and started at Bay Path College in 2004, for the purpose of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Candidates must be in the top 35 percent of their graduating class and have a cgpa of 3.50 or better in all classes. Initiation takes place annually.

REGISTRATION AND COURSE INFORMATION

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

Adding or Dropping a Course
A student may add or drop courses during the first week of each semester in the Registrar's Office. After the Add/Drop period, a student who wishes to drop a course must follow the course withdrawal procedures. Courses dropped during the Add/Drop period are not shown on the student's permanent record; those dropped after the first week are indicated. A student may not add courses after the first week of classes. Only under special circumstances and with the permission of the Associate Vice President for Academic Affairs may a student add a course during the second week.

Course Withdrawal

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

Course Availability

Bay Path College reserves the right to change the time a course is offered or cancel any course if there is insufficient student demand for the course and to schedule courses both during the day and in the evening to optimize enrollment and to ensure quality instruction. The College may limit enrollment in a course to ensure the best experience for all students. Responsibility to register for courses and to be cognizant of the proper sequence to meet the requirements of her academic program rests with each student. The academic advisor acts as a resource for her decision making and program planning, but it is the student's responsibility to meet all core and program requirements.

Course Credit and Course Load

Full-time status is 12-18 credits per semester unless core, program or honors requirements increase it to 19 credits. Students whose requirements are fewer than 18 credits per semester may register for up to18 credits at no additional charge under the conditions outlined below.*

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

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

Course Numbering System

Courses below the 100 level are developmental and may receive college, but not graduation, credit. Introductory or first year courses are numbered 100-199. Intermediate level courses are numbered 200-299. These courses may or may not

have a prerequisite. Upper-level courses numbered 300-499 are advanced courses, which usually require a prerequisite and cannot be taken by first-year students. Most 400-level courses cannot be taken by lower division students.

Course Prerequisites

Courses are sequenced to enable students to master the knowledge and skills necessary to proceed to a higher level. A student must satisfactorily complete all prerequisites before she is permitted to register for a subsequent course. It is the student's responsibility to ensure that she has met prerequisites before enrolling in any course. Fulfillment of prerequisites may be discussed with the faculty advisor and is also monitored by the Registrar.

Placement Testing

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

Leave of Absence

Students who need to interrupt their enrollment for a period of time should contact the Registrar's Office to request a leave of absence form. A leave of absence means that a student who is eligible for continued enrollment ceases to be enrolled while in good standing, and is guaranteed re-enrollment immediately following the leave of absence. The rules below define a leave of absence.

A definite period of time must be designated; this time may not exceed two semesters except under unusual circumstances.

Good standing means that the student has met satisfactory academic progress standards at the time of the request. Requests for exception to this policy must be made in writing and approved by the Associate Vice President for Academic Affairs, or the student will be withdrawn from the college.

Financial aid awarded but not used prior to a leave of absence will not be carried over. Re-application for aid for the subsequent enrollment period must be made according to the policies and procedures applicable to that period as determined by the Financial Aid Office. The Financial Aid Office is obligated to report to the Federal Student Loan programs the names of borrowers whose enrollment is terminated unless the student has been granted a leave of absence.

The Registrar's Office will communicate the student's approved changed status to administrative offices and to the faculty. All decisions regarding a leave of absence will be communicated to the student in writing.

A student who does not return after her leave of absence expires and fails to file for an extension will be withdrawn from the College.

Students do not file a leave of absence in order to study abroad.

Military Leave of Absence

The following options exist for a student called to active duty in the military during an academic semester. The student may select one of the first three options and option four, if applicable, immediately by contacting her respective academic

department chair or program director, or the office of the Provost and Vice President for Academic Affairs. The student must also file written verification of the activation order as soon as it becomes available with the Registrar at Bay Path College.

1. A student can take the grade she has earned to date in a class provided that a sufficient number of class meetings have passed and both student and faculty member agree to this option. The number of class meetings will be determined according to the format of the program and the requirements of the course(s) and/or program. A student selecting this option will not be refunded any tuition or fees and will have her grade processed in the normal manner at the end of the semester with appropriate credits and grade awarded. This option will be determined on a case-by-case basis.
2. A student can elect to have an I (Incomplete) grade recorded at the end of the semester provided that a limited number of class meetings remain and both student and faculty member agree to this option. A student intending to remove the I grade will have up to 90 days from completion of active duty to remove the I grade. Faculty of students electing the I option must place on file in the department chair's or director's office (with a copy to the Provost and Vice President for Academic Affairs) specific course completion requirements for each student. A student not completing the course work within the 90-day period after active duty may need to repeat the course; in this case, unless there are extenuating circumstances that extend the course completion time, the I grade would be treated as an F, and the student will not be refunded any tuition or fees. If as a direct result of military duty, the student becomes physically or psychologically (as determined by a physician) incapable of completing the coursework, a full refund will be made, and a grade of W (military leave) will be awarded.
3. A student can elect to withdraw from one or more courses with a grade of W (military leave) at any time during the semester by informing the Registrar. A student electing this option will have his or her tuition refunded or credited, whichever is deemed appropriate, without credits awarded.
4. A resident student may at any time during the semester be released from her contractual obligations for room and board. Room and board charges will be refunded for the unused portion of the contract on a pro rata basis.

Withdrawal from the College

A student wishing to withdraw voluntarily from the College must confer first with the Associate Vice President for Academic Affairs and complete a college withdrawal form. The College fiscal year begins on July 1. On that date a student will be considered enrolled. After that date, refunds for absence, withdrawal, or dismissal from the College will be made in accordance with the college refund policy. A student must complete an official withdrawal form to be entitled to any refund. Further details about the college refund policy are found in the Financial section.

Registrar's Office

Academic Progress and Final Grade Reports

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

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

Transcripts

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

ACADEMIC PROGRAMS

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

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

Bay Path College Core – General Education

Philosophy of General Education Core at Bay Path College

Consistent with the mission of the College, the Bay Path General Education Core provides a coherent and substantive educational basis for students to "become confident and resourceful contributors to an increasingly interdependent world." The Core is grounded in the arts and sciences with distinctive offerings that ensure that all students receive consistent baseline preparation as professional women, regardless of

students' major fields of study. The interdependency recognized in the College's mission statement is reflected first in the distribution of courses included in the Core – courses distributed across the arts and humanities, the sciences including mathematics, and the social sciences. The courses focus on the subject matter and methodologies of these three primary domains of knowledge, as well as their relationships to one another. The interdependence is also reflected in areas across the Bay Path Core highlighting another aspect of the College's mission: its focus on leadership, communication, and technology.

The student learning outcomes include the following:

- Students will demonstrate increasingly more sophisticated **communications and information literacy skills** throughout the CIT sequence;
- Students will demonstrate increasingly more sophisticated **critical thinking** and **logical thinking** in their **oral and written communications**;
- Students will demonstrate skills in **scientific** and **quantitative reasoning** and the understanding of **scientific phenomena**;
- Students will demonstrate understanding of **historical phenomena**;
- Students will demonstrate understanding of **contemporary human experience** as **individuals in society**;
- Students will demonstrate appreciation of the **aesthetic** dimensions of humankind, including respect for diversity and the needs, views, and rights of others as the bedrock for effective **leadership**.

The Communications and Information Technology (CIT) Program within the Bay Path Core

Within Bay Path's General Education Core, students complete a distinctive sequence of courses blending traditional academics with 21st century communications and information technology. The goal of this CIT sequence is the mastery of a wide range of skills to enhance the advancement of each Bay Path student whether she pursues employment or advanced study upon graduation. The courses in the sequence center on several essential areas: principles, skills and strategies for effective written, oral, and nonverbal communication; information literacy, and collaborative, interpersonal, and intercultural skills. While the emphasis of individual courses will vary, throughout the CIT sequence, students receive repeated practice, with increasing complexity, in the following:

- Reading and interpreting a variety of texts
- Writing and applying rhetorical skills to the discourse of multiple disciplines
- Accessing and evaluating information effectively
- Applying appropriate information technologies
- Speaking and making effective presentations
- Listening

The CIT Program is as follows:

- First Semester, Freshman Year: ENG 114 – Critical Reading and Response

- Second Semester, Freshman Year: ENG 124 – Reading and Writing in the Disciplines (or other course as selected by the department.)
- Second Semester, Freshman Year OR First Semester Sophomore Year: ENG122 – Literary Genres
- Second Semester, Sophomore Year: CIT 210 – Intercultural Communication (required for some majors)
- Junior Year: One course from the *Advanced Writing and Research Series*

The *Advanced Writing and Research Series* includes the following courses:

BIO498	Research Project
CIT 302	Communicating in Business
CIT 304	Communicating in the Helping Professions
CIT 305	Communication Design in Liberal Studies
CIT 306	Communicating in Psychology
CIT 310	Communicating in Criminal Justice
EDU 350	Curriculum Development
FSC 498	Research Project
LAW 415	Advanced Legal Research and Writing

Bay Path General Education Core

A total of 40-43 credits comprise the Bay Path General Education Core and are required of all undergraduate students regardless of program format:

Foundation Courses (required only of traditional students)

- EXT 104 First Year Experience: Self Discovery
- EXT 105 Dynamics of Leadership Seminar
- EXT 202 Career Pathways or EXT 203 Career Summit

Total of 3 credits to be applied toward the student's 40-43 general education core credits

Required Courses (31 credits)	
• Laboratory Science • ENG 114 Critical Reading and Response • ENG 122 Literary Genres • ENG 124 Research and Writing in the Disciplines (or other per department) • One course from the *Advanced Writing and Research Series*	• One history course is required, as is *either* a second history course *or* one of the following: GOV 100 American Government, LAW 103 Introduction to the American Legal System, or LAW 312 Law and Society • HUM 101 Fine and Performing Arts • Math course as outlined by department • PSY 101 Introduction to Psychology

General Education Elective(s) (9-12 credits)
Students take the above courses, adding general education electives as necessary for a total of 40-43 credits.
General education electives may be selected from courses in art, music, dance, theater, mathematics and sciences, English and the humanities, history and social and behavioral sciences, foreign languages, anthropology and law.

Note: In the major program sections of the catalog the general education requirements in the Bay Path Core may vary from program to program because academic departments have recommended that specific courses be selected in the core for that program. Students are urged to follow these program recommendations.

Assessing the Bay Path Core: Student Learning Outcomes Assessment

A strategic assessment plan is in place to verify that the Bay Path Core provides students opportunities to build bodies of knowledge and to master critical-thinking skills required for them "to become confident and resourceful contributors to an increasingly interdependent world." Certainly, many such skills are fostered across several courses within the Core. For instance, scientific method – the backbone of scientific reasoning – is the central methodology referenced in both BIO 111 and PSY 101. Likewise, each course within the Core requires critical analysis and logical thinking of its students. The goal of the strategic assessment plan, however, is to verify whether within the Core students are given the opportunity to demonstrate specific critical competencies. Thus, typically one or two courses from the Core have been designated as sites for assessment; then a follow-up survey with Bay Path alumni two years after graduation (beginning 2007) tests the relevance and adequacy of skill areas and bodies of knowledge treated in the Bay Path Core.

The learning outcomes and designated courses for conducting assessments are as follows: 1) students' communication and information literacy skills are tested at several points throughout the CIT sequence; 2) critical analysis and logical thinking are also assessed in ENG 114 and the Advanced Writing and Research Series as part of an assessment of students' oral and written communication skills; 3) scientific and quantitative reasoning and understanding of scientific phenomena are assessed in BIO 111; 4) students' understanding of historical phenomena is assessed in history options within the core (HIS 114, HIS 115 and HIS 203); 5) students' understanding of contemporary human experience as individuals in society is assessed in PSY 101; 6) students' appreciation of the aesthetic dimensions of humankind is assessed in HUM 101; 7) students' understanding of ethics in relation to diversity and diverse aesthetic expression is also assessed in HUM 101.

Business
Degree: Bachelor of Science in Business

In this fast-paced, globally competitive 21st Century, the Business Program's mission is to prepare a student to gain theoretical and practical knowledge, skills and abilities for new personal and professional innovative capabilities to enhance current and future standards of living. A Bay Path College business graduate should acquire the knowledge, thinking, research, technological, communication, social, global and cultural skills and abilities to be a creative intrapreneurial or entrepreneurial leader. In addition, through an internship or cooperative educational experience, the student will have an opportunity to refine her knowledge and skill sets. The business graduate will have developed critical, innovative, and reflective thinking skills needed for statistical data analysis and management science necessary to support personal and professional decision-making processes; whether it be in entrepreneurial, industrial settings, profit or not-for-profit organizations, or as preparation for graduate school or in a life-long learning environment.

Goals: Each student will develop their thinking, research, technological, communication, social, global, cultural, entrepreneurial and creativity skills in the following actions:

- *Solve unstructured business problems.*
- *Think strategically while considering multiple stakeholder perspectives.*
- *Recognize and analyze problems, and choose and defend resolutions for practical situations that occur in business operating within a global economy.*
- *Understand and be able to use quantitative methods to solve business problems.*
- *Understand the basic principles of both macro and microeconomics and apply these principles in a business context.*
- *Understand core business disciplines including accounting, finance, management, and marketing and be able to apply this understanding to business situations.*
- *Select and apply appropriate quantitative and/or qualitative tools and methodologies to make reasoned recommendations.*
- *Communicate effectively face-to-face or virtually in business situations, written communication skills, oral communication skills including public speaking skills, and comprehending listening communication skills.*
- *The student will know and be able to effectively and appropriately use business vocabulary and terminology in oral and written presentations.*
- *Demonstrate civility and understand the principles of conflict resolution; real or virtual.*
- *Understand the political, regulatory and environmental context in which the global practice of business is conducted.*

Programs:

Accounting

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

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

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

Business Administration

The Business Administration major is designed to allow students whose interests and career goals cannot be met by other existing majors to craft their own individual programs from business and other related disciplines. With the assistance of their academic advisor, students may choose eight courses from business offerings, or may choose courses in business and in fields appropriate for business, such as law or communications.

Management

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

Through multiple means students will discuss situations and politics between and among subordinates, peers, and superiors in an organization.

Students will explore the employer/employee dynamics of hiring, training, and developing a favorable work force and environment. Historical and twenty-first century issues and trends relating to labor relations, compensation, reengineering, mergers and acquisitions, and security will be covered. Management students will identify old and new work place paradigms, organizational culture, changing gender roles, and the need for organizational change and renewal. Internship placement in a small business or a large multinational corporation will allow the management student to work with domestic or international managers to observe and to study the real world challenges and opportunities of the global marketplace.

Marketing

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

Residential and Commercial Interior Design

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

Internships:

Students in the business program have the option of working at an internship. Internships are offered on the premise that academic knowledge combined with practical work experience in the field better prepares a student to succeed professionally beyond college.

Internship Track

Internships offer business students real-world work experience in the field at appropriately selected organizations, businesses, firms, or ventures. Students can receive six credits for internships that involve 240 hours of work, and 3 credits for 120 hours of work. The Director of Career Services or a faculty member in the business program assists each student in locating an appropriate internship site, based on the student's career goals and interests. The Director monitors the internship, and with the on-site work supervisor, evaluates each student's performance.

Possible Career Options:

Accounting/Finance

Accountant
Accounts Receivable Specialist
Billing Representative
Research Analyst
Credit Representative
Internal Auditor
Financial Analyst
Loan Processor
Graduate Study

Marketing/Management

Marketing Executive
Marketing Sales Representative
Retailer
Sales Distributor
Sales Manager
Graduate Study

Interior Design

Design Specialist

Bachelor of Science in Business
Major in Accounting

BAY PATH COLLEGE CORE—43 CREDITS

Course No.	Title	Credits
CIT302	Communicating in Business	3
ECO211	Macroeconomics	3
ECO212	Microeconomics	3
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAW103	Introduction to the American Legal System	3
MAT112	Applied College Mathematics	3
MAT120	Statistics	3
PSY101	Introduction to Psychology	3
SCI____	Lab Science	4

BUSINESS CORE REQUIREMENTS—33 CREDITS

BUS120	Innovations in Business	3
BUS226	Principles of Marketing	3
COM130	Computer Applications	3
ACC100	Intro to Financial Accounting	3
ACC101	Intro to Managerial Accounting	3
BUS235	Dynamics of Management	3
LAW220	Business Law	3
BUS303	Fundamentals of International Business	3
BUS327	Financial Management	3
BUS420	Business Ethics	3
BUS491	Strategic Management and Policy I	3

ACCOUNTING SPECIALTY REQUIREMENTS—33 CREDITS

ACC200	Accounting Information Systems	3
ACC300	Intermediate Accounting I	3
ACC301	Intermediate Accounting II	3
ACC302	Cost Accounting	3
ACC303	Auditing	3
ACC321	Managerial Accounting	3
ACC400	Federal Income Taxation Concepts	3
ACC404	Advanced Accounting	3
ACC405	Contemporary Issues in Accounting	3
ACC499	Accounting Internship	6

GENERAL ELECTIVES—12 CREDITS

Bachelor of Science in Business
Major in Business Administration

BAY PATH COLLEGE CORE—43 CREDITS

Course No.	Title	Credits
CIT302	Communicating in Business	3
ECO211	Macroeconomics	3
ECO212	Microeconomics	3
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAW103	Introduction to the American Legal System	3
MAT112	Applied College Mathematics	3
MAT120	Statistics	3
PSY101	Introduction to Psychology	3
SCI____	Lab Science	4

BUSINESS CORE REQUIREMENTS—33 CREDITS

BUS120	Innovations in Business	3
BUS226	Principles of Marketing	3
COM130	Computer Applications	3
ACC100	Intro to Financial Accounting	3
ACC101	Intro to Managerial Accounting	3
BUS235	Dynamics of Management	3
LAW220	Business Law	3
BUS303	Fundamentals of International Business	3
BUS327	Financial Management	3
BUS420	Business Ethics	3
BUS491	Strategic Management and Policy I	3

BUSINESS ADMINISTRATION SPECIALTY REQUIREMENTS—18 CREDITS

BUS260	Integrated Marketing Communications	3
BUS301	Organizational Behavior	3
BUS245	Social Media & Electronic Business	3
BUS492	Strategic Management and Policy II	3
BUS499	Business Internship	6

GENERAL ELECTIVES—21 CREDITS
LIBERAL ARTS ELECTIVES—6 CREDITS

Bachelor of Science in Business
Major in Management

BAY PATH COLLEGE CORE—43 CREDITS

Course No.	Title	Credits
CIT302	Communicating in Business	3
ECO211	Macroeconomics	3
ECO212	Microeconomics	3
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAW103	Introduction to the American Legal System	3
MAT112	Applied College Mathematics	3
MAT120	Statistics	3
PSY101	Introduction to Psychology	3
SCI____	Lab Science	4

BUSINESS CORE REQUIREMENTS—33 CREDITS

BUS120	Innovations in Business	3
BUS226	Principles of Marketing	3
COM130	Computer Applications	3
ACC100	Intro to Financial Accounting	3
ACC101	Intro to Managerial Accounting	3
BUS235	Dynamics of Management	3
LAW220	Business Law	3
BUS303	Fundamentals of International Business	3
BUS327	Financial Management	3
BUS420	Business Ethics	3
BUS491	Strategic Management and Policy I	3

MANAGEMENT SPECIALTY REQUIREMENTS—21 CREDITS

BUS201	Entrepreneurship	3
BUS260	Integrated Marketing Communications	3
BUS301	Organizational Behavior	3
BUS325	Entre-vation	3
BUS492	Strategic Management and Policy II	3
BUS499	Business Internship	6

GENERAL ELECTIVES—24 CREDITS

Bachelor of Science in Business
Major in Marketing

BAY PATH COLLEGE CORE—43 CREDITS

Course No.	Title	Credits
CIT302	Communicating in Business	3
ECO211	Macroeconomics	3
ECO212	Microeconomics	3
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAW103	Introduction to the American Legal System	3
MAT112	Applied College Mathematics	3
MAT120	Statistics	3
PSY101	Introduction to Psychology	3
SCI____	Lab Science	4

BUSINESS CORE REQUIREMENTS—33 CREDITS

BUS120	Innovations in Business	3
BUS226	Principles of Marketing	3
COM130	Computer Applications	3
ACC100	Intro to Financial Accounting	3
ACC101	Intro to Managerial Accounting	3
BUS235	Dynamics of Management	3
LAW220	Business Law	3
BUS303	Fundamentals of International Business	3
BUS327	Financial Management	3
BUS420	Business Ethics	3
BUS491	Strategic Management and Policy I	3

MARKETING SPECIALTY REQUIREMENTS—27 CREDITS

BUS201	Entrepreneurship	3
BUS230	Principles of Sales	3
BUS260	Integrated Marketing Communication	3
CMS101	Introduction to Mass Communication	3
BUS245	Social Media & Electronic Business	3
BUS301	Organizational Behavior	3
BUS492	Strategic Management and Policy II	3
BUS499	Business Internship	6

GENERAL ELECTIVES—12 CREDITS
LIBERAL ARTS ELECTIVES—6 CREDITS

Bachelor of Science in Business
Major in Residential and Commercial Interior Design

BAY PATH COLLEGE CORE—43 CREDITS

Course No.	Title	Credits
CIT302	Communicating in Business	3
ECO211	Macroeconomics	3
ECO212	Microeconomics	3
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAW103	Introduction to the American Legal System	3
MAT112	Applied College Mathematics	3
MAT120	Statistics	3
PSY101	Introduction to Psychology	3
SCI____	Lab Science	4

BUSINESS CORE REQUIREMENTS—33 CREDITS

BUS120	Innovations in Business	3
BUS226	Principles of Marketing	3
COM130	Computer Applications	3
ACC100	Intro to Financial Accounting	3
ACC101	Intro to Managerial Accounting	3
BUS235	Dynamics of Management	3
LAW220	Business Law	3
BUS303	Fundamentals of International Business	3
BUS327	Financial Management	3
BUS420	Business Ethics	3
BUS491	Strategic Management and Policy I	3

RESIDENTIAL & COMMERCIAL INTERIOR DESIGN REQUIREMENTS—24 CREDITS

IND101	Introduction to Interior Design	3
IND121	Drafting and Technical Drawing	3
IND122	Intro to Computer-Aided Draft/Design	3
IND221	Interior Design Studio: Residential	3
IND250	Technical Design and Building Systems	3
IND322	Interior Design Studio: Commercial	3
BUS499	Business Internship	6

GENERAL ELECTIVES—15 CREDITS
INTERIOR DESIGN ELECTIVES—6 CREDITS

Certificate of Residential & Commercial Interior Design

RESIDENTIAL & COMMERCIAL INTERIOR DESIGN CERTIFICATE REQUIREMENTS
18 Credits

Course No.	Title	Credits
IND101	Introduction to Interior Design	3
IND121	Drafting and Technical Drawing	3
IND122	Intro to Comp-Aided Drafting/Design	3
IND221	Interior Design Studio: Residential	3
IND250	Technical Design and Building Systems	3
IND322	Interior Design Studio: Commercial	3

Criminal Justice
Degree: Bachelor of Science in Criminal Justice

Goals: The Criminal Justice Program's focus is to have students develop an awareness and appreciation of the roles, responsibilities, and collaborative relationships between practitioners in the areas of law enforcement, crime laboratory, private security, corrections, probation/parole, and social agencies. Students will be able to:

- *Explain the administration of law in our society as a method to control chaos.*
- *Explain the elements of criminal statutes.*
- *Discuss what motivates individuals to commit crimes, and current issues and controversies in law enforcement.*
- *Apply the methodology of how to reconstruct a past event as a focus in a criminal investigation.*
- *Analyze evidence, and associate that evidence with a suspect.*
- *Assess individuals holistically using observation, interviews, interrogations, proxemics, kinesics, and paralinguistics.*
- *Apply theoretical concepts to real life scenarios.*

Programs:

Criminal Justice

A Bachelor of Science Degree in Criminal Justice at Bay Path College will prepare students for different careers within the criminal justice field including: corrections, law enforcement, social services, courts and corporate security. Instructors provide students with the knowledge necessary to come to terms with the existence of crime in society and teach them how to overcome common stereotypes and prejudices to gain a full understanding of the origins of crime and why people commit the crimes that they do.

This program places an emphasis on interactive learning, which affords students the opportunity to translate theories of the profession into realistic application exercises in most criminal justice courses. This foundation of sound academic courses in Criminal Justice stressing application promotes a more complete learning experience. Additionally, a broad choice of minors in science, psychology, or information technology prepares graduates for a wider range of potential positions upon graduation. Students are encouraged to intern at an approved criminal justice site or human service agency that best fits their career goals.

The Criminal Justice Department's commitment to graduating highly-trained and educated students is enhanced by "Active Participation Scenario Learning" within criminal justice courses and its collaboration with Bay Path Colleges Legal Studies Program which is approved by the American Bar Association.

Possible Career Options:
Criminal Justice

Local Police Officer
State Police Officer
Parole Officer
Probation Officer
Corporate Security Officer
FBI Agent
DEA Agent
ATF Agent
ICE Agent
Homeland Security Official
Secret Service Agent
Court Officer
Victim-Witness Advocate
Corrections Officer
Social Service Investigative Officer
Youth Services Agency Worker
Court Administration
Domestic Violence Advocate
Sheriff Department Officer
Border Patrol Officer
Graduate School

Bachelor of Science in Criminal Justice

BAY PATH COLLEGE CORE—40 CREDITS

Course No.	Title	Credits
CIT310	Communicating in Criminal Justice	3
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
SOC100	Principles of Sociology	3
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAR___	Liberal Arts Elective	3
LAW103	Introduction to the American Legal System	3
MAT120	Statistics	3
PSY101	Introduction to Psychology	3
SCI____	Lab Science	4

CRIMINAL JUSTICE CORE REQUIREMENTS—39 CREDITS

CRJ120	Introduction to Criminal Justice	3
CRJ202	Victimology and Criminology	3
CRJ204	Principles of Policing	3
CRJ222	Criminal Investigations and the Elements of Criminal Law	3
CRJ275	Criminal Procedure for the Criminal Justice Professional	3
CRJ300	Corrections	3
CRJ312	Criminal Evidence	3
CRJ320	Probation and Parole	3
CRJ348	Terrorism and Homeland Security	3
CRJ402	Ethics and the Criminal Justice Professional	3
CRJ420	Research Methods for Criminology and Criminal Justice	3
CRJ498	Criminal Justice Internship	3
CRJ499	Criminal Justice Internship	3

GENERAL ELECTIVES—35 CREDITS
LIBERAL ARTS ELECITIVES—6 CREDITS

Education

Degree: Bachelor of Science in Biology/Secondary Education, Grades 8-12, please see page 104

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

Goals: The Education Program goals are to:

- *Prepare students to meet Massachusetts Department of Elementary and Secondary Education Subject Matter Standards in elementary and early childhood education: reading, English/language arts, mathematics, history and social science, science and technology, and child development.*
- *Prepare students to meet Massachusetts Department of Elementary and Secondary Education Professional Standards for Teachers: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operations, promotes equity, and meets professional responsibilities.*
- *Prepare students to pass all components of the MTEL (Massachusetts Tests of Educator Licensure).*
- *Become familiar with, and use, the Massachusetts Curriculum Frameworks.*
- *Prepare students to excel in the Preservice Performance Assessment, developed by the Massachusetts Department of Elementary and Secondary Education, and used to assess teaching performance in practicum (student teaching).*
- *Prepare students to become lifelong learners who reflect upon teaching and learning, and seek new content knowledge and skills to improve the teaching-learning process.*

In order to accomplish the Education Program goals, a Bay Path student is provided with:

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

- *Opportunities to engage in inquiry, research, and reflection in coursework and in the schools.*

Programs:

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

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

The licensure program in Early Childhood Education consists of a liberal studies major combined with appropriate education courses. Students are required to take the Bay Path College core, a liberal studies core, and an early childhood education core.

This program has been approved by the Massachusetts Department of Elementary and Secondary Education. Students earn an initial license, grades PreK-2, issued by the Massachusetts Department of Elementary and Secondary Education. The PreK-2 teaching license qualifies for reciprocity with states that participate in the Interstate Agreement and endorse similar licensure. This allows Bay Path College education graduates to teach in states other than Massachusetts.

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

Bachelor of Arts in Liberal Studies/Elementary Education (grades 1-6)
(Licensure: Massachusetts Department of Elementary and Secondary Education)

The licensure program in Elementary Education consists of a liberal studies major combined with appropriate education courses. Students are required to take the Bay Path College core, a liberal studies core, and an elementary education core.

This program has been approved by the Massachusetts Department of Elementary and Secondary Education. Students earn an initial teaching license in Elementary Education, grades 1-6, issued by the Massachusetts Department of Elementary and Secondary Education. The Elementary Education license qualifies for reciprocity with states that participate in the Interstate Agreement and endorse similar licensure. This allows Bay Path College education graduates to teach in states other than Massachusetts.

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

The Education Programs at Bay Path College prepare students to be teachers and leaders in the elementary schools and/or the private preschool sector. Students prepare for licensure granted by the Massachusetts Department of Elementary and Secondary Education and the Massachusetts Department of Early Education and Care

(early childhood education students only). The goals of the Education Program are to ensure that our graduates are of excellent academic caliber and become exemplary teachers.

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

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

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

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

Admissions Requirements for Early Childhood Education and Elementary Education

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

Education Program Requirements

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

1. The student must major in Liberal Studies.
2. The student is expected to have a cumulative grade point average of 3.0 or better prior to entering the senior year pre-practicum and practicum.
3. The student must **pass the Communication and Literacy Exam** of the Massachusetts Tests for Educator Licensure (MTEL). It is recommended that students pass this exam in the second year of study or before completion of 60 credits. The student is considered enrolled in the Education Program when she passes the Communication and Literacy Exam.
4. In order to enroll in Pre-Practicum (EDU 441P or EDU 441Q) and Practicum with Seminar (EDU 497 or EDU 499), the student must **pass either the**

Early Childhood or General Curriculum Exam <u>and</u> the Foundations of Reading Exam of the Massachusetts Tests for Educator Licensure (MTEL). It is recommended that students pass these exams in the third year of study or before completion of 90 credits.

5. A student who does not meet the criteria but who seeks licensure must meet with her academic advisor to plan a course of action. This plan may include re-taking courses and meeting with the Director of the Academic Development Center to better utilize available support services.
6. Education Program requirements are subject to modification due to changes as stipulated by Bay Path College and/or recommendations from the Massachusetts Department of Elementary and Secondary Education.

Education Program Requirements for Transfer Students

1. To be considered for transfer into the Education Program at Bay Path College, a student must transfer a cumulative grade point average of 3.0 or better.
2. The transfer student must **pass the Communication and Literacy Exam** (MTEL) **prior** to entering Bay Path College or prior to completing 60 college credits. The transfer student is considered enrolled in the Education Program when she passes the Communication and Literacy Exam.
3. All Education Program requirements at the 100-200 level must be completed prior to entering any courses numbered 300 or above. This may extend the time it takes to complete the Liberal Studies/Education Program and earn the baccalaureate degree. The transfer student must develop a plan for course selection and sequencing with her academic advisor.
4. The transfer student is expected to have a cumulative grade point average of 3.0 or better prior to entering the senior year pre-practicum and practicum.
5. In order to enroll in Pre-Practicum (EDU 441P or EDU 441Q) and Practicum with Seminar (EDU 497 or EDU 499), the student **must pass either the Early Childhood or General Curriculum Exam <u>and</u> the Foundations of Reading Exam** of the Massachusetts Tests for Educator Licensure (MTEL). It is recommended that students pass these exams in the third year of study or before completion of 90 credits.
6. A student who does not meet the criteria but who seeks licensure must meet with her academic advisor to plan a course of action. This plan may include re-taking courses and meeting with the Director of the Academic Development Center to better utilize available support services.
7. Education Program requirements are subject to modification due to changes as stipulated by Bay Path College and/or recommendations from the Massachusetts Department of Elementary and Secondary Education.

Retention in the Education Program

1. The student is expected to have a **cumulative grade point average of 3.0 (B) or better** prior to entering the senior year pre-practicum and practicum.
2. The student must **pass the Communication and Literacy component** of the Massachusetts Tests for Educator Licensure (MTEL) in order to enter

specified education courses numbered 300 or above. For specifics, refer to the course descriptions in the Bay Path College Undergraduate Catalog.

3. In order to qualify for pre-practicum and practicum in the senior year, **the student must pass all three exams that comprise the Massachusetts Tests for Educator Licensure (MTEL).**

Early Field Experiences

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

Pre-Practicum

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

Practicum (Student Teaching)

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

Exit from the Education Program

To exit from the Education Program and be considered a program completer, the student must successfully complete all paper and performance requirements as stipulated by the Education Department. As part of completion of practicum requirements, the student must demonstrate teaching competency through successful completion of a **Preservice Performance Assessment developed by the Massachusetts Department of Elementary and Secondary Education**. The

student's performance on this instrument is evaluated primarily by the supervising practitioner (teacher) in cooperation with the program supervisor from the College.

The Massachusetts Tests for Educator Licensure (MTEL)

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

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

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

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

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

Post-Baccalaureate Degree Admission

The Early Childhood and Elementary Education Programs at Bay Path College are undergraduate degree programs. A student holding a bachelor of arts degree who seeks initial licensure is advised to pursue an appropriate master's degree in the field.

A student holding a baccalaureate degree from Bay Path College who has fulfilled all liberal arts and education program requirements, but who was not able to, or allowed to, enroll in the pre-practicum or practicum may return to Bay Path College under special conditions. She must pass the MTEL and meet any additional academic requirements not in place during the time of previous enrollment in order to fulfill the current requirements for initial licensure.

Teaching in States Outside of Massachusetts

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

Title II of the Higher Education Act

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

Bay Path College pass rates for students who completed all of the requirements for an education program, the MTEL, and licensure in academic year 2008-2009:

Number of Program Completers= 29
Pass Rate on the MTEL= 100%

Possible Career Options:

Early Childhood Education

Pre-Kindergarten Teacher
Kindergarten through 2nd Grade Teacher
Lead Teacher at Child Care Center
Graduate Study

Elementary Education

Grades 1-6 Teacher
Graduate Study

Bachelor of Arts in Liberal Studies
Major in Early Childhood Education
Teacher of Students with and without Special Needs (PreK-2)

BAY PATH COLLEGE CORE—40 CREDITS

Course No.	Title	Credits
BIO111	Biology I for Non-Science Majors	4
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS114	U.S. History to 1870	3
HIS115	U.S. History Since 1870	3
HUM101	Fine and Performing Arts	3
LAR___	Liberal Arts Elective	3
MAT161	Number and Operations	3
MAT162	Functions and Algebra	3
MAT163	Geometry and Statistics	3
PSY101	Introduction to Psychology	3

LIBERAL STUDIES REQUIREMENTS—31 CREDITS

GOV100	American Government	3
PSY205	Child Development	3
GEO102	Introduction to Geography	3
ENG210	Children's Literature	3
ENG221	American Literature	3
HIS202	Global History to 1500	3
HIS203	Global History Since 1500	3
PHS100	Physical Science for Non-Science Majors	4
ECO211	Macroeconomics	3
ENG311	World Literature	3

EARLY CHILDHOOD EDUCATION REQUIREMENTS-42 CREDITS

EDU110	Intro to Early Childhood Education	3
EDU211	Methods and Approaches in Teaching I	3
EDU212	Methods and Approaches in Teaching II	3
EDU250	Introduction to Special Education	3
EDU255	Special Education: Inclusive Settings	3
EDU300	Reading and Early Literacy	3
EDU323	Reading & Language Arts/Elem School	3
EDU330	Fundamentals of Instruction	3
EDU350	Curriculum Development	3
EDU441P	Early Childhood Pre-Practicum	1
EDU490	Pre-Practicum Seminar	1
EDU491	Practicum Seminar	1
EDU497	Early Childhood Practicum	12

GENERAL ELECTIVES—12 CREDITS

Bachelor of Arts in Liberal Studies
Major in Elementary Education: Grades 1-6

BAY PATH COLLEGE CORE—40 CREDITS

Course No.	Title	Credits
BIO111	Biology I for Non-Science Majors	4
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS114	U.S. History to 1870	3
HIS115	U.S. History Since 1870	3
HUM101	Fine and Performing Arts	3
LAR___	Liberal Arts Elective	3
MAT161	Number and Operations	3
MAT162	Functions and Algebra	3
MAT163	Geometry and Statistics	3
PSY101	Introduction to Psychology	3

LIBERAL STUDIES REQUIREMENTS—31 CREDITS

GOV100	American Government	3
PSY205	Child Development	3
ENG210	Children's Literature	3
GEO102	Introduction to Geography	3
ENG221	American Literature	3
ENG311	World Literature	3
HIS202	Global History to 1500	3
HIS203	Global History Since 1500	3
PHS100	Physical Science for Non-Science Majors	4
ECO211	Macroeconomics	3

ELEMENTARY EDUCATION REQUIREMENTS—36 CREDITS

EDU130	Education, Schools, and Culture	3
EDU250	Introduction to Special Education	3
EDU255	Special Education: Inclusive Settings	3
EDU300	Reading and Early Literacy	3
EDU323	Reading & Language Arts/Elem School	3
EDU330	Fundamentals of Instruction	3
EDU350	Curriculum Development	3
EDU441Q	Pre-Practicum 1 – 6	1
EDU490	Pre-Practicum Seminar	1
EDU491	Practicum Seminar	1
EDU499	Elementary Education Practicum	12

GENERAL ELECTIVES—18 CREDITS

BAY PATH COLLEGE
Undergraduate Certificate Program in Lead Teacher Certification

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

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

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

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

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

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

Courses	EEC Regulation by Topic
PSY 205 Child Development	Child Growth and Development
EDU 110 Intro to Early Childhood Ed	Curriculum and Program Planning
EDU 211 Methods & Approaches In Teaching Children-I	Curriculum and Program Planning
EDU 212 Methods and Approaches In Teaching Children - II	Curriculum and Program Planning
EDU 250 Intro to Special Education	Including Children with Disabilities

Recommended Electives that Support the Lead Teacher Certificate

Courses	EEC Regulation by Topic
EDU 255 Special Education: Inclusive Settings	Including Children with Disabilities
EDU 300 Reading and Early Literacy	Curriculum and Program Planning
PSY 347 Early Intervention with Infants and Toddlers	Infant and Toddler Care and Education
BUS 120 Innovations in Business	
BUS 201 Entrepreneurship	
BUS 202 Leading and Being Yourself	
BUS 226 Principles of Marketing	
BUS 325 Entre-vation	
PSY 216 Psychology of Cultural Diversity	
PSY 300 Childhood Psychopathology	
(NMP) 205 Nonprofit & Philanthropy Studies	

Legal Studies

Degrees: **Bachelor of Arts in Legal Studies**
Bachelor of Science in Legal Studies
Associate in Science in Paralegal
Certificate: **Advanced Paralegal Studies**

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

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

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

Programs:

Legal Studies:

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

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

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

Forensic Studies:

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

Paralegal:

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

Certificate of Advanced Paralegal Studies (21 credit hours):

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

Possible Career Options:

Legal Studies

Paralegal in Law Firm
Paralegal in Financial Institution
Non-Profit Legal Worker
Paralegal in Corporate Law Department
Graduate Study
Court Officer
Paralegal in Insurance Company
Legislative Aide
Paralegal in State or Federal Government Agencies

See Legal Studies web page for a more complete list of employment opportunities for Legal Studies Majors.

Bachelor of Arts in Legal Studies

BAY PATH COLLEGE CORE—40 CREDITS

Course No.	Title	Credits
SCI____	Laboratory Science Elective	4
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
LAW240	Legal Research and Writing	3
LAW415	Advanced Legal Research and Writing	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAW103	Introduction to the American Legal System	3
LAR___	Liberal Arts Elective	3
LAR___	Liberal Arts Elective	3
MAT___	Math Elective: MAT112 or higher level	3
PSY101	Introduction to Psychology	3

LEGAL STUDIES REQUIREMENTS—36 CREDITS

LAW220	Business Law	3
LAW232	Principles of Litigation	3
GOV100	American Government	3
LAW246	Tort Law	3
LAW248	Principles of Criminal Procedure	3
LAW330	Advanced Litigation	3
LAW371	Evidence	3
LAW405	Constitutional Law	3
LAW490	Legal Ethics	3
LAW___	Legal Specialty Elective	3
LAW499	Legal Studies Internship	6

GENERAL ELECTIVES—48 CREDITS

Bachelor of Science in Legal Studies

BAY PATH COLLEGE CORE—40 CREDITS

Course No.	Title	Credits
SCI____	Laboratory Science Elective	4
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
LAW240	Legal Research and Writing	3
LAW415	Advanced Legal Research and Writing	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAR___	Liberal Arts Elective	3
LAR___	Liberal Arts Elective	3
LAW103	Introduction to the American Legal System	3
MAT120	Statistics	3
PSY101	Introduction to Psychology I	3

LEGAL STUDIES REQUIREMENTS—39 CREDITS

LAW220	Business Law	3
LAW232	Principles of Litigation	3
GOV100	American Government	3
LAW241	Computer Assisted Legal Research	3
LAW246	Tort Law	3
LAW248	Principles of Criminal Procedure	3
LAW330	Advanced Litigation	3
LAW371	Evidence	3
LAW405	Constitutional Law	3
LAW490	Legal Ethics	3
LAW___	Legal Specialty Elective	3
LAW499	Legal Studies Internship	6

GENERAL ELECTIVES—45 CREDITS

Bachelor of Science in Forensic Studies

BAY PATH COLLEGE CORE— 33 CREDITS

Course No.	Title	Credits
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG 124	Research/ Writing in Disciplines or	
LAW240	Legal Research and Writing	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAR___	Liberal Arts Elective	3
LAR___	Liberal Arts Elective	3
LAW103	Introduction to the American Legal System	3
MAT120	Statistics	3
PSY101	Introduction to Psychology I	3

FORENSIC STUDIES REQUIREMENTS— 44 CREDITS

FNS 100	Intro to Forensic Studies	3
FSC 105	Criminalistics with Lab	4
GOV100	American Government	3
PSY 150	Survey of Forensic Psychology	3
LAW248	Principles of Criminal Procedure	3
BIO 111	Biology 1 or	
BIO 110	Biology for Science Majors	4
LAW371	Evidence	3
CMS 205	Principles of Photography: Digital	3
CRJ 120	Intro to Criminal Justice	3
LAW249	Principles of Criminal Law	3
CRJ221	Criminal Investigation	3
LAW435	Forensics & Law	3
FNS499	Forensic Studies Internship	6

GENERAL ELECTIVES—22 CREDITS
LIBERAL ARTS ELECTIVES – 12 CREDITS
LAW ELECTIVES – 3 CREDITS
SCIENCE ELECTIVES – 6-8 CREDITS

Associate in Science
Major in Paralegal

BAY PATH COLLEGE CORE—28 CREDITS

Course No.	Title	Credits
SCI____	Laboratory Science Elective	4
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
LAW240	Legal Research and Writing	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT202	Career Pathways	1
HUM101	Fine and Performing Arts	3
LAW103	Introduction to the American Legal System	3
MAT___	Math Elective: MAT112 or higher level	3
PSY101	Introduction to Psychology I	3

LEGAL STUDIES REQUIREMENTS—21 CREDITS

LAW220	Business Law	3
LAW232	Principles of Litigation	3
GOV100	American Government	3
LAW241	Computer Assisted Legal Research	3
LAW246	Tort Law	3
LAW248	Principles of Criminal Procedure	3
LAW___	Legal Specialty Elective	3

GENERAL ELECTIVES—12 CREDITS

Certificate of Advanced Paralegal Studies

ADVANCED PARALEGAL STUDIES REQUIREMENTS—18 CREDITS

LAW103	Introduction to the American Legal System	3
LAW232	Principles of Litigation	3
LAW240	Legal Research and Writing	3
LAW241	Computer Assisted Legal Research	3
LAW246	Tort Law	3
LAW260	Real Estate Law	3

LEGAL SPECIALTY ELECTIVE—3 CREDITS

LAW___	Legal Internship or Legal Specialty Elective*	3

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

Liberal Studies
Degree: Bachelor of Arts in Liberal Studies

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

- *Perform high-level literacy skills readily and consistently (reading, writing, presenting and listening).*
- *Utilize information technologies to conduct research.*
- *Utilize computer technologies and information design skills to communicate effectively.*
- *Critically analyze complex problems and offer effective solutions.*
- *Adapt readily to new learning and problem-solving situations.*
- *Conduct themselves ethically.*
- *Seek ongoing opportunities for professional growth and life-long learning.*

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

Programs:

Liberal Studies:

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

Interdisciplinary Studies:

The Interdisciplinary Studies major enables a student to design a course of study with mutually enhancing courses from more than one discipline in which the college has a major or a minor. The student, with an advisor from each of the disciplines, designs her program of meaningful coursework and submits it for approval to the chair of the Interdisciplinary studies major. The student has the burden of showing that her course of study cannot be met through an existing major at the college. Working with the advisors from the disciplines she has chosen, she will select a minimum

of ten courses from each of the disciplines, including five upper level (300-400) courses in residence, of which at least one is a research methods class, and one an internship. In her junior year, the student, with the help of her advisors, will select a research topic related to her course of study and complete a literature review. In the final semester, the student will submit a capstone portfolio, which includes the graded research paper as well as a journal and reflective paper evaluating her internship or coop.

Possible Career Options:
General Liberal Studies
Case Worker
Community Worker/Outreach Counselor
Interpreter
Journalist
Marketing Representative
Program Facilitator
Public Relations Specialist
Writer/Editor
Civil Employee
Activity Director
Event Organizer
Fundraising/Grant Writing Entry Level
Non-Profit Entry Level Management
Graduate Study

Bachelor of Arts in Liberal Studies
Major in General Liberal Studies

BAY PATH COLLEGE CORE—43 CREDITS

Course No.	Title	Credits
CIT305	Communication Design in Liberal Studies	3
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAR___	Liberal Arts Elective	3
LAR___	Liberal Arts Elective	3
LAR___	Liberal Arts Elective	3
MAT___	Math Elective: MAT112 or higher level	3
PSY101	Introduction to Psychology	3
SCI____	Lab Science	4

LIBERAL STUDIES DEGREE REQUIREMENTS—30-31 CREDITS

SCI____	Science	3-4
CIT210	Intercultural Communication	3
HIS____	History Elective	3
SOC100	Principles of Sociology	3
ENG___	English Elective	3
LAN___	Language Elective	3
LAN___	Language Elective	3
ECO211	Macroeconomics	3
LAR400	Conf/Consen/Contemp/Culture	3
SSC___	Social Science Elective	3

LIBERAL STUDIES SPECIALTY REQUIREMENTS—9 CREDITS

ART230	Art in America	3
LAR499	Liberal Studies Internship	6

GENERAL ELECTIVES—36 CREDITS
LIBERAL STUDIES ELECTIVES—6 CREDITS

Bachelor of Arts in Liberal Studies
Major in Interdisciplinary Studies

BAY PATH COLLEGE CORE—52 CREDITS

Course No.	Title	Credits
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HIS____	History Elective	3
HUM___	Humanities/ Arts Elective	3
HUM___	Humanities/ Arts Electives	3
MAT 120	Statistics	3
SCI___	Science Elective	3
SCI____	Lab Science	4
SBS___	Behavioral Science Electives	6
SSC___	Social Science Electives	6
LAR 499	Liberal Arts Internship	6

GENERAL ELECTIVES—39 CREDITS
LIBERAL STUDIES ELECTIVES—33 CREDITS

Communications Minor

CMS 201 Introduction to Mass Communication and Pop Culture
CMS 203 Video Production
CMS 205 Principles of Photography: Digital
CMS 303 Gender and Communication
CMS 306 Intro to Theories of Communication *
CMS 310 Writing for the Media *
CMS 320 Citizen Journalism on the Web

*** Required courses within the Communications minor**

With a Communications Minor Qualified Bay Path Students May Earn Credit for Two Graduate Courses and Go On to Earn an M.S. in Communications and Information Management

Qualified students may be approved to enroll in CIM 601 Theories of Communication and CIM 603 Professional Communications as part of the Communications minor, during their senior year, if they intend to pursue an M.S. in Bay Path's Communications and Information Management Program.
In order to qualify, the student must have completed three courses toward the Communications minor. The student must have a GPA of 3.5 or higher. With the approval of the Chair of the Liberal Studies Department and the Director of the CIM program, the student will apply for conditional admission to the CIM program. If the student earns a grade of 'B' or above in CIM 603, in Fall semester of the Senior year, and CIM 601, in Spring semester of Senior year, the student may continue in the CIM program after having earned a Bay Path bachelor's degree.

Nonprofit Leadership and Service Minor (15 Credits) or Certificate (18 credits)

NMP 200 Special Topics: Doing Good/Do Good Work
NMP 205 Women's Leadership—Public, Private & Ethical Practices
NMP 300 Nonprofit & Philanthropy Studies
NMP 305 Public Interest Advocacy
NMP 310 Corporate Social Responsibility
NMP 400 Capstone Experience: Creating Social Change

Undergraduates with this certificate may receive the equivalent of two elective courses in the graduate program of Nonprofit Management and Philanthropy should they choose to continue their studies at a graduate level, and assuming that all admissions requirements are met.

Occupational Therapy
Degree: Bachelor of Arts in Liberal Studies-Major: Health Studies Master of Occupational Therapy

Goals: The following educational outcome goals reflect the expectations of the Department of Occupational Therapy for students who have completed the advanced level of occupational therapy:

- *Understand and be able to articulate the scope and dimensions of the theoretical bases of occupational therapy specific to their clinical practice.*
- *Apply theoretical concepts and frames of reference appropriately to practice in a challenging healthcare environment.*
- *Demonstrate problem solving, critical analysis, reflection, and active experimentation of evidence-based practice in classroom and clinical settings.*
- *Understand and demonstrate learning as a lifelong activity.*
- *Demonstrate entry-level clinical practice and research skills.*

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

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

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

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

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

Bachelor of Arts in Liberal Studies
Major in Health Studies
Master of Occupational Therapy

BAY PATH COLLEGE CORE—43 CREDITS

Course No.	Title	Credits
BIO 150	Prin. of Human Anatomy & Physiology	4
CIT304	Communicating in the Helping Professions	3
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
or GOV100	American Government	
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAR___	Liberal Arts Elective	3
MAT111	College Algebra (or higher)	3
MAT120	Statistics	3
PSY101	Introduction to Psychology I	3
SOC100	Principles of Sociology	3

OCCUPATIONAL THERAPY UNDERGRADUATE DEGREE REQUIREMENTS—72 CREDITS

OTP100	Exploring Occupational Therapy	1
OTP101	Human Activity	1
PSY205	Child Development	3
PHS101	College Physics	4
PSY206	Adolescent and Adult Development	3
BIO151	Anatomy & Physiology II	4
BIO316	Musculoskeletal Anatomy	4
MAT450	Methods of Applied Statistics	3
HHS401	Play and Leisure in Human Health and Wellness	3
HHS410	Social Policy in Health and Human Services	3
HHS415	Research Skills in Health and Human Services	3
OTP500	Introduction to Occupational Therapy	2
OTP502	Integrated Anatomy	4
OTP503	Models of Practice in Occupational Therapy	2
OTP504	Foundations of Neuroscience	2
OTP510	Professional Development I	3

OTP511	Professional Development II	3
OTP520	Occupational Purpose and Meaningfulness	2
OTP522	Level 1 Fieldwork: Childhood Occupations	2
OTP530	Psych/Soc/Cog Components of Living I	4
OTP531	Psych/Soc/Cog Components of Living II	4
OTP540	Sensorimotor Components of Living I	4
OTP541	Sensorimotor Components of Living II	4
OTP550	Developmental Components of Living I	4

GENERAL ELECTIVES—18 CREDITS
LIBERAL ARTS ELECTIVE—3 CREDITS

OCCUPATIONAL THERAPY MASTERS DEGREE REQUIREMENTS—38 CREDITS

OTP512	Professional Development III	2
OTP513	Professional Development IV	3
OTP521	Level 1 Fieldwork: Psychosocial Rehabilitation	2
OTP523	Level 1 Fieldwork: Geri Wellness	2
OTP542	Sensorimotor Comp of Living III	4
OTP551	Developmental Comp II	4
OTP560	Occupational and Technology	3
OTP562	Current Issues in OT	1
OTP570	Advanced Seminar in Occupational Therapy	1
OTP590	Level II Fieldwork	8
OTP591	Level II Fieldwork	8

Occupational Therapy
Degree: Bachelor of Arts in Liberal Studies
Major: Health and Human Studies

Goals: The goal of the Health and Human Studies major is to provide students with skills that prepare them for a range of careers in health and human service settings and for pursuing graduate degrees in related fields, including but not limited to allied health and rehabilitation professions, social work, and family studies (childhood through geriatrics). Students who complete this degree are expected to:

- *Describe humans as physical, psychosocial, and developmental beings who access services to support health and wellness through the lifespan.*
- *Describe the impact of social systems, social policies, and culture on the delivery of health and human services.*
- *Demonstrate effective literacy skills, including the ability to comprehend written and verbal material and write and speak clearly.*
- *Engage in basic research skills, including searching databases for relevant and credible sources of information, interpreting research articles, and applying research findings in practical situations.*
- *Value and demonstrate ethical conduct.*
- *Demonstrate skills for self-directed and life-long learning required for the delivery of health and human services in today's changing contexts.*

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

Graduates who have majored in Health and Human Studies may find employment with individuals across all age groups in a variety of organizational settings. For example, they may work in programs for at-risk youth or homeless families, day treatment centers for children or older adults, community-based substance abuse programs, job-training programs for people with disabilities, or health-focused agencies, such as the American Heart Association.

BAY PATH CORE – 43 CREDITS

Course No.	Title	Credits
BIO 150	Prin. of Human Anatomy & Physiology	4
CIT304	Communicating in the Helping Professions	3
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAR___	Liberal Arts Elective	3
MAT111	College Algebra (or higher)	3
MAT120	Statistics	3
PSY101	Introduction to Psychology I	3
SOC100	Principles of Sociology	3

HEALTH AND HUMAN STUDIES DEGREE REQUIREMENT – 25 CREDITS

Course No.	Title
HUM210 OR BUS420	Ethics (HUM210) or Business Ethics (BUS420)*
PSY205	Child Development
CIT210	Intercultural Communication
PSY206	Adolescent and Adult Development
BIO151	Anatomy & Physiology II
HHS401	Play and Leisure in Human Health and Wellness
HHS410	Social Policy in Health and Human Services
HHS415	Research Skills for Health and Human Services

HEALTH AND HUMAN STUDIES ELECTIVES – 12 CREDITS (minimum)
Students will select a minimum of 12 credits from the following list. Students are encouraged, but not required, to take these credits in a single concentration area, as grouped below. All courses below are 3 credits unless otherwise noted.

Children and Families

Course No.	Title
EDU110	Intro to Early Childhood Ed OR
EDU 130	Ed, Schools, & Culture
EDU250	Intro to Special Education
PSY300	Childhood Psychopathology
PSY345	Infants and Toddler Development
SOC210	Marital and Family Systems
SOC305	Domestic Violence
PSY310	Human Sexuality
PSY330	Psychology of Women
PSY331	Psychology of Men

Mental health

Course No.	Title
PSY240	Abnormal Psychology
PSY300	Childhood Psychopathology
SOC305	Domestic Violence
PSY340	Physiological Psychology
PSY341	Drugs and Behavior (PSY340 is a pre-requisite)
PSY310	Human Sexuality
PSY330	Psychology of Women
PSY331	Psychology of Men

Physical health

Course No.	Title
BIO316	Musculoskeletal Anatomy (4 credits)
PSY340	Physiological Psychology
PSY341	Drugs and Behavior (PSY340 is a pre-requisite)
PSY346	Health Psychology (PSY240 & 340 are pre-requisites)

PSYCHOLOGY
Degree: Bachelor of Arts in Psychology

Goals: By completing the degree in Psychology, the successful student should be able to:

- *Distinguish between the various perspectives in psychology.*
- *Utilize vocabulary specific to the discipline.*
- *Display knowledge of human motivation, cognition, and perception.*
- *Recognize normal physical, social, cognitive, and moral development.*
- *Identify the etiology of abnormal development.*
- *Recognize and identify the etiology of psychological disorders.*
- *Demonstrate awareness of the variety of treatments available for psychological disorders.*
- *Apply up-to-date research skills utilizing a wide range of materials, both printed and electronic.*
- *Prepare manuscripts or research projects utilizing the APA format of writing.*
- *Apply skills learned in the classroom and fieldwork experience to communicate a personal philosophy and value system appropriate to a career in Psychology.*

The Bachelor of Arts degree in Psychology offers programs in General Psychology, Child Psychology and Forensic Psychology. The degree is designed to prepare students for further study at the graduate level or for employment in a wide variety of settings. It is the objective of the program to provide the student with a well-rounded education in the basic principles and methodology of psychology. Emphasis in all programs is placed on the traditional perspectives, knowledge of research design, understanding the etiology of normal and abnormal behavior, human development, appreciating the mind-body connection, problem resolution, as well as critical reviewing of literature and writing in the APA format and using library and information resources.

Programs:

General Psychology:

The General Psychology major, gives students the opportunity to study human development, both normal and abnormal, learn about human sexuality and theories of personality, as well as learn the basic counseling and testing skills that will translate into a firm foundation for a career or graduate school. In all of psychology, there is an emphasis on research skills and scientific thinking, which, when combined with an interest in human behavior, makes this the perfect major for anyone who wants to work with people, in either an educational or clinical setting.

Child Psychology:

A major in Child Psychology allows students to learn about all aspects of child development, including physical, social, intellectual, and moral development, with emphasis on early intervention. The family is an important element of the child's world and students will learn about family dynamics as well as study parenting, a practical tool both personally and for professional use in both the educational and clinical setting. Courses include additional Psychology courses specific to this major as well as courses in Sociology and Education. During the senior internship, students will experience working with children at a selected field site specific to their interests.

Forensic Psychology:

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

Community Based Cooperative Education Program in Psychology

The main purpose of this program is to provide students with real-work experiences in a given field. Students will be able to identify their own areas of interest both academically and professionally within the field of Psychology. This work experience will be connected to the curriculum and relevant theories. A single cooperative education course (20 hours) coupled with a field work experience (100 hours) will be available to psychology majors who are in their sophomore year. First Semester Students may apply for this program in the fall of their first year. There will be a maximum of ten (10) students accepted into this program each year. Students will be placed into their appropriate co-op site based on their particular interests. Students will be placed in these sites in the spring semester of their first year. Students will do their cooperative education field work experience over a ten week period starting in the fall of their sophomore year. Students will take the cooperative education course plus their other regular classes. Students will write weekly journal entries utilizing appropriate theories. Students will receive a stipend for their cooperative educational work experience. The Cooperative Education experience does not replace the student's senior year internship. This is a very competitive program; students should apply, as soon as possible.

Possible Career Options:

General Psychology
College Admissions Recruiter
College Admissions Counselor
Director of Volunteer Services
Drug and Abuse Counselor
Employment Counselor
Group Home Coordinator
Program Manager
Rehabilitation Advisor
Social Service Director
Graduate Study

Child Psychology
Child Protection Worker
Children's Fitness Teacher
Counselor Aide
Day Care Center Supervisor
Education Manager
Family Center Coordinator
Family Service Worker
Listening Trainer
Nanny/Governess
Residential Care Counselor
Residential Youth Counselor
Graduate Study

Forensic Psychology
Rape Crisis Counselor and Advocate
Emergency Stabilization Unit
(Correctional Facility)
Outpatient and Methadone Counselor
Domestic Violence Counselor
Security Officer
Family Specialist
Outreach Case Worker
Dual Diagnosis Treatment Programs
Victim Advocacy
Graduate Studies

Bachelor of Arts in Psychology
General

BAY PATH COLLEGE CORE—43 CREDITS

Course No.	Title	Credits
CIT306	Communicating in Psychology	3
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAR___	Liberal Arts Elective	3
LAR___	Liberal Arts Elective	3
MAT112	Applied College Mathematics	3
MAT120	Statistics	3
PSY101	Introduction to Psychology	3
SCI____	Lab Science	4

GENERAL PSYCHOLOGY REQUIREMENTS—33 CREDITS

PSY102	Introduction to Psychology II	3
PSY205	Child Development	3
PSY206	Adolescent and Adult Development	3
PSY240	Abnormal Psychology	3
PSY321	Theories of Personality	3
PSY323	Behavioral Research Methods	3
PSY340	Physiological Psychology	3
PSY370	Social Psychology	3
PSY421	Counseling Psychology	3
PSY499	Psychology Internship	6

GENERAL ELECTIVES—33 CREDITS
LIBERAL ARTS ELECTIVES—15 CREDITS

Bachelor of Arts in Psychology
Major in Child Psychology

BAY PATH COLLEGE CORE—43 CREDITS

Course No.	Title	Credits
CIT306	Communicating in Psychology	3
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAR___	Liberal Arts Elective	3
LAR___	Liberal Arts Elective	3
MAT112	Applied College Mathematics	3
MAT120	Statistics	3
PSY101	Introduction to Psychology	3
SCI____	Lab Science	4

CHILD PSYCHOLOGY REQUIREMENTS—39 CREDITS

EDU110	Intro to Early Childhood Education OR	
EDU130	Education, Schools and Culture	3
PSY205	Child Development	3
PSY240	Abnormal Psychology	3
PSY300	Childhood Psychopathology	3
PSY321	Theories of Personality	3
PSY323	Behavioral Research Methods	3
PSY340	Physiological Psychology	3
PSY347	Early Intervention with Infants and Toddlers	3
PSY370	Social Psychology	3
PSY421	Counseling Psychology	3
PSY425	Parenting	3
PSY499	Psychology Internship	6

GENERAL ELECTIVES—33 CREDITS
LIBERAL ARTS ELECTIVES—12 CREDITS

Bachelor of Arts in Psychology
Major in Forensic Psychology

BAY PATH COLLEGE CORE—43 CREDITS

Course No.	Title	Credits
CIT306	Communicating in Psychology	3
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAR___	Liberal Arts Elective	3
LAR___	Liberal Arts Elective	3
LAW103	Introduction to the American Legal System	3
MAT112	Applied College Mathematics	3
MAT120	Statistics	3
PSY101	Introduction to Psychology	3
SCI____	Lab Science	4

FORENSIC PSYCHOLOGY REQUIREMENTS—36 CREDITS

PSY150	Survey of Forensic Psychology	3
PSY240	Abnormal Psychology	3
PSY321	Theories of Personality	3
PSY323	Behavioral Research Methods	3
PSY335	Psychology of Criminal Behavior	3
PSY336	Psychology of the Female Offender	3
PSY340	Physiological Psychology	3
PSY435	Forensic Psychology	3
PSY370	Social Psychology	3
PSY421	Counseling Psychology	3
PSY499	Psychology Internship	6

GENERAL ELECTIVES—33 CREDITS
LIBERAL STUDIES ELECTIVES—9 CREDITS

Science Programs

Degrees: **Bachelor of Science in Biology**
Bachelor of Science in Biotechnology
Bachelor of Science in Forensic Science
Bachelor of Science in Biology/Secondary Education, Grades 8-12

Goals: The goal of the Science Department is to provide graduates with the requisite knowledge and skills to engage in technical careers in the biological and forensic sciences and to proceed to graduate or professional school if desired. Students are prepared to apply the scientific method to the:

- *Exploration of the structure and function of living organisms.*
- *Exploration of the components of the biosphere, interactions among organisms, and diversity of life forms on the planet.*
- *Exploration of evolutionary mechanisms and changes to organisms through time.*
- *Pursuit of analytical reasoning, critical thinking, and problem solving skills.*
- *Pursuit of effective oral and written communication in the sciences.*
- *Pursuit of continued intellectual development and lifelong learning in science.*

Bachelor of Science in Biology

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

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

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

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

Bachelor of Science in Biotechnology

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

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

Bachelor of Science in Forensic Science

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

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

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

Goals: The Biology/Secondary Education Program goals are to:

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

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

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

Programs:

Bachelor of Science in Biology/Secondary Education, Grades 8-12
(Licensure: Massachusetts Department of Elementary and Secondary Education)

The licensure program in Biology/Secondary Education consists of a biology major combined with appropriate education courses. Students are required to take the Bay Path College core, a biological sciences core, and a secondary education core.

This program has been approved by the Massachusetts Department of Elementary and Secondary Education. Upon completion, students earn an initial license in biology, grades 8-12, issued by the Massachusetts Department of Elementary and Secondary Education. The teaching license qualifies for equivalency with states that participate in the Interstate Agreement and endorse similar licensure. This allows Bay Path College education graduates to teach in states other than Massachusetts.

Admissions Requirements for Biology/Secondary Education

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

Education Program Requirements

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

1. The student is expected to have a cumulative grade point average of 2.67 (B-) or better prior to entering the senior year pre-practicum and practicum.
2. The student must **pass the Communication and Literacy Skills Exam** of the Massachusetts Tests for Educator Licensure (MTEL) to register for specified courses. It is recommended that students pass this exam in the second year of study or before completion of 60 credits. The student is considered enrolled in the Education Program when she passes the Communication and Literacy Exam.
3. In order to enroll in Pre-Practicum (EDU 441R) and Practicum (EDU 494), the student must **pass the MTEL in Biology**. It is **recommended** that students pass this exam in the third year of study or before completion of 90 credits.
4. A student who does not meet the criteria but who seeks licensure must meet with her academic advisor to plan a course of action. This plan may include re-taking courses and meeting with the Director of the Academic Development Center to better utilize available support services.

5. Education Program requirements are subject to modification due to changes as stipulated by Bay Path College and/or recommendations from the Massachusetts Department of Elementary and Secondary Education.

Education Program Requirements for Transfer Students

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

Retention in the Education Program

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

Early Field Experiences

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

Pre-Practicum

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

Practicum (Student Teaching)

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

Exit from the Education Program

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

The Massachusetts Tests for Educator Licensure (MTEL)

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

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

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

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

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

Post-baccalaureate Degree Admission

The Biology/Secondary Education Program at Bay Path College is an undergraduate degree program. A student already holding a Bachelor of Science degree with an undergraduate biology major who seeks initial licensure is advised to pursue an appropriate master's degree in the field.

A student holding a baccalaureate degree from Bay Path College who has fulfilled all of the biology and education program requirements, but who was not able or allowed to enroll in the pre-practicum or practicum, may be allowed to return to Bay Path College under special conditions. She must pass the MTEL and meet any additional academic requirements not in place during the time of previous enrollment in order to fulfill the current requirements for initial licensure.

Teaching in States Outside of Massachusetts

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

Title II of the Higher Education Act

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

Bay Path College Pass Rates on the Massachusetts Tests of Educator Licensure (MTEL), 2006-2007

Pass rates for the April 2008 report are based on the 2006-2007 cohort of students who completed their licensure requirements during that year. These students are designated as *program completers* and were in the early childhood and elementary education programs.

Number of Program Completers= 31
Pass Rate on the MTEL= 100%

Possible Career Options:

Biology/Biotechnology/Forensic Science

Forensic Analyst	Teacher
Lab Analyst/Supervisor	Pharmaceuticals
Biology Teacher, Grades 8-12	Dental, Medical or Veterinary School
Researcher	Graduate Study

Bachelor of Science in Biology
Major in Biology

BAY PATH COLLEGE CORE—37 CREDITS

Course No.	Title	Credits
BIO110	Biology I (for Science Majors) with Lab	4
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
MAT120	Statistics	3
MAT130	Pre-Calculus	3
MAT221	Calculus I	3
MAT222	Calculus II	3
PSY101	Introduction to Psychology	3

BIOLOGY REQUIREMENTS—42 CREDITS

BIO112	Biology II for Science Majors with lab	4
CHE120	Chemistry I with Lab	4
CHE121	Chemistry II with Lab	4
BIO210	Genetics with Lab	4
CHE220	Organic Chemistry I with Lab	4
CHE221	Organic Chemistry II with Lab	4
BIO260	Microbiology with Lab	4
PHS101	College Physics I with Lab	4
PHS102	College Physics II with Lab	4
SCI____	Science Elective	3
BIO498	Research Project **OR**	3
BIO499	Internship in Biology	

GENERAL ELECTIVES—30 CREDITS
UPPER LEVEL SCIENCE ELECTIVES—12-16 CREDITS
MATH ELECTIVE—3 CREDITS

Bachelor of Science in Biology
Major in Biotechnology

BAY PATH COLLEGE CORE—37 CREDITS

Course No.	Title	Credits
BIO110	Biology I (for Science Majors) with Lab	4
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
MAT120	Statistics	3
MAT130	Pre-Calculus	3
MAT221	Calculus I	3
MAT222	Calculus II	3
PSY101	Introduction to Psychology	3

BIOLOGY REQUIREMENTS—60 CREDITS

BIO112	Biology II for Science Majors with lab	4
CHE120	Chemistry I with Lab	4
CHE121	Chemistry II with Lab	4
BIO320	Cell and Molecular Biology with Lab	4
BIO260	Microbiology with Lab	4
CHE220	Organic Chemistry I with Lab	4
CHE221	Organic Chemistry II with Lab	4
BIO210	Genetics with Lab	4
BIO300	Biochemistry with Lab	4
CHE300	Analytical Chemistry with Lab	4
PHS101	College Physics I with Lab	4
PHS102	College Physics II with Lab	4
BIO425	Applied Biotechnology	3
BIO430	Immunology	3
BIO470	Biotechnology Techniques	3
BIO498	Research Project in Biotechnology **OR**	3
BIT499	Internship in Biotechnology	

GENERAL ELECTIVES—12 CREDITS
SCIENCE ELECTIVES—12-16 CREDITS

Bachelor of Science in Forensic Science

BAY PATH COLLEGE CORE—37 CREDITS

Course No.	Title	Credits
BIO110	Biology I (for Science Majors) with Lab	4
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS____	History Elective	3
HUM101	Fine and Performing Arts	3
LAW103	Introduction to the American Legal System	3
MAT120	Statistics	3
MAT130	Pre-Calculus	3
MAT221	Calculus I	3
MAT222	Calculus II	3
PSY101	Introduction to Psychology	3

BIOLOGY REQUIREMENTS—74 CREDITS

BIO112	Biology II for Science Majors with lab	4
CHE120	Chemistry I with Lab	4
CHE121	Chemistry II with Lab	4
BIO210	Genetics with Lab	4
BIO150	Prin. of Anatomy and Physiology I with Lab	4
CHE220	Organic Chemistry I with Lab	4
CHE221	Organic Chemistry II with Lab	4
CRJ221	Criminal Investigations	3
LAW248	Principles of Criminal Procedure	3
LAW249	Principles of Criminal Law	3
LAW371	Evidence	3
BIO300	Biochemistry with Lab	4
BIO320	Cell and Molecular Biology with Lab	4
CHE300	Analytical Chemistry with Lab	4
FSC105	Criminalistics with Lab	4
FSC400	Forensic Biology with Lab	4
FSC420	Forensic Chemistry with Lab	4
FSC435	Forensic Anthropology with Lab	4
FSC440	Crime Scene Investigation	3
FSC498	Research Project in Forensic Science **OR**	3
FSC499	Internship in Forensic Science	

GENERAL ELECTIVES—9 CREDITS
SCIENCE ELECTIVES—3-4 CREDITS

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

BAY PATH COLLEGE CORE—42 CREDITS

Course No.	Title	Credits
BIO110	Biology I (for Science Majors) with Lab	4
ENG114	Critical Reading and Response	3
ENG122	Literary Genres	3
ENG124	Research and Writing in the Disciplines	3
EXT104	First Year Experience: Self Discovery	1
EXT105	First Year Experience: Leadership Seminar	1
EXT203	Career Development Seminar	1
HIS___	History Elective	3
HIS___	History Elective	3
HUM101	Fine and Performing Arts	3
MAT130	Pre-Calculus	3
MAT120	Statistics	3
BIO150	Anatomy and Physiology I	4
BIO151	Anatomy and Physiology II	4
PSY101	Introduction to Psychology	3
BIOLOGY REQUIREMENTS—37 CREDITS		
BIO112	Biology II (for Science Majors) with Lab	4
CHE120	Chemistry I with Lab	4
CHE121	Chemistry II with Lab	4
BIO 210	Genetics with Lab	4
BIO220	Ecology	3
BIO260	Microbiology with Lab	4
BIO320	Cell and Molecular Biology with Lab	4
BIO410	Evolution	3
PHS101	College Physics I with Lab	4
SCI200	History/Philosophy of Science	3
SECONDARY EDUCATION REQUIREMENTS—30 CREDITS		
EDU130	Education, Schools, and Culture	3
EDU250	Introduction to Special Education	3
PSY206	Adolescent and Adult Development	3
EDU331	Fundamentals of Instruction/Secondary	3
EDU351	Curriculum Development/Secondary	3
EDU441R	Pre-Practicum Secondary Biology	1
EDU492	Pre-Practicum Seminar/Secondary	1
EDU494	Practicum Seminar Biology	12
EDU493	Practicum Seminar/Secondary	1

GENERAL ELECTIVES—12 CREDITS
SCIENCE ELECTIVE—4 CREDITS
MATH ELECTIVE—3 CREDITS

COURSE DESCRIPTIONS

ACCOUNTING
ACC 100 (3 credits)
Introduction to Financial Accounting

The primary objective of this course is to develop the ability to read and interpret financial statements. This objective is accomplished not only by requiring students to understand the effect of transactions on financial statements and financial ratios but also by requiring them to record essential business transactions, measure the amounts of assets, liabilities, owner's equities, revenues, and expenses, and prepare the primary financial statements. This focus is facilitated by a semester-long study of the content of corporate annual reports culminating in a comprehensive annual report project. Students also become familiar with the accounting information system of a small business by using QuickBooks to enter the transactions from a partnership's first year of business.
Prerequisite: Accounting majors: first-year status; non-accounting majors: sophomore status
Offered in the fall semester

ACC 101 (3 credits)
Introduction to Managerial Accounting

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

ACC 200 (3 credits)
Accounting Information Systems

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

ACC 201 (1 credit)
Volunteer Income Tax Assistance (VITA)

The primary objective of this course is to provide volunteer income tax return assistance to members of the local community and invaluable training to students in how to complete an individual federal income tax return. This special course is open to all Bay Path College sophomores regardless of major who become certified as volunteer income tax preparers for low income community members. The course requires students to complete a 6-hour training session authorized by the Internal Revenue Service and a minimum of three-hours of volunteer tax return preparation over a six-week period during February and March.
Prerequisite: sophomore status Offered in the spring semester

ACC 300 (3 credits)
Intermediate Accounting I

The primary objective of this course is to explore the historical development of financial reporting and the conceptual framework, the concepts associated with revenue and expense recognition, and the principles governing the measurement and reporting of assets. Topics include a review of essential accounting concepts and the accounting process, accounting changes and error correction, financial statements and their elements including financial statement disclosures and valuation issues related to cash, receivables, long-term construction contracts, inventory, depreciable assets and natural resources. Students are required to complete a comprehensive intermediate accounting level practice set in Excel.
Prerequisite: ACC 200 and Junior Status Offered in the fall semester

ACC 301 (3 **credits)**
Intermediate Accounting I1

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

ACC 302 (3 **credits)**
Cost Management

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

ACC 303 (3 credits)
Auditing

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

ACC 400 (3 credits)
Federal Income Tax Concepts (3)

The primary objective of this course is to introduce the fundamental concepts of the federal income tax system with an emphasis on individual returns. Topics include determination of gross income, deductions and losses, tax credits, basis considerations, property transactions, deferral techniques, capital gains, and nontaxable exchanges. Students will fill out the various tax forms used in the preparation of individual income tax returns as part of a comprehensive project. Corporate taxation, basic research techniques, and tax planning are also introduced.
Prerequisites: ACC 301 and Senior Status
Offered in the fall semester

ACC 404 (3 credits)
Advanced Accounting

The primary objective of this course is to present the concepts associated with accounting for mergers and acquisitions with emphasis on the equity method, goodwill measurement, and preparation of consolidated financial statements, as well as accounting for multinationals including foreign currency transactions and translations of foreign financial statements.
Prerequisites: ACC 301 and Senior Status
Offered in the fall semester

ACC 405 (3 credits)
Contemporary Issues

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

ACC 499 (3-6 credits)
Accounting Internship

The primary objective of this internship is to provide junior and senior accounting majors with work experience in a variety of organizations. This on-the-job training is supervised by both professional managers and college accounting faculty who help the interns link theory with practice by comparing the knowledge obtained from their classes with the real-world experiences obtained from their job. *Prerequisites: junior status and approval of the accounting program director*

ANTHROPOLOGY

ANT 110 (3 credits)
Culture, Society, and People

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

ART

ART 100 (3 credits)
Art History

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

ART 110 (3 credits)
Drawing

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

ART 121 (3 credits)
Painting I

The emphasis in this introductory course is on the fundamental skills of manipulation and observation necessary in acrylic media. Painting problems are paralleled with a study of color, texture, and forms as they apply to the work of beginning painters.

ART 122 (3 credits)
Painting II

A continuation of the painting experience, this course provides additional exercises to help develop fluency and competence in acrylic media.
Prerequisite: ART 121 or permission of the instructor

ART 230 (3 credits)
Art in America

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

ART 240 (3 credits)
Modern European Painting and Sculpture

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

ART 250 (3 credits)
Women in Art

This course focuses on prominent women artists and their stylistic contributions to the cultural history of their respective eras. Emphasis is also placed on women as subjects and as patrons of art. The course features illustrated lectures and field trips.

BIOLOGY

BIO 110 (4 credits)
Biology I for Science Majors

This course will examine in depth concepts of cellular biology, mitosis, meiosis, developmental biology, genetic variation and heredity, gene expression, recombinant DNA technology, and evolutionary mechanisms. (Lab fee)
Offered in fall semester

BIO 111 (4 credits)
Biology I for Non-Science Majors

This course will examine basic concepts of cellular biology, developmental biology, genetic variation and heredity, and evolution. Laboratory sessions will involve mitosis, embryology, heredity and recombinant DNA technology, and biochemical evolution. (Lab fee)

BIO 112 (3 credits)
Biology II for Science Majors

This course will survey the types of organisms representing the diversity of life on the planet and explore the form and function of plants and animals as well as animal behavior.
Prerequisite: BIO 110

BIO 112L (1 credit)
Biology II for Science Majors Laboratory

Laboratory sessions will involve an investigation of the structure and development of plants, the body design and physiology of invertebrates and vertebrates, and selected field work in animal behavior. (Lab fee)
Corequisite: BIO 112

BIO 150 (3 credits)
Anatomy and Physiology I

This course provides an overview of tissue types and their identification and function, as well as the integument, skeletal, muscular, and digestive systems.

BIO 150L (1 credit)
Anatomy and Physiology I Laboratory

Laboratory topics include microscopic examination of histological slides of body tissues, gross skeletal morphology, and dissection of a mammal. (Lab fee)
Corequisite: BIO 150

BIO 151 (3 credits)
Anatomy and Physiology II

This course involves a study of the structural anatomy and physiological functioning of the respiratory, circulatory, endocrine, nervous, and urinary systems.

BIO 151L (1 credit)
Anatomy and Physiology II Laboratory

Laboratory topics include the dissection of neurological organs to study gross and histological structure as well as the evaluation of selected physiological, clinical, and diagnostic tests. (Lab fee)

BIO 210 (3 credits)
Genetics

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

BIO 210L (1 credit)
Genetics Laboratory

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

BIO 220 (3 credits)
Ecology

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

BIO 240 (3 credits)
Plants Rock

This course is an examination of the importance of plants with special attention to their roles in the natural world. Emphasis is placed on the historical and practical significance of plants as sources of food, medicine, and as a natural resource including the economic, social, and medicinal uses of plants and plant products as related to herbal medicine, invasive species, and other plant-derived resources.

BIO 240L (1 credit)
Plants Rock Lab

Laboratories will include hands-on experimentation, field work and identification of common flower and tree species located on campus and in the surrounding community.
(Lab fee)
Corequisite: BIO 240

BIO 260 (3 credits)
Microbiology

This course investigates the taxonomy, morphology, pathogenicity, and growth requirements of representative viruses, bacteria, fungi, and protozoa.
Prerequisites: A grade of C or better in BIO 110 lecture and BIO 112 lecture

BIO 260L (1 credit)
Microbiology Laboratory

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

BIO 270-2 (3-4 credits)
Special Topics in Biology

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering

BIO 300 (3 credits)
Biochemistry

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

BIO 300L (1 credit)
Biochemistry Laboratory

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

BIO 316 (3 credits)
Musculoskeletal Anatomy

This course emphasizes the detailed form and function of the muscular, skeletal, and nervous systems. Pathology from an anatomical and physiological perspective is discussed. Origins, insertions, innervations, and actions of human muscles are studied in detail. Basic biomechanics are addressed.
Prerequisites: A grade of C or better in BIO 150 lecture and BIO 150 lab and BIO 151 lecture and BIO 151 lab.

BIO 316L (1 credit)
Musculoskeletal Anatomy Laboratory

Laboratory sessions involve regional dissection and study of a mammal.
(Lab fee)
Corequisite: BIO 316

BIO 320 (3 credits)
Cell and Molecular Biology

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

BIO 320L (1 credit)
Cell and Molecular Biology Laboratory

Laboratory sessions explore the isolation of DNA reactions, and restriction enzyme mapping. (Lab fee)
Corequisite: BIO 320

BIO 410 (3 credits)
Evolution

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

BIO 425 (3 credits)
Applied Biotechnology

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

BIO 430 (3 credits)
Immunology

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

BIO 431 (3 credits)
Comparative Vertebrate Anatomy

This course involves a detailed study of the morphology and phylogeny of the Vertebrata including its origins, adaptations, and evolutionary trends from fishes to mammals.
Prerequisite: A grade of C or better in BIO 110

BIO 431L (1 credit)
Comparative Vertebrate Anatomy Laboratory

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

BIO 440 (3 credits)
Mammalogy

This course investigates the phylogenetic relationships and evolution and comparative and functional morphology and biology of the different groups of mammals.
Prerequisite: A grade of C or better in BIO 110

BIO 440L (1 credit)
Mammalogy Laboratory

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

BIO 450 (3 credits)
Vertebrate Physiology

This course involves a thorough exploration into the physiology of invertebrate and vertebrate animals. A system by system approach will be used, and comparisons will be made between various organisms regarding organ systems and differences between groups regarding coping with physical stress and environmental effects.
Prerequisite: A grade of C or better in BIO 110

BIO 450L (1 credit)
Vertebrate Physiology Laboratory

Laboratory sessions will include the application of techniques involving physiological experimentation in the areas of diffusion, membrane potentials, biomechanics, and the role of the interaction of organ systems in the maintenance of homeostasis. (Lab fee)
Corequisite: BIO 450

BIO 497-498 (3 credits each)
Research Project in Biology

The senior research project is designed to allow students to conduct research on a specific topic in biology. Research will be under the direction of a faculty member and will require a scholarly report.
Prerequisites: Senior status and approval of the department chair

BIO 499 (3 credits)
Internship in Biology
(This course is graded Pass/Fail)

The internship in biology is a supervised practical learning experience designed to give students the opportunity to explore career interests in biology to acquire valuable on-the-job experience, and to put into practice the knowledge and skills acquired through course work.
Prerequisites: A minimum cgpa of 2.0, senior status, and approval of department chair

BIOTECHNOLOGY

BIT 425 (3 credits)
Applied Biotechnology

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

BIT 470 (3 credits)
Biotechnology Techniques

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

BIT 497-498 (3 credits each)
Research Project in Biotechnology

The senior research project in biotechnology is designed to allow students to conduct research under supervision and consultation with a faculty member on a specific topic in biotechnology, including literature searching, laboratory experimentation, recording, and summarizing and presenting results in a scholarly report.
Prerequisites: Senior status and approval of the department chair

BIT 499 (3 credits)
Internship in Biotechnology
(This course is graded Pass/Fail)

The biotechnology internship provides real-world experience that is for biotechnology majors. Field placement in a bioscience company is supervised by both designated agency personnel and college faculty. Students must complete a project in connection with the internship placement which is evaluated by the supervising instructor.
Prerequisites: A minimum cgpa of 2.0, senior status, and approval of department chair

BUSINESS

BUS 120 (3 credits)
Innovations in Business

This course provides the 21st Century foundation for business students who will need newly-shaped perspectives, fast-paced skills, positive ethical spirits, and new technological resources to work and make decisions in a global economy. The

course focuses on the process of commercial and industrial innovation and encourages students to develop their own innovative spirit, whether they eventually want to start a business, shine in a nonprofit, or excel in corporate America. Students begin to learn how to think as business professionals, entrepreneurs, and innovators. Students will learn how to harness information and accurate knowledge to understand industrial and institutional trends and to anticipate future business conditions. Through activities and applications, students are introduced to evolving economic systems, business ownership, management, marketing, financial and technological information to begin the formulation process of business plans.
BUS 120 is the prerequisite for all business courses
Offered in the fall semester

BUS 201 (3 credits)
Entrepreneurship

The focus of this course is on the entrepreneurial startup. The primary areas of study are: creative thinking about products and services; recognizing venture opportunities; evaluating the viability of the venture; matching the individual's skills and interests with the venture; and acquiring the necessary resources (i.e. people, organization or product services, suppliers, financing, etc.) whether a student is interested in starting a business or not, this class provides sound exposure to the entrepreneur and the mindset which is critical to making strong business decisions.

BUS 203 (3 credits)
Financial Literacy

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

BUS 226 (3 credits)
Principles of Marketing

A survey of the marketing structure for the creation, research, and distribution of goods and services for all types of corporations is examined. Specifically, the fundamentals of the marketing mix: product development, promotion activities, price objectives and placement of goods or services will be explored. Students will also examine how communication, distribution, and exchange activities affect consumer behaviors.
Offered in the spring semester

BUS 230 (3 credits)
Principles of Sales

This course studies the selling process including understanding distribution relationships, companies and their products, as well as persuasion, which will lead to

developing a successful salesperson. Role playing is used to provide an opportunity for application and practice.
Prerequisite: BUS 226

BUS 235 (3 credits)
Dynamics of Management

This course is an introduction to the basic functions and theories of management in the context of a dynamic environment. Emphasis is on the role of managers in making organizations effective and efficient, in part through developing an understanding of how to assess and capitalize on the changing internal and external environments, but most of how to deal with the complexities of human behavior in the context of organizational management. *Offered in the fall semester*

BUS 245 (3 credits)
Social Media & Electronic Business

Business today is not conducted like it used to be. Internet is such an important element of all exchanges and everyone needs to know how to communicate or face being left behind in employment, business transactions or life in general. The course covers the World Wide Web, the Internet with a strong focus on sound media such as linked on, facebook, twitter, myspace and blogs.
Prerequisites: BUS 226, COM 130

BUS 255 (3 credits)
Human Resource Management

This course is a presentation and discussion of the specific functions of an organization's Human Resource Department, including the human relation, knowledge, and skills vital to a successful manager. The standards for a manager, the subordinate, and the organization are discussed, as well as the supportive relationship between the employees and the organization.
Co requisite: BUS 235

BUS 260 (3 credits)
Integrated Marketing Communications

This course presents media-oriented analysis of advertising and sales promotion related to the marketing of goods and services. Budgeting, reach and frequency as well as the development of multimedia advertising campaigns highlight this theoretical, yet practical approach.
Prerequisite: BUS 226

BUS 270-2 (3 credits)
Special Topics in Business

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

BUS 301 (3 credits)
Organizational Behavior

Organizations are made up of human beings with frequently different agendas. How can an organization reach its goals if policies and procedures don't keep people 'in line'? This course studies human behavior in organizations with respect to enhancing individual and organizational effectiveness. The emphasis is on the application of behavioral science research in such areas as leadership, individual teamwork, work teams, motivation, communication, conflict resolution, decision-making, and organizational change. Experiential exercises and a team project help connect theory and practice.
Prerequisite: BUS 235

BUS 303 (3 credits)
Fundamentals of International Business

This course will provide the student with an understanding of international business environment and how to address opportunities and challenges faced in a dynamic global business climate. The course will focus on such interrelated environmental forces as cultures, global economics, foreign exchange and political systems, which can vary on country-by-country basis. Students will learn business, operations, supply chain and organization strategies that are unique to conducting global business.
Prerequisite: ECO211, BUS 235, BUS326

BUS 325 (3 credits)
Entre-vation

Entre-vation: a hands-on approach to entrepreneurship and innovation provides a unique opportunity for business students to learn about entrepreneurship and innovation from some of the area's leading entrepreneurs and innovators. Students will learn about the topics of entrepreneurship and innovation, as well as creativity, thinking "out of the box," risk taking, venture capital, and social responsibility through an innovative approach to education. Students will travel to five area businesses to hear the stories behind the owners or innovative thinkers within the organization, as well as tour the facilities. Students will work in teams to create and develop innovative solutions to real-life cases entailing problems or challenges within these organizations and/or industries. At the end of the course, teams will present their ideas to local entrepreneurs for debate and discussion. In addition to site visits, the class will consist of experiential learning exercises, traditional class lecture, as well as use of The Wall Street Journal. Students seeking a hands-on, experiential class in which they will be challenged and exposed to real-life situations are welcome to register for this course.
Prerequisite: Junior or senior status

BUS 327 (3 credits)
Financial Management

In this course students will learn the concepts, tools, and the analytical techniques that are essential in conducting financial analysis. The course is targeted to teach students financial analysis and its linkage to business performance. The course will cover one of financial ratios to identify potential risks and opportunities, analyzing financial performance of a company, conducting financial forecast, time value of money, cost of capital and return on investments.
Prerequisite: MAT112, ECO212, ACC212, Basic use of Excel
Offered in the fall semester

BUS 342 (3 credits)
Branding

The students in this course will be introduced to the concept of branding and its impact on products, lifestyles and societies within the element of marketing. The students will examine the history of branding, discuss the development of strong and seemingly impervious brands, as well as develop an innovative brand position for an entrepreneurial venture. Students will learn to identify, evaluate, create, and present their own positions on branding as a consumer and as a marketer.
Prerequisite: BUS 226

BUS 350-2 (3 credits)
Special Topics in Business—Advanced Level

These courses or seminars on special opportunity topics are beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering; junior or senior status is required

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

BUS 400 (3 credits)
Marketing Research

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

BUS 420 (3 credits)
Business Ethics

This course focuses on financial behavior in all types of organizations and provides students with tools to help them resolve ethical dilemmas they may face in their lives. By examining ethical issues and scenarios which will relate directly to their work environment, students will have a clearer sense of how their corporation's code of ethics along with their own values relate to operational decisions made on a daily basis. Topics include: awareness of ethical issues in organizations, ethical theories, ethical decision making frameworks, organizational cultures and governance, the role of government, whistle blowing, ethics and technology, global ethics, and working in a competitive market.
Prerequisites: LAW 220 and senior status

BUS 480 and 481 (15 credits)
Cooperative Education

Senior business students work nearly full time in a professional setting off campus in *paid* jobs that are entry level in their field, giving them a jump on the employment market or on starting their own future businesses. During their co-op semester, students work 32 hours a week for 13 consecutive weeks in work experiences that are carefully selected to provide appropriate learning environments and productive, relevant work. Through this course, students work with a faculty mentor who helps them to make critical connections between the knowledge they have learned in their many academic classes with the real-world reality of work in the field, effectively linking theory with practice.
Prerequisites: A minimum cgpa of 2.0, senior status, and approval of department chair

BUS 491 (3 credits)
Strategic Management and Policy I

This course is all about connecting the dots, linking various functions of business and understanding the interdependency between marketing, sales, advertising, operations/supply chain and other business functions. The purpose of this course is to enable the student to integrate the lessons learned in previous business, accounting, finance, international business and management courses through the use of case studies analyzed from the general manager's point of view. Students will also learn the importance of score card and metrics that are essential for running a business.
Prerequisite: ECO212, BUS327
Offered in the fall semester

BUS 492 (3 credits)
Strategic Management and Policy II

A continuation of BUS 491, this course is the equivalent to part two of two capstone courses for Business majors. It is structured in a modular format and part of the Senior Year Experience developed for all of Bay Path College's business undergraduates. The purpose of this course is to enable students to take what they have learned in BUS 491 and continue to expand upon it in the world of business

decision making. Students will continue to incorporate the areas of production, finance, marketing, accounting, and human relations in their decision making. The course will also improve the skills students will need in their business careers.
Prerequisite: BUS 491
Offered in the spring semester

BUS 498-499 (3 credits each)
Business Internship
(This course is graded Pass/Fail.)

Senior business students gain work experience in multi-varied business organizations, i.e., insurance, manufacturing, banking, advertising, personnel, marketing, international trade, etc. Students obtain on-the-job training supervised by both professional managers and college faculty.
Prerequisites: A minimum cgpa of 2.0, senior status, and approval of department chair

CHEMISTRY

CHE 120 (3 credits)
Chemistry I

Chemistry I is an introduction to the fundamental facts and principles of chemistry. Topics considered will include: chemical stoichiometry, atomic structure, the periodic table, chemical bonding, thermochemistry, and physical states of matter.

CHE 120L (1 credit)
Chemistry I Lab

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

CHE 121 (3 credits)
Chemistry II

This course is a continuation of CHE 120. Topics considered will include: solutions, reaction rates, chemical equilibrium, precipitation reactions, acids and bases, reaction spontaneity, redox reactions, and electrochemistry.
Prerequisite: A grade of C or better in CHE 120 lecture or the equivalent

CHE 121L (1 credit)
Chemistry II Lab

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

CHE 220 (3 credits)
Organic Chemistry I

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

CHE 220L (1 credit)
Organic Chemistry I Lab

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

CHE 221 (3 credits)
Organic Chemistry II

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

CHE 221L (1 credit)
Organic Chemistry II Lab

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

CHE 270-2 (3-4 credits)
Special Topics in Chemistry

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

CHE 300 (3 credits)
Analytical Chemistry

This course will cover the theory and practice of quantitative analytical chemistry as well as the interpretation of chemical data. Practical inorganic and organic applications will be examined as well as the use of chemical instrumentation.
Prerequisites: MAT 140 and a grade of C or better in CHE 221 lecture

CHE 300L (1 credit)
Analytical Chemistry Lab

Laboratory topics include selected instrumental methodologies for interpreting chemical data. Topics will include acid-base, complexometric, and redox

methods as well as titrimetric, electrochemical, and separation methods and spectroscopic techniques. (Lab fee)
Corequisite: CHE 300

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

CHINESE

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

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

COMMUNICATIONS

CMS 201 (3 credits)
Introduction to Mass Communication and Pop Culture
This course introduces students to the information age and its significance in our personal and professional lives. Students explore mass communication from the perspectives of advertising, film, journalism, public relations, radio, and television. Other topics may include multi-media and interactive technology, the Internet and international communication.
Offered in the fall semester

CMS 203 (3 credits)
Video Production
This course introduces students to theory and application of single-camera digital video production. The course consists of lectures and structured labs. Emphasis in the course is on learning and applying terminology, aesthetics, and fundamental principles to planning and editing video projects. Labs provide students with a working knowledge of video equipment, industry standards, and state-of-the-art digital video editing techniques. *Offered in the spring semester*

CMS 205 (3 credits)
Principles of Photography: Digital

In this course, students develop basic mastery of digital photography as a means of visual communication and creative expression. Through lectures, discussions, small group and one-on-one demonstrations, and hands-on experience, students learn how to shoot digital images and to work creatively with these images using Photoshop software.
Offered in the spring semester

CMS 270-2 (3 credits)
Special Topics in Communication

Courses or seminars on topics beyond the scope of existing department offerings.
Prerequisite: To be determined based on course offering

CMS 303 (3 credits)
Gender and Communication

A survey of the research investigating how the concept of gender is socially constructed and defined through communication practices, how individual gender identities are communicatively constructed, and how gender identities affect communication practices.
Prerequisite: ENG 124

CMS 306 (3 credits)
Theories of Communication

This course provides frameworks for understanding human communication in a variety of contexts: interpersonal, small group, organizational, public and mass media. The history and scope of the field of communications will also be delineated.
Prerequisite: Sophomore standing or higher.

CMS 310 (3 credits)
Writing for the Media

This course provides students with an overview of the writing process involved in the creation of content for both traditional and 'new' media. Students will learn the stylistic differences inherent in the construction of news stories, ad copy, marketing pieces, etc. Concurrently, they will analyze specific target audiences in order to achieve clearly formulated rhetorical objectives. Through lecture, discussion, and projects, students will gain an understanding of the varied contexts within traditional media, such as TV, radio, newspapers, and magazines, along with the changing trends found in newer forms of media, such as e-zines, blogs, and podcasts. Social media such as My Space and Facebook will also be included.
Prerequisite: ENG124

CMS 320 (3 credits)
Citizen Journalism on the Web:
This course is a survey of three dynamically intersecting new types of journalism: civic, citizen and convergent. Students will explore why these types have arisen, how they may contrast with, be co-opted by and effect big media journalism. In addition, students will be instructed in the basics of civic, citizen and convergent reporting, and practice such through production of an online news site.

COMMUNICATION AND INFORMATION TECHNOLOGY

CIT 210 (3 credits)
Intercultural Communication

This course draws upon and extends skills learned in previous courses in the CIT sequence to focus upon communicating effectively in a culturally-diverse world. Students receive a solid grounding in Cultural Anthropology combined with Interpersonal Communication theory and practice to develop knowledge and skills essential for communicating effectively across cultural borders. Through lectures, small group discussions, research projects, videos, and guest speakers, students learn first to identify other people's cultural patterns and then to analyze strategies for adjusting their own communicative styles to resolve and to avoid intercultural conflicts. Students demonstrate proficiency in intercultural theory and practice through writing assignments, including a formal cross-cultural research paper; oral presentations; and a variety of class activities and assignments.
Prerequisites: ENG 114 and ENG 124

CIT 302 (3 Credits)
Communicating in Business

This course builds a bridge from students' general education to the work they do in the field of business. With the aim of preparing students for both professional life and graduate work, this writing-intensive course introduces disciplinary strategies for preparing routine business correspondence, for investigating provocative issues, and for communicating to others about them. In this way, the course offers students time to learn and to practice more advanced skills in reading, writing, speaking, and listening; in using appropriate software support in presentations; and in mastering information literacy in the field of business. The course emphasizes fundamental principles of communication with time-on-task and real world, discipline-specific models for communication tasks.
Prerequisites: ENG 114, ENG 122, and ENG 124

CIT 304 (3 Credits)
Communicating in the Helping Professions

This course builds a bridge from students' general education to the work they do in the "helping professions," which are in the fields of education and occupational therapy. With the aim of preparing students for both professional life and graduate work, this writing-intensive course introduces disciplinary strategies for investigating provocative issues and for communicating to others about them. In this way, the course offers students time to learn and to practice more advanced skills in

reading, writing, speaking, and listening; in using appropriate software support in presentations; and in mastering information literacy in fields of human service that students intend to enter as graduates. The course emphasizes fundamental principles of communication with time-on-task and real world, discipline-specific models for communication tasks.
Prerequisites: ENG 114, ENG 122, and ENG 124

CIT 305 (3 Credits)
Communication Design in Liberal Studies

This course builds a bridge from students' general education to the work they do in liberal studies. With the aim of preparing students for both professional life and graduate work, this course introduces disciplinary strategies for investigating provocative issues and for communicating to others about them. In this way, the course offers students time to learn and to practice more advanced skills in reading, writing, speaking, and listening. Students will develop strategic approaches to document design and using appropriate software to produce and critique both print documents and Web pages. The course emphasizes fundamental principles of communication with time-on-task and real world communication tasks.
Prerequisites: ENG 114, ENG 122, and ENG 124

CIT 306 (3 Credits)
Communicating in Psychology

This course builds a bridge from students' general education to the work they do in the field of psychology. With the aim of preparing students for both professional life and graduate work, this writing-intensive course introduces disciplinary strategies for investigating provocative issues and for communicating to others about them. In this way, the course offers students time to learn and to practice more advanced skills in reading, writing, speaking, and listening; in using appropriate software support in presentations; and in mastering information literacy in the field of psychology. The course emphasizes fundamental principles of communication with time-on-task and real world, discipline-specific models for communication tasks.
Prerequisites: ENG 114, ENG 122, and ENG 124

CIT 310 (3 Credits)
Communicating in Criminal Justice

This course builds a bridge from students' general education to the work they do in the field of criminal justice. With the aim of preparing students for both professional life and graduate work, this writing-intensive course introduces disciplinary strategies for investigating provocative issues and for communicating to others about them. In this way, the course offers students time to learn and to practice more advanced skills in reading, writing, speaking, and listening; in using appropriate software support in presentations; and in mastering information literacy in the field of criminal justice. The course emphasizes fundamental principles of communication with time-on-task and real world, discipline-specific models for communication tasks.
Prerequisites: ENG 114, ENG 122, and ENG 124

COMPUTER APPLICATIONS

COM 106 (1 credit)
Microsoft Word

This course introduces the student to the Microsoft interface. Students will use Word to create and format correspondence, announcements, tables, and reports, as well as having an introduction to templates.

COM 107 (1 credit)
Microsoft Excel

Students will create and format professional looking worksheets, enter formulas and functions to perform calculations, analyze worksheet data, and create charts and graphs from worksheet data. Such worksheets as budgets, investment reports, payroll, and loan calculations will be covered.

COM 107-A (1 credit)
Microsoft Access

Students will plan, create, and modify databases. Topics will include creating queries; selecting and sorting records; and producing reports, letters, and mailing labels utilizing a database.

COM 126 (1 credit)
Microsoft PowerPoint

This course will enable the student to plan, design, and create professional and colorful screen presentations, outlines, speaker's notes, and audience handouts.

COM 130 (3 credits)
Computer Applications

Students learn from practical examples that demonstrate how useful a tool the computer is for presenting business data, solving problems, and making business decisions. Students will prepare professional-style worksheets; build formulas and functions; create and modify charts; work with Excel lists; manage multiple worksheets and workbooks; and use financial functions. Students will also design, create, and modify databases; run queries; and produce reports.

CRIMINAL JUSTICE

CRJ 120 (3 credits)
Introduction to Criminal Justice

This course will be an introduction to the criminal justice system in the United States. Crime, criminals, victims, explanations of criminal behavior, law and the criminal justice system, policing strategies, police and the law, courts and courtroom workgroups, proceedings before trial, conviction by trial and guilty pleas, sentencing, community corrections, prisons and jails, prison life and juvenile justice are the topics that will be covered. *Offered in the fall semester*

CRJ 202 (3 credits)
Victimology and Criminology

The scope of victimology, gauging the extent of criminal victimization, the costs of being a victim, remedying the plight of victims, restorative justice, victimization at work and school, and victim rights will be studied. Criminology and crime theory, different perspectives - classical, biological, psychological, and sociological – and measuring crime will be examined.
Prerequisite: CRJ 120
Offered in the fall semester

CRJ 204 (3 credits)
Principles of Policing

This course will introduce students to the principles of policing in the United States from its inception to the present. Police ethics, discretion, stress, culture, work, patrol operations, criminal and internal investigations, promotions, professional development and community policing will be examined.
Prerequisite: CRJ 120
Offered in the spring semester

CRJ 206 (3 credits)
Private Security

An overview of the U.S. private security industry –What is it? How is it done? Who hires private security officers? Why and where are they utilized? Private security business, concepts and law will be explored. Private security operations and categories – such as premises, business, retail, personal, employment-related, corporate, information and computer security – will be studied.
Prerequisite: CRJ 120
Offered in the fall semester

CRJ221 (3 credits)
Criminal Investigation

The fundamentals of criminal investigation are covered in this course. Topics typically discusses include; crime scene procedure, evidence collection and preservation, forensic science technology, interview and interrogation techniques, the use of informants, and surveillance methods. This course will focus on active participation learning.
Prerequiste: LAW 249

CRJ 222 (3 credits)
Criminal Investigations and the Elements of Criminal Law

The fundamentals of effective and professional criminal investigations will be studied, through the lens of the elements of criminal law. Crime scene procedures, evidence collection and preservation, forensic science technology, interview and interrogation techniques, use of informants to obtain information and intelligence, surveillance methods, writing comprehensive reports, identifying and arresting suspects, legal searches and the Fourth Amendment,

investigating violent crimes against persons as well as property will be covered within this course.
Prerequisite: CRJ 120
Offered in the spring semester

CRJ 275 (3 credits)
Criminal Procedure for the Criminal Justice Professional
An examination of criminal justice procedure, with emphasis on the roles and responsibilities of criminal justice professionals. Criminal procedure will be examined with an emphasis on the varying, and sometimes conflicting, roles of professionals in law enforcement, including police, probation, parole, corrections, homeland security, and court administration. The course will also address issues related to victims, witnesses, and the judiciary. The course will cover police stop-and-frisks, probable cause, arrest, search and seizure, search warrants and affidavits, *Miranda* rights, confessions and interrogations, line-ups and show-ups, investigations, informants, plain view doctrine, consent, exigent circumstances, right to counsel, due process, entrapment, and the exclusionary rule.
Prerequisite: CRJ 120
Offered in the spring semester

CRJ 300 (3 credits)
Probation and Parole
The basic organization and objectives of the American correctional system will be examined. Local, state, federal and private sector correctional systems and practices will be studied. Special categories of correctional clients – male, female, juvenile, sex offenders, mentally and physically disabled or challenged, geriatric, and HIV – will be considered.
Prerequisites: CRJ 120 and Junior or Senior status
Offered in the fall semester

CRJ 312 (3 credits)
Criminal Evidence
The use of the Federal Rules of Evidence will be studied in criminal proceedings. Topics of study will include the burden of proof and burden of production for criminal trials, probation hearings, and parole violations; forms of criminal evidence; relevance; competency; direct and circumstantial evidence; exculpatory evidence; identification; authentication; expert testimony; admissions and confessions; the Hearsay Rule and its exceptions; character evidence; alibi evidence; and privileged communications. Criminal courtroom procedure, witness preparation, and both Grand Jury and courtroom testimony will be discussed. Multiple actual criminal case studies will be utilized throughout this course.
Prerequisites: CRJ 120 and Junior or Senior status
Offered in the spring semester

CRJ 320 (3 credits)
Probation and Parole

This course will explore the different roles and responsibilities of the probation and parole officer in the criminal justice system. Emphasis will be placed on understanding an integrated model of supervision, developing of effective treatment plans, aftercare services, sanctions for non-compliance. The interplay between the police, prosecutors, judges, prison personnel, probation and parole officers will be examined.
Prerequisite: CRJ 120 and Junior or Senior status
Offered in the fall semester

CRJ 325 (3 credits)
Criminal Organizations

This course will explore and compare the structure and characteristics of various criminal organizations. Common characteristics of criminal organizations, causes of organized crime, the businesses, the paradigms, the role of law enforcement, crime statutes, prosecution strategies, defenses, and sentencing. Different national and international groups—Asian, Russian, Latin American, Italian, Afrolineal, European, urban street gangs, prison gangs, and the evolving relationship between terrorism and organized crime will be studied.
Prerequisites – CRJ 120 and Junior or Senior status

CRJ 335 (3 credits)
White Collar Crime

White collar crime in contemporary society will be explored. Explanations for white collar crimes, the principal focus of these crimes, prosecutorial and defense practices, and the response of the criminal justice system to these crimes will be studied. Emphasis will be placed on corporate fraud, environmental crimes, unsafe products, fiduciary fraud, corruption of public officials, securities fraud, and institutional corruption, mass media and religion. A case study approach will be utilized throughout the course.
Prerequisites: CRJ 120 and Junior or Senior status
Offered in the spring semester

CRJ 342 (3 credits)
The Juvenile Justice System

This course will consist of an overview of the juvenile justice system in the U.S. The history and origins of juvenile court, causes of delinquency, the legal rights of juveniles, juveniles and the police, juvenile court trials and dispositions, juveniles in adult court, probation and dispositional alternatives, juvenile corrections, custodial sanctions and parole, and restorative justice will be considered.
Prerequisite: CRJ 120 and Junior or Senior status
Offered in the spring semester

CRJ 348 (3 credits)
Terrorism and Homeland Security

This course seeks to theoretically and analytically examine the concept of terrorism. Students will analyze terrorist philosophies, motivations, and organizations. The course will explore the general tactics and concepts of terrorism. Students will study the law-enforcement response to terrorism, including the major implications of the "War on Terror," the USA Patriot Act, and the impact on American civil liberties.
Prerequisites: CRJ 120 and Junior or Senior status
Offered in the spring semester

CRJ 350-2 (3 credits)
Special Topics in Criminal Justice—Advanced Level

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering; junior or senior status is required

CRJ 355 (3 credits)
International Criminal Justice Systems

This course will examine criminal justice systems around the world. Students will explore the background, historical development, and societal influences that have affected the development of various criminal justice systems. The role of the Rule of Law and concepts of justice, punishment, and rehabilitation will be examined.
Prerequisites: CRJ 120 and Junior or Senior status
Offered in the fall semester

CRJ 380 (3 credits)
Computer Crime

This course will provide an overview of computer crime and its increasing prevalence in our society. The course will introduce students to the role digital devices play in computer crime investigations. Students will examine not only the device itself and why it is used to commit crime, but more importantly, will examine the critical evidence left behind on the device that may be useful to solve and prosecute the crime. Students will learn basic concepts involved in the digital crime scene, including the laws that guide investigations of this type. They will work with software tools designed to preview digital evidence and full digital evidence forensic processing tools. The course will cover internet technologies and how law enforcement deals with Internet Service Providers.
Prerequisite: Permission of Department Chair
Offered every other spring

CRJ 399 (1-3 credits)
Directed Study in Criminal Justice
Requires the approval of the department chair

CRJ402 (3 credits)
Ethics and the Criminal Justice Professional

Ethical dilemmas frequently encountered by professionals – police, prosecutors, defense attorneys, probation officers, parole officers, court officers, judges and correctional officers – within the criminal justice system will be thoughtfully explored within a discussion based classroom setting.
Prerequisite: CRJ 120 and Senior status
Offered in the fall semester

CRJ 406 (3 credits)
Violence against Women and Children

An intensive seminar that studies cross-cultural issues of violence against women and children around the world. Students will be required to read 12 books, to participate fully in all in-class discussions, to write a number of short papers, and to give a scholarly presentation to the class.
Prerequisite: Permission of Department Chair
Offered in the spring semester

CRJ 420 (3 credits)
Research Methods for Criminology and Criminal Justice

Students will develop an understanding of the basic principles of social research, grasp the importance of scientific research and comprehend research methodologies of others. Research ethics, questionnaire construction, data collection, inferential statistics, data processing and analysis, sampling, and techniques utilized to analyze criminal justice will be studied. Students will be required to produce a scholarly research paper.
Prerequisite: CIT 310 and MAT 120 and Junior or Senior status
Offered in the fall semester

CRJ 498 (3 credits)
Criminal Justice Internship
(This course is graded Pass/Fail.)

Students receive supervised training from practicing professionals, normally during the final semester of the fourth year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that apply to their individual career and educational objectives. Sites may include, for example: federal and state law enforcement agencies; the District Attorney's Office, Attorney General's Office, or U.S. Attorney's Office; state and federal Public Defender's Offices; state and federal courts; municipal and state police departments; victim/witness assistance units; correctional facilities; state and federal probation and parole offices; and corporate security departments.
Prerequisites: A minimum CGPA of 2.5, Senior status, and permission of Department Chair
Offered fall or spring semesters
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CRJ 499 (3-6 credits)
Criminal Justice Internship
(This course is graded Pass/Fail.)

Students receive supervised training from practicing professionals normally during the final semester of the fourth year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that apply to their individual and educational career objectives. Sites may include, for example, federal and state law enforcement agencies, the district attorney's office, state and federal courts, municipal police departments, victim/witness assistance units, correctional facilities, and state and federal probation offices.
Prerequisites: A minimum cgpa of 2.0, senior status, and approval of department chair

DANCE

DAN 100 (1 credit each semester)
Introduction to Dance
(This course is graded Pass/Fail.)

This course is an introduction to the principles and techniques of two popular dance forms: classical ballet and modern jazz. Emphasis is placed on developing a movement vocabulary in both disciplines while increasing flexibility and coordination.

DAN 110 (1 credit each semester)
Dance Technique
(This course is graded Pass/Fail.)

This class draws upon the techniques of modern dance pioneers: Martha Graham, Doris Humphrey, and Merce Cunningham. The class will stress body placement, contrasts in movement qualities, and dance as a means of personal expression.

DAN 121 (1 credit)
Jazz I
(This course is graded Pass/Fail.)

This course serves as an introduction to the fundamentals of jazz dance techniques. The class will expose the student to body isolations and rhythmic awareness combined with dance phrases to enhance the understanding of basic jazz vocabulary.

DAN 122 (1 credit)
Jazz II
(This course is graded Pass/Fail.)

A continuation of Jazz I, this course presents a further study of jazz dance techniques stressing the extended jazz vocabulary and complexity of movement phrases. *Prerequisite: DAN 121 or permission of the instructor*

DAN 131 (1 credit)
Tap I
(This course is graded Pass/Fail.)

This course serves as an introduction to basic tap dance terminology and techniques. Various styles of tap dance will be explored, such as soft shoe and rhythm, as well as traditional tap steps. Tap shoes are required.

DAN 190 (1 credit each semester)
Bay Path Dance Company
(This course is graded Pass/Fail.)

This course is open to selected students by audition only. Participants will be required to take part in on- and off-campus dance programs as well as in all necessary rehearsals.

DAN 201 (3 credits)
Twentieth Century Entertainment

The history of entertainment will provide a fascinating window into the culture of America through textbook, audio, and video. We will explore social and cultural movements that influenced and celebrated theater, music, and dance in the 20th century. Included areas of focus will be early and contemporary entertainment on Broadway, television, and in Hollywood as well as how Ballroom dancing gave way to today's "club dancing" and MTV.

DAN 270-2 (3 credits)
Special Topics in Dance

Courses on topics beyond the scope of existing departmental offerings.
Prerequisite: To be determined based on course offering

DAN 399 (1 credit)
Directed Study in Dance
Requires the approval of the department chair

ECONOMICS

ECO 211 (3 credits)
Macroeconomics

This course examines the elementary principles of economics involving individual and social choice, economic analysis, supply, demand, the market and the price mechanism. Major concentration is on macroeconomic principles relative to money, the banking system, national income analysis, inflation, unemployment and the dilemma of stabilization, competing theories in contemporary times and world trade, development issues and alternatives, and evolving economic systems.
Offered in the fall semester

ECO 212 (3 credits)
Microeconomics

Microeconomics studies theories of specialization, trade, income distribution and consumer choice; the theory of the firm; real-world market analysis; the problems of modern society; and the overview of evolutionary growth and change in the American economy.
Offered in the spring semester

EDUCATION

EDU 110 (3 credits)
Introduction to Early Childhood Education

This course presents an introduction to the field of early childhood education through an examination of the history and philosophy of early childhood education programs and educational theorists. Emphasis will be placed on understanding the development of early childhood programs and environments in relation to the changing needs of modern society. Required observations made at the Bay Path College Preschool, local early childhood facilities, and public elementary schools will augment classroom activities. *Offered in the spring semester*

EDU 130 (3 credits)

Education, Schools, and Culture

The course presents a comprehensive examination of the field of education. Students will be exposed to the major historical, philosophical, economic, societal and cultural, professional, and accountability issues that continue to shape education within a complex, changing society. Required observations at public schools will augment classroom activities.
Offered in the spring semester

EDU 211 (3 credits)
Methods and Approaches in Teaching Children I

This early childhood course studies the theoretical and practical aspects of teaching and caring for young children. Topics include: philosophical constructs, program development, curriculum design and delivery, planning and organization, and instructional and classroom management techniques. Students will be introduced to the *Massachusetts Curriculum Frameworks*. Students will participate in an 20-hour field experience at the preschool or kindergarten level.
Prerequisite: EDU 110
Offered in the fall semester

EDU 212 (3 credits)
Methods and Approaches in Teaching Children II

This course continues the study of the theoretical and practical aspects of teaching and caring for young children. Topics include: creative arts, mathematics, science and technology, history, early literacy and literature for young children. The Massachusetts Curriculum Frameworks *are used to plan and design instruction.*

Students will participate in a 20-hour field experience at the preschool or kindergarten level.
Prerequisite: EDU 211
Offered in the spring semester

EDU 250 (3 credits)
Introduction to Special Education

This course deals with the implications of disabling conditions on optimal learning potential and daily well being of children. Emphasis is on identification of disabling conditions and techniques used to promote successful integration of children with and without special needs in education settings. Topics covered include familiarity with individualized education plans, intervention and instructional strategies for diverse learners, and collaborative partnerships with families and community resources. Observations are required.
Offered in the fall semester

EDU 255 (3 credits)
Special Education: Inclusive Settings

This course examines best practices for teaching children with disabilities in inclusive settings. The focus is on identifying and adapting for students' instructional needs. Topics include: team teaching and collaboration, curriculum modifications and reasonable accommodations, teaching techniques, behavior management strategies, relationship of related services and family members, and assessment strategies for team effectiveness and student learning. Observations are required.
Prerequisite: EDU 250
Offered in the spring semester

EDU 270-2 or 350-2 (3 credits)
Special Topics in Education

This course enables students to have an in-depth exploration of various topics in education. The topic for study will be determined prior to registration and will change every one or two years.
Prerequisite: To be determined based on course offering

EDU 300 (3 credits)
Reading and Early Literacy

Students examine content, pedagogical, and assessment strategies for effective literacy instruction based upon guidelines in the *Massachusetts English/Language Arts Curriculum Framework*. Topics include techniques for fostering emergent literacy, vocabulary development, comprehension strategies, the interactive relationship between beginning reading and writing, and factors that put children at risk for literacy development. Included is an in-depth study of phonics as a system for teaching reading. Observations/fieldwork are required.
Prerequisite: PSY 205 or one course in education, junior status
Offered in the fall semester

EDU 323 (3 credits)
Reading and Language Arts for the Elementary School

Students explore content and teaching strategies used to develop competent readers and writers, based upon guidelines in the *Massachusetts English/Language Curriculum Framework*. Topics include expanding literacy across the content areas, language arts instruction, diagnosis and assessment of reading skills using a variety of assessment techniques, and intervention programs for success in reading. Observations/fieldwork are required.
Prerequisite: EDU 300, junior status
Offered in the spring semester

EDU 330 (3 credits)
Fundamentals of Instruction

This course explores curriculum design and classroom management strategies for teachers using guidelines presented in the *Massachusetts Curriculum Frameworks*. Topics include instructional design and delivery methods, technology as a curriculum resource, formal and informal assessment techniques and their connection to instructional planning, effective communication with children and adults, and strategies for behavior management. Observations/fieldwork are required.
Prerequisites: completion of all 100 and 200 level courses in education, junior status
This course must be taken at Bay Path College. Offered in the fall semester

EDU 331 (3 credits)
Fundamentals of Instruction for Secondary Education
This course explores curriculum design and classroom management strategies for teachers using guidelines presented in the *Massachusetts Curriculum Frameworks.* Topics include motivation and learning, educational equity, working with standards, instructional planning and design, integrating technology into the curriculum, formal and informal assessment techniques and their connection to instructional planning, effective communication with students, and strategies for behavior management. Fieldwork in a secondary biology class required.
Prerequisites: completion of all 100 and 200 level courses in education, junior status
This course must be taken at Bay Path College.
Offered in the fall semester

EDU 350 (3 credits)
Curriculum Development

Students plan, implement, and assess curriculum and instruction using the *Massachusetts Curriculum Frameworks*. Emphasis is on explorations in mathematics and problem solving, science and the process of inquiry, social studies and American civic culture, and integration of technology into the curriculum. Special attention will be given to a variety of methods of assessment. Observations/fieldwork are required.
Prerequisite: EDU 330, junior status
This course must be taken at Bay Path College.
Offered in the spring semester

EDU 351 (3 credits)
Curriculum Development for Secondary Education
Students design, implement, and assess curriculum and instruction using the *Massachusetts Curriculum Frameworks* as they relate to the academic disciplines in secondary education. Emphasis is on instructional approaches and methodology in a standards based environment. Fieldwork in a secondary biology class is required.
Prerequisite: EDU 331, junior status
This course must be taken at Bay Path College.
Offered in the spring semester

EDU 370-3 (3 credits)
Special Topics in Education—Advanced Level
This course enables students to have an in-depth exploration of various topics in education. The topic for study will be determined prior to registration and will change every one or two years.
Prerequisite: To be determined based on course offering; junior or senior status is required

EDU 399 (1-3 credits)
Directed Study in Education
Requires the approval of the department chair

EDU 441P (1 credit)
Early Childhood Pre-Practicum
Supervised pre-practicum with seminar in grades 1 or 2.
Pre-Practicum begins the student's senior year experience and gives the student a consistent, supervised experience in a public school setting. Students integrate and apply what has been learned in earlier education courses, including planning, preparing and teaching through use of the *Massachusetts Curriculum Frameworks*. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.
Pre-Practicum hours are earned normally in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period. Included is a weekly seminar session with a program supervisor from the College.
This course must be taken at Bay Path College.
Offered in the fall semester

EDU 441Q (1 credit)
Elementary Education Pre-Practicum
Supervised pre-practicum in grades 1-6.
Pre-Practicum begins the student's senior year experience and gives the student a consistent, supervised experience in a public school setting. Students integrate and apply what has been learned in earlier education courses, including planning, preparing and teaching through use of the *Massachusetts Curriculum*

Frameworks. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Pre-Practicum hours are earned normally in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period.

Prerequisites: EDU 350, cgpa of 3.0 or better, senior status, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the MTEL, and the approval of the department chair
Corequisite: EDU 490
This course must be taken at Bay Path College.
Offered in both fall and spring semesters

EDU 441R (1 credit)
Pre-Practicum in Secondary Biology
Supervised pre-practicum in grades 8-12.
Pre-Practicum begins the student's senior year experience and gives the student a consistent, supervised experience in a public school setting. This experience allows the student to integrate and apply what she has learned in earlier education courses. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offence Records Investigation) check and any other requirements as mandated by a school district. Pre-Practicum hours are earned normally in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period.
Prerequisites: EDU 351, cgpa of 2.67 (B-) or better, senior status, passing scores on the Communication and Literacy Exam and the Biology MTEL grades 8-12, and the approval of the department chair.
Corequisite: EDU 492
This course must be taken at Bay Path College.
Offered in both fall and spring semesters

EDU 490 (1 credit)
Pre-Practicum Seminar
Facilitated by a college program supervisor, students discuss curriculum, pedagogy and critical issues in support of their success as future teachers.
Corequisite: EDU 441P or EDU 441Q

EDU 491 (1 credit)
Practicum Seminar
Facilitated by a college program supervisor, students discuss curriculum, pedagogy, the professional standards for teachers, and critical issues in support of their success as future teachers. Additional Seminar topics include: the *Preservice Performance Assessment*, creation of a professional teaching portfolio, and licensure.
Corequisite: EDU 497 or EDU 499

EDU 492 (1 credit)
Pre-Practicum Seminar/ Secondary
Facilitated by a college program supervisor, students discuss curriculum, pedagogy, and critical issues in support of their success as future teachers.
Corequisite: EDU 441R

EDU 493 (1 credit)
Practicum Seminar/ Secondary
Facilitated by a college program supervisor, students discuss curriculum, pedagogy, the professional standards for teachers, and critical issues in support of their success as future teachers. Additional Seminar topics include: the *Preservice Performance Assessment*, creation of a professional teaching portfolio, and licensure.
Corequisite: EDU 494

EDU 494 (12 credits)
Practicum in Secondary Biology
Students will complete a full-time, supervised practicum (student teaching) with seminar in a public school, grades 8-12, and will assume direct instructional and professional responsibilities as teachers. Practicum hours are earned over a 12-week period. A minimum of 300 hours are required. Requirements for Practicum are the same for students enrolled in the traditional or one-day program. Practicum allows the student to refine pedagogical and methodological skills necessary for exemplary teaching. Practicum students are supervised jointly by the school supervising practitioner and program supervisor. Students will have three observations and participate in a minimum of three conferences during the semester. Students must demonstrate competence on the *Preservice Performance Assessment*, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education. Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) and any other requirements as mandated by a school district.
Prerequisites: EDU 441R, Senior status, cgpa of 2.67 (B-) or better, passing scores on the Communication and Literacy Exam and Biology MTEL, and the approval of the department chair.
Corequisite: EDU 493
This course must be taken at Bay Path College
Offered in both fall and spring semesters

EDU 497 (12 credits)
Early Childhood Practicum
Students will complete a full-time, supervised practicum with seminar in a public school, grades K and 1-2, and will assume direct instructional and professional responsibilities as teachers. Students enrolled in EDU 497 must complete two public school placements, one in a kindergarten setting (minimum of 100 hours over a 4-week period) and the second in a grade 1 or 2 setting (minimum of 200 hours over an 8-week period). At least one of these settings must include children with special needs. A minimum of 300 hours are required over 12 weeks. A weekly seminar

session, facilitated by a college program supervisor, will be incorporated into the practicum experience.

Practicum (student teaching) allows the student to refine pedagogical, methodological, and management skills necessary for exemplary teaching, using the *Massachusetts Curriculum Frameworks*. Practicum students are supervised jointly by the school supervising practitioner and program supervisor. Students will have three observations and participate in a minimum of three conferences during the semester. Students must demonstrate competence on the *Preservice Performance Assessment*, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education.

Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.
Prerequisites: EDU 441P, Senior status, cgpa of 3.0 or better, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.
Corequisite: EDU 491
This course must be taken at Bay Path College.
Offered in both fall and spring semesters

EDU 499 (12 credits)
Elementary Education Practicum

Students will complete a full-time, supervised practicum with seminar in a public school, grades 1-6, and will assume direct instructional and professional responsibilities as teachers. Practicum hours are earned over a 12-week period. A minimum of 300 hours are required. Requirements for Practicum are the same for students enrolled in the traditional or one-day program.

Practicum (student teaching) allows the student to refine pedagogical, methodological, and management skills necessary for exemplary teaching, using the *Massachusetts Curriculum Frameworks*. Practicum students are supervised jointly by the school supervising practitioner and program supervisor. Students will have three observations and participate in a minimum of three conferences during the semester. Students must demonstrate competence on the *Preservice Performance Assessment*, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education.

Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.
Prerequisites: EDU 441Q, Senior status, cgpa of 3.0 or better, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.
Corequisite: EDU 491
This course must be taken at Bay Path College.
Offered in both fall and spring semesters

ENGLISH

ENG 099 (3 degree credits; 6 non-degree credits)
English-as-a-Second-Language

This course is designed to meet the special needs of students for whom English is non-native. Class meetings and individual instruction provide skills and practice in oral and written communication.

ENG 114 (3 Credits)
Critical Reading and Response

This course introduces the integration of communication skills essential for effective reading, writing, speaking, and listening at the college level. In this writing intensive course, students develop composition skills to produce collegiate-level papers modeling rhetorical modes and thematic content in addition to strategies for reading complex texts; presentation skills for personal introductions, verbal summaries of readings and response writings, and peer review of papers; and basic technological skills for word processing, e-mail, and introductory-level online research.

ENG 122 (3 credits)
Literary Genres

Selected readings in fiction, poetry, and drama introduce the student to literary types and techniques. These readings provide a basis for collegiate-level discussion, analysis, and the development of critical judgment. Building on the communications and research skills from earlier courses in the sequence, this course emphasizes continued practice in writing, and students complete a documented research paper using primary and secondary sources as one of the course writing assignments. Discussions and oral presentations based on assigned literature support the overall goal of the sequence: to enhance the advancement of the students, first academically and then professionally.
Prerequisite: ENG 114

ENG 124 (3 credits)
Research and Writing in the Disciplines

In this course students will apply the practices for effective reading and writing introduced in ENG 114 to the distinctive language and forms of various disciplines. This course lays the foundation for academic and professional research and stresses the use of appropriate and effective information sources. Readings for a variety of academic audiences will provide students with strategies to communicate in the sciences, business and technology, psychology, liberal studies, and the social sciences. Research and documentation skills appropriate to the disciplines are stressed. In addition to leading students through the research process from start to finish, this course will examine the many ramifications of academic honesty.
Prerequisite: ENG 114

ENG 200 (3 credits)
Women in Literature

The changing image of women as well as their experience and perspectives is considered through representative works of literature. Readings explore the conflict of roles, stereotypes, and traditions together with personal discovery, integrity, and self-definition.
Prerequisite: ENG 122

ENG 210 (3 credits)
Children's Literature

This course provides the opportunity to study literary concepts and purposes in writings designed primarily for, but not confined to, young minds. The heritage of children's literature is considered in relation to selected representative works, both traditional and recent. Also considered are the uses, presentation, and critical evaluation of children's literature from a multi-cultural, nonsexist and international perspective. This course addresses English standards for teachers in early childhood and elementary education:

- children's and young adult literature,
- genres, literary elements, and literary techniques.

Prerequisite: ENG 122
Offered in the spring semester

ENG 221 (3 credits)
American Literature

This course is designed to acquaint students with major American writers and literary movements. The course helps students deepen their understanding of American literary works by relating them to their historical backgrounds. The course offers students practice identifying, analyzing, and applying knowledge of literary elements, structures, and themes in American myths, fiction, literary nonfiction, and poetry. The course also provides opportunities for 'oral interpretation' presentations to demonstrate appropriate consideration of audience and purpose.
Prerequisite: ENG 122

ENG 270-2 (3 credits)
Special Topics in English

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering

ENG 311 (3 credits)
World Literature

English 311 introduces students to masterpieces of world literature in translation, with particular attention to the cultural traditions reflected in the literature. The course uses specific works of literature to show the evolution of the human experience from ancient times to the present day. Overall, the course aims to teach

students more about what it has meant, and continues to mean, to be a human being in cultures around the world.
Prerequisite: ENG 122

ENG 321 (3 credits)
Humor and Wit in Literature

From Twain to Sedaris, American authors have used their works to make us laugh or smile and, sometimes, to examine our assumptions about the mainstreamed and the marginalized. This course will examine the context and content of representative works of American literary wit and humor.
Prerequisite: ENG 122

ENG 330 (3 credits)
Shakespeare

This course examines Shakespeare's major plays, including representative comedies, tragedies, histories, and romances. In addition to overviews of Shakespeare's life and Renaissance theatre traditions and practices, the course provides a look at the outlines of Shakespeare's career and an introduction to scholarly criticism of his work. Attention will be given to Shakespearean themes, language, and characterization, as well as the influence of Shakespeare on later writers and art.
Prerequisite: ENG 122

ENG 350-2 (3 credits)
Special Topics in English—Advanced Level

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering; junior or senior status is required

ENG 399 (1-3 credits)
Directed Study in English
Requires the approval of the department chair

EXTRA DEPARTMENTAL

EXT 104 (1 credit)
First Year Experience: Self-Discovery Seminar
(This course is graded Pass/ Fail.)

Self-Discovery Seminar is an introduction to the nature of college education, and the functions and resources of the college as a whole, including academic advising and program planning. Students explore their academic interests and learning processes by completing learner-centered assessments. Course content emphasizes college survival skills, such as test-taking and time management. The course also examines issues common to first year students in an informal, discussion-oriented manner. *Required for all first-year students*

EXT 105 (1 credit)
First Year Experience: Leadership Seminar
(This course is graded Pass/Fail.) *Required for all first-year students.*

This course focuses on one of the three tenets of a Bay Path education: leadership. Building from a base of leadership theory, students will examine the lives of past and current leaders. Students will participate in a series of self-assessment exercises in order to begin to apply leadership skills. Through a series of experiential exercises utilizing Bay Path's new challenge course and with their newly acquired skills, students will gain a stronger understanding of what leadership is and how it applies to them as developing professionals.

EXT 198 (1-3 credits)
Community Service
(This course is graded Pass/Fail.)

Students may earn one credit for every 45 hours of supervised community volunteer work they perform. Open to all students regardless of major. This course may be repeated for a total of four credits.
Offered both semesters

EXT 198A (1-3 credits)
Community Service in Education
(This course is graded Pass/Fail.)

Students may earn one credit for every 45 hours of supervised volunteer work that they perform in schools. Schools selected must reflect the diversity requirement for teacher preparation. Students can volunteer as: tutors, classroom assistants, caring adults, reading/literacy partners, or after-school program assistants for early childhood and elementary school children.
Students must provide their own transportation.
Prerequisite: Permission of the chair of the education department

EXT 202 (1 credit)
Career Pathways
(This course is graded Pass/Fail.)

The Bay Path themes of communication, leadership, and technology will be applied in this course through networking, informational interviewing, skill identification and other job development skills. The student will be guided in the development of a resume and cover letter that represent her well to a prospective employer. A clear understanding of what to do before, during and after job interviewing will be reviewed. Finally, the student will use the Internet to learn about online services and for access to appropriate positions.

EXT 203 (1 credit)
Career Development Summit
(This course is graded Pass/Fail.)

In their senior year before the opening of the spring semester, baccalaureate degree students will be offered a special opportunity to learn up-to-date information about the current work world in an intensive two-and-a-half-day workshop format.

Students will meet successful professionals who will discuss the challenges and opportunities of their respective fields and help students prepare for interviews as well as learn how to navigate the early stages of their new careers.
Students who are unable to attend may elect the course EXT 202, Career Pathways

FORENSIC SCIENCE

FSC 105 (4 credits)
Criminalistics

This course introduces the theoretical underpinnings of criminalistics, including the techniques for discovery, collection, preservation, and analysis of physical evidence.

FSC105L
Criminalistics Lab

This course will entail a practical examination of topics and laboratory testing procedures introduced in FSC105 such as fibers, blood spatter patterns, footwear and tire impressions, narcotics, blood, semen, soil, fingerprints, documents, firearms, and other topics. (Lab fee) Corequisite: FSC105

FSC 420 (3 credits)
Forensic Chemistry

This course will provide the theoretical and practical foundation for the uses of separation, chromatographic, electrophoretic, molecular, and spectrophotometric techniques used in forensic analyses.
Prerequisite: A grade of C or better in CHE 300 lecture

FSC 420L (1 credit)
Forensic Chemistry Lab

Laboratory work will include gas chromatography, liquid chromatography, protein electrophoresis, atomic spectroscopy, and molecular spectroscopy.
(Lab fee) *Corequisite: FSC 420*

FSC 435 (3 credits)
Forensic Anthropology

This course will present the methodological basis of the osteological techniques behind the analysis and identification of human skeletal remains from criminal and legal contexts. Topics will include skeletal anatomy of humans and other vertebrates, taphonomic analysis, search and recovery techniques, mass disaster victim identification, trauma interpretation, and bone DNA analysis.
Prerequisite: A grade of C or better in BIO 150

FSC 435L (1 credit)
Forensic Anthropology Lab

Laboratory topics include hands-on exercises designed to teach the basic and advanced techniques of skeletal analysis and facial reconstruction. (Lab fee)
Corequisite: FSC 435

FSC 440 (3 credits)
Crime Scene Investigation

This course focuses on the application of the scientific method to the analysis of crime scenes and their reconstruction. Scenes involving a variety of violent crimes, including homicides, sexual assaults, and non-fatal stabbings and beatings will be discussed in detail. The goals of crime scene reconstruction will be presented along with scientific and ethical matters associated with reconstruction. Types of evidence used to reconstruct crime scenes will be explained.
Prerequisites: FSC 105 and junior or senior status

FSC 500 (3 credits)
Forensic Biology

This is an introductory course on the basics of forensic DNA analysis. The subject is developed so as to provide the student with an enhanced understanding of DNA evidence, its collection, preservation, and processing. The key legal questions raised by the increasing power of DNA analysis will be discussed.
Prerequisites: A grade of C or better in BIO 210 lecture and BIO 320 lecture and/ or permission from the instructor.

FSC 500L (1 credit)
Forensic Biology Laboratory

The principles and techniques of current methods of forensic DNA analysis will be taught and discussed. (Lab fee)
Corequisite: FSC 500

FSC 497-498 (3 credits each)
Research Project in Forensic Science

The senior research project in forensic science is designed to allow students to conduct research under supervision and consultation with a faculty member on a specific topic in forensics, including literature searching, laboratory experimentation, recording, and summarizing and presenting results in a scholarly report.
Prerequisites: Senior status and approval of department chair

FSC 499 (3 credits)
Internship in Forensic Science
(This course is graded Pass/Fail.)

The forensic science internship provides real-world experience that is for forensic science majors. The field placement experience is supervised by both designated agency personnel and college faculty and is administered in federal, state, local or private forensic or other analytical laboratories. Students must complete a project in connection with the internship placement which is evaluated by the supervising instructor.
Prerequisites: A minimum cgpa of 2.0, senior status, and approval of department chair

FORENSIC STUDIES

FNS 100 (3 credits)
Introduction to Forensic Studies

This course, which is required of all forensic studies majors, will introduce students to field of forensics and to the range of sources of evidence used in criminal and civil cases. Enrollment may be limited.

FRENCH

FRN 113 (3 credits)
French Language and Culture I

The first course in the four-course French language and culture sequence concentrates upon learning basic French through constant speaking, reading, writing, and small group communicative activities in the target language. Students read examples of children's literature in order to encounter French as it is taught to young native speakers. The course also incorporates French culture with study devoted to the social life, art, literature, and film of the French people.

FRN 114 (3 credits)
French Language and Culture II

The second course in the four-course French language and culture sequence continues the study of basic French with writing, reading, and conversational activities, as well as further opportunities to study francophone cultures and lifestyles. Students will read one or two examples of more advanced children's literature from France in order to practice reading and discussion skills.
Prerequisite: FRN 113 or appropriate placement test score

FRN 213 (3 credits)
French Language and Culture III

The third course in the four-course French language and culture sequence advances students' knowledge and proficiency of French at the intermediate level with an emphasis upon communicative activities that stress speaking, reading, and writing in the target language.
Students are also introduced to selected works of French literature and to major elements of French culture.
Prerequisite: FRN 114 or appropriate placement test score

FRN 214 (3 credits)
French Language and Culture IV

This final course in the four-course French language and culture sequence concludes the study of intermediate French with emphasis upon strengthening student proficiencies in speaking, reading, and writing in the target language. In addition to textbook work, students are further exposed to classic works of French literature and film and to French culture.
Prerequisite: FRN 213 or appropriate placement test score

GEOGRAPHY

GEO 102 (3 credits)
Introduction to Geography

This course introduces students to basic geographic concepts, familiarizing them with broad, world-scale patterns. The course provides an understanding of geography as a comprehensive discipline that draws knowledge from various other subject areas that focus on patterns of physical distribution (i.e. mountains, forests, deserts, bodies of water, etc.) on the earth's surface and the interrelationships between peoples and their environments. Students are taught to use geography as an investigative set of tools to answer analytical questions of "Where?" and "Why there?" as they look at the intertwining of human and environmental patterns of development and change over time.

GOVERNMENT

GOV 100 (3 credits)
American Government

This course provides an understanding of the function of the American national government. The development of the Constitution and the American political system are considered in the light of contemporary economic, social, and technological conditions.

GOV 330 (3 credits)
United Nations Policies and Practices

This issue-oriented and discussion-based introduction to the United Nations overviews the history and structure of the U. N. and teaches students about the functioning of its various committees through study of current issues that are being addressed by U. N. member states. Topics include the concept of "collective security". Eleanor Roosevelt and the Universal Declaration of Human Rights, an introduction to the Middle East conflict and the impact of the Cold War on the U.N. Case studies will include the U.N.'s response to the AIDS epidemic, genocide (Rwanda and Durfur), nuclear weapons proliferation (Iran and North Korea), women's rights issues and global climate change. Students will research these and other issues confronting the United Nations and participate in group presentations and debates. All students in the course represent Bay Path College at the four-day Harvard National Model United Nations Conference held each year in Boston. The latter half of the course is devoted to researching the nation assigned to Bay Path College and preparing for the conference in Boston.
Prerequisite: Junior status and member of the Bay Path College Honors Program; students not in the Honors Program may request instructor permission to take the course

GOV 331 (3 credits)
Global Politics and Leadership

Students in this course learn about global leadership models, skills, and practices by assuming leadership roles in the Bay Path College chapter of the Harvard National Model United Nations such as ambassador, cultural attache, or special U. N. consultant in a specific area. All students in the course represent Bay Path College at the four-day Harvard National Model United Nations Conference held each year in Boston.
Prerequisite: Junior status and member of the Bay Path College Honors Program; students not in the Honors Program may request instructor permission to take the course

HEALTH AND HUMAN STUDIES

HHS 401 (3 credits)
Play & Leisure in Human Health and Wellness

Occupational therapy consumers find meaning in many activities of daily living, including play and leisure. Throughout this course, students will explore the roles play and leisure have in cognitive, physical, and social development in childhood, and health and wellness in adulthood. Students will learn play and leisure concepts, understand methods to use play and leisure activities for rehabilitation, and develop client centered play and leisure activities to meet client goals.
Prerequisite: Junior or Senior status.
Offered fall semester only.

HHS 410 (3 credits)
Social Policy in Health & Human Services

This course focuses on current and historical factors influencing the development of social and health care policies to promote overall awareness of the health care delivery system and processes as well as selected health issues important to us as individual consumers and health care professionals. There will be special emphasis on the influence of political, economic, social, and cultural factors in the development of health and social policy. Themes that run throughout the course include the importance of understanding the interrelationships between politics, culture, socioeconomic status, health status and health care delivery; cross-cultural comparisons; issues of quality, access and cost; ethical dilemmas; legal concerns; and the need for health professionals to serve as activists within the wider social system. Discussions are particularly encouraged which relate to current health events and news and have direct or indirect association with the need to develop social and health policies for our nation during the early 21st Century.
Prerequisite: Junior or Senior status.
Offered fall semester only.

HHS 415 (3 credits)
Research Skills in Health/Human Services

Effective health and human services professionals use evidence from research to plan effective programs. This class introduces the theory of evidence-based practice and basic research principles. Students write a research proposal supported by an extensive literature review related to leisure, self-management, education, work, or general health issues.
Prerequisite: Junior or Senior status and CIT 304
Offered spring semester only.

HISTORY

HIS 114 (3 credits)
The United States to 1877

A topical and chronological survey of American history from the time of European settlement through the Civil War and Reconstruction. Emphasis will be placed on historical methodology, interpretive skills, and oral and written expression. Topics to be covered include the impact of settlement on native peoples, slavery, the development of American identity, the creation of an independent government, and the threat posed by the Civil War.
Offered in the fall semester

HIS 115 (3 credits)
The United States Since 1877

A topical and chronological survey of American history from the end of Reconstruction to the present. Heavy emphasis will be placed on the discipline of history, and in developing interpretive, oral, and written skills. Topics to be covered include the emergence of Jim Crow, the expansion of America, the Gilded Age, reform movements, America at War, Depression and New Deal, the Cold War, the turbulent 1960's, social movements, recent political developments, and the role of the United States in a multinational/multi-ethnic world.
Offered in the spring semester

HIS 202 (3 credits)
Global History to 1500

This course surveys the origins, development, and cross-fertilization of major civilizations in Africa, Asia, Europe, and the Americas from pre-history to 1500 A.D. Attention is given to important themes and human achievements in this early time period, including the agricultural revolution, the rise of cities, kingdoms, and empires, the development of writing, the systematization of religious belief systems, and the development of complex forms of government among various societies. The course encourages students to critically analyze developments in human history, such as advances in technology for making war, treatment of women, notions of superior and inferior societies and civilizations, differing political and philosophical systems, and various ways in which societies have historically distributed, used, and abused power.
Offered in the fall semester

HIS 203 (3 credits)
Global History Since 1500

HIS 203 builds upon knowledge, themes, ideas and issues introduced in HIS 202 carrying the study of human history forward into the modern world. The course treats the growth and development of nations and of relationships between nations as global regions and worldwide organizations emerge in contemporary times. At the core of the course is a broad treatment of major social, political, economic, religious, and philosophical movements and themes as these have shaped various peoples and groups of people around the world in the past 500 years. Students are constantly asked not only to learn and understand important facts about the past, but to analyze, apply, synthesize, and evaluate what these facts have meant for the different peoples involved and for the world as it has become today.
Offered in the spring semester

HIS 270-2 (3 credits)
Special Topics in History

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering

HIS 315 (3 credits)
Contemporary America: The United States Since 1945

This course will take an in-depth look at political, cultural, and social trends within the United States from the end of World War II to the present. It will begin with America's post-war patterns of consumer economics, Cold War politics and mass culture expressiveness, and trace transformations to the present. Class meetings will mix lecture, discussion, and multimedia formats.
Prerequisite: Junior or senior status

HIS 320 (3 credits)
The History of Women in America

This course is designed to tell women's history from colonial times to the present. It will survey American history from the vantage point of women who shaped it and contributed to it. As such, much of the course will focus on biography. Each student will research several historical figures, including prominent women leaders, and will present her findings in oral and written form.
Prerequisites: Junior or senior status

HIS 321 (3 credits)
Women and War: Warriors, Victims and Peacemakers

This discussion based course seeks to explore the topic of women and war throughout history from three distinct perspectives. The first section of the course focuses on women as warriors. From the ancient myth of the Amazons to television's Xena, the image of the female warrior has captivated the imagination. We will explore the myth and reality of women warriors and wartime leaders, including Joan of Arc and modem wartime heads of state such as Indira Gandhi, Golda Meir and

Margaret Thatcher. Second, we will examine women as victims in war, beginning with the sack of Troy in ancient times. We will conclude with an exploration of women's role as peacemakers throughout history. The unique potential of women as peacemakers was first recognized in the satirical Greek play Lysistrata, and throughout history groups like Women's Strike for Peace have often been in the vanguard of movements to rid the world of the scourge of war. We will conclude with a discussion of the age old question: if women had the power traditionally wielded by men, would the world be a more peaceful place?
Prerequisites: Junior or senior status

HIS 330 (3 credits)
African-American History from 1865 to Present

This course examines African-American history from the end of the Civil War and the destruction of slavery to the present, focusing on African-American movements for equality and justice and exploring the important contributions of African-Americans to the larger American experience. Major themes include the impact of racism on African-Americans; the various African-American responses to inequality and oppression; the differences in racism in the North and South; and the diversity of America's black communities (taking into account the role of class, region, and rural/urban geography). Course readings and video presentations also highlight the experiences and contributions of African-American women who faced the dual challenges of racism and sexism.
Prerequisites: Junior or senior status

HIS 350-2 (3 credits)
Special Topics in History—Advanced Level

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering; junior or senior status is required

HIS 399 (1-3 credits)
Directed Study in History
Requires the approval of the department chair

HIS 499 (3-6 credits)
Internship in History
(This course is graded Pass/Fail.)

The internship in history is a supervised practical learning experience designed to give Liberal Studies majors with a concentration in history the opportunity to explore career interests, acquire valuable on-the-job experience, and put into practice the knowledge and skills acquired through course work.
Prerequisite: A minimum cgpa of 2.0, senior status, and approval of department chair

HONORS

HON 101 (1 credit)
Darwin Across the Disciplines

This one-credit honors course examines Charles Darwin's theory of evolution from the vantage point of four different academic disciplines. The objective is for students to gain a holistic understanding of this topic and how a scientific theory has impacted history, economics and psychology. After establishing a basic working knowledge of the theory of natural selection, students are encouraged to consider evolution from multiple perspectives and develop their own informed points of view on this important scientific theory.

HON 102 (1 credit)
Drugs, Culture and Society

This one-credit honors course will undertake a multi-disciplinary examination of the impact drugs legal and illegal have on culture and society in the modern world. Drugs, including alcohol, have bestowed great benefits upon humanity and simultaneously have caused some of society's greatest ills. Drugs can provide life saving cures and cause fatal addictions. This course seeks to examine the promise and peril of drugs from a multi-disciplinary perspective and help students formulate their own views on the topic.

HON 201 (1 credit)
Ethics in Conflict

This one-credit honors course explores the sources of ethical values like religion and philosophy and seeks to define some of the principles that guide different ethical systems. Taking a multi-disciplinary approach, the class will consider the questions of what role ethics should play in society and the life of the individual. Students will also examine contemporary issues from an ethical perspective and consider how to negotiate the competing claims of different ethical frameworks.

HON 202 (1 credit)
Violence and Non-Violence in North America

There is rather indisputable evidence that levels of social violence are higher in the U.S. than in Canada. Yet there seems to be little consensus upon why this is so. The goal of the course will be to give students analytical tools upon which will enable them to come to their own informed conclusions about some of the root causes of this North American paradox.

HON 401 Honors Thesis (3 credits)

This course is designed for students in the Honors Program undertaking a thesis during their final two years. The student will work under the guidance of a faculty thesis director and should begin formulating the thesis in the beginning of the junior year. The student should complete a thesis prospectus formally outlining the thesis by the beginning of the second semester of her junior year and have the prospectus approved by the faculty thesis director and chair of her department. The student will then work with the faculty director in reviewing relevant literature and

carrying out research related to the thesis. During the senior year, the student should be well under way with writing her thesis. Some students, however, may choose to do a non-written thesis project such as a video documentary or other project related to her field. In the final semester of the senior year, the student should register in the three credit Honors Thesis Course and complete the thesis. Upon completion, the student should arrange for a presentation to the campus community. Criteria will vary by department, but a written thesis should be in the range of 25-40 pages. The thesis will be evaluated by the faculty advisor and should include original research and work. It is expected that the thesis will represent highest standards of academic excellence.

HUMANITIES

HUM 101 (3 credits)
Fine and Performing Arts

This course highlights significant aspects of music, theatre, dance, and art. Specific musical compositions, art works, and theatre pieces will be explored as expressions of historical events and changing values. Off-campus activities, such as a play, a concert, and museum exhibit, extend the classroom experience.
Offered both semesters

HUM 110 (3 credits)
Introduction to Philosophy

This course introduces students to basic knowledge, ideas, and processes in philosophy. It presents an overview of Eastern and Western philosophical systems with attention to significant differences in approaches to making sense of the world that characterize each system. Major thinkers and important philosophical problems from each system are overviewed followed by deeper study of selected representative figures and issues.

HUM 117 (3 credits)
Introduction to World Religions

The focus of this course is on major world religions – their history, teachings, role today, and the interrelationships of religion and culture in the modern world. The course takes an approach that emphasizes "personal explorations" of the religious ideas and beliefs of other peoples around the globe. Rather than concentrating upon the memorization of other religious creeds and dogmas from books, the course encourages students to try to understand how and why other peoples find meaning, comfort, and fulfillment on a deeper level of existence through their religious beliefs. The course will combine study of the sacred works of other religions with multimedia presentations/videos and guest speakers who provide the human and historical contexts in which major world religions have developed.

HUM 120 (3 credits)
The Art of Film: History and Technique

This course is an examination of those artistic and technical innovations which have shaped the world-wide history of film as an art. Through the study of

cinematic effects and technologies, students will learn to view films critically, seeing them as collaborative works of art that both reflect and influence society. Classes combine lecture, screenings and discussion.

HUM 210 (3 credits)
Ethics

Philosophy is a disciplined search for knowledge. It investigates what is real and true. Ethics is a branch of philosophy which asks "What ought we do?" It rigorously challenges us to think critically, assess knowledge, and form criteria for making personal decisions as well as decisions which shape community and national standards of action. Ethics is the *applied* branch of philosophy. It's not just theory. It affects real decisions, real people, in the real world. In this course we will investigate the field of ethics from a multicultural and international perspective. We'll start with basic ethical theories and proceed to use these theories to learn about and evaluate some of the major ethical issues in the world on topics such as poverty, justice, war, rights, discrimination, etc.
Prerequisite: ENG 124

HUM 251 (1 credit)
Nations and Cultures

When students have the opportunity to visit either a major world center or a national landmark for approximately 7-10 days to experience its culture and to visit museums and points of interest, a six-week seminar prior to the trip will serve as an orientation. The topics to be covered will include the city or landmark to be visited, its contribution to cultural history and current national or global role, the contemporary government, social and public support systems, the arts, and the geographic region.
Offered in the spring semester

INTERIOR DESIGN

IND 101 (3 credits)
Introduction to Interior Design

Students learn about the materials, products, and furnishing lines used in interior spaces and will apply the principles of design, color, and space planning to selected projects. Case studies will stress accommodating functional and psychological needs. Selection, construction, coordinating, estimating, choosing services, and pricing will be stressed. Local and regional field trips are included.
Offered in the fall semester

IND 121 (3 credits)
Drafting and Technical Drawing

Students will become familiar with the techniques and concepts of planning and drafting interior spaces. Floor plans, elevations, isometric, axonometric, graphic standards, reflected ceiling plans, and one and two-point perspective drawings will be executed.
Offered in the spring semester

IND 122 (3 credits)
Introduction to Computer-Aided Drafting and Design

This introduction to the study of computer-aided drafting and design provides students with an opportunity to design plans, sections, and elevations for residential and commercial applications using the computer. Three-dimensional applications will include modeling, advanced perspectives, and rendering.
Prerequisite: IND 121
Corequisite: IND 101
Offered in the fall semester

IND 221 (3 credits)
Interior Design Studio: Residential

This in-depth course in residential design provides a room-by-room, problem-solving approach to correct and creative design. Styles and interior treatments will be emphasized within the context of supervised projects and design experiments. Programming, codes, and barrier-free considerations will be stressed while preparing proposals for actual residential clients. Portfolio development, project management, and oral presentation skills will be highlighted. Field trips will be included.
Corequisite: IND 121
Offered in the spring semester

IND 250 (3 credits)
Technical Design and Building Systems

This is an introduction to structural systems and construction techniques involved in both traditional and contemporary building types. Students will become familiar with a variety of building systems that must be coordinated to produce a successful project. The course will focus on materials used in construction, the impact of building codes and standards which govern the design process, and appropriate planning considerations.
Prerequisite: IND 121
Offered in the fall semester

IND 270-2 (3 credits)
Special Topics in Interior Design

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering

IND 322 (3 credits)
Interior Design Studio: Commercial

Research and the use of case studies highlight this course. Topics include: programming and problem solving, coordination of materials and furnishings, ergonomics, and systems design for corporate, restaurant, retail, and other public

spaces. Barrier-free specifications and codes will be considered; portfolio presentations and field trips will be included.
Corequisite: IND 250
Offered in the fall semester

IND 350-2 (3 credits)
Special Topics in Interior Design—Advanced Level
Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisites: To be determined based on course offering; junior or senior status is required

IND 399 (1-3 credits)
Directed Study in Interior Design
Requires the approval of the department chair

INTERDEPARTMENTAL

INT 101 (1 credit)
Rape Aggression Defense
The Rape Aggression Defense System is a program of realistic, self-defense tactics and techniques. The R.A.D. System is a comprehensive course for women only that begins with awareness, prevention, risk reduction, and avoidance, while progressing on to the basics of hands-on defense training. The Rape Aggression Defense System is dedicated to teaching women defensive concepts and techniques against various types of assault, by utilizing easy, effective and proven self-defense tactics. Our system of realistic defense will provide a woman with the knowledge to make an educated decision about resistance.

INT 102 (1 credit)
Advanced Rape Aggression Defense
Advance RAD is designed to serve as an extension of the basic RAD program and taught in component block supplements to BSD training. The techniques supplement the basic class and add to the options for the student. The original techniques are reviewed and used to systematically build on additional defense options. The class is physical training and requires the student to be in good physical condition. It is held in the Mini Gym.
Prerequisite: IDS 101

LAW

LAW 103 (3 credits)
Introduction to the American Legal System

This course introduces students to basic legal concepts, the structure of the American state and federal court systems, basic legal theory and practice, and provides an overview of several areas of law.
This course is required for all legal studies majors, minors, and certificate students; it is a prerequisite for all other legal courses. Offered Spring and Fall Semesters

LAW 220 (3 credits)
Business Law

This course studies the legal environment of business, including an examination of the format and characteristics of corporations, partnerships, and agency law. The law of contracts is studied in detail.
Prerequisite: LAW 103
Offered Spring and Fall Semesters

LAW 232 (3 credits)
Principles of Litigation

This course introduces students to the principles and process of civil litigation from pre-suit investigation through trial. Students will gain insight into the litigation process from lecture and class discussion, reading assignments, examination of actual-case documentation, and the drafting of pleadings and motions and other documents.
Prerequisite: LAW 103
Offered Spring and Fall Semesters

LAW 240 (3 credits)
Legal Research and Writing

This course surveys published sources and materials of the law. Students are trained in the research and analysis of legal problems and in the practical applications of legal writing. This course includes drafting correspondence, case briefs, and legal memoranda.
Prerequisite: LAW 103
Offered Spring and Fall Semesters

LAW 241 (3 credits)
Computer Assisted Legal Research

This course provides an opportunity for hands-on experience in legal research and fact investigation. Topics covered include citation and searching methods, types of resources, Web site evaluation, and a comparison of print and electronic research tools. Students will perform tasks similar to those expected of them in a legal setting. Print, electronic, and Web-based resources from information providers such as WESTLAW and LEXIS-NEXIS are included. (Lab fee)
Prerequisite: LAW 240 or permission of Department Chair
Offered Spring and Fall Semesters

LAW 246 (3 credits)
Tort Law

This introductory course covers basic tort law, including assault, battery, trespass, conversion, infliction of emotional distress, products liability, and negligence. Classroom work will be reinforced by assignments in which students research and brief a variety of tort cases.
Prerequisites: LAW 232 and LAW 240
Offered in the Spring Semester

LAW 247 (3 credits)
Employment Law

This course introduces students to a variety of laws affecting the employment relationship between employers and employees. Topics include discrimination, sexual harassment, employment contracts/employee-at-will doctrine, Fair Labor Standards Act, OSHA, ADA, privacy issues in the workplace, AIDS, and the Family Medical Leave Act.
Prerequisite: LAW 220 Offered in the Fall Semester

LAW 248 (3 credits)
Principles of Criminal Procedure

This course provides an overview of criminal procedure with special focus on the respective rights and duties of the defense and prosecution. It covers the development and present state of the law as it applies to arrest, search and seizure, statements by the accused and others, the right to counsel, trial proceedings and issues, sentencing, punishment, and appeal. The course is designed to give students an understanding of the history and development of the constitutional dynamics of a criminal case and the current state of the law from the perspective of legal practitioners. Students will use a text supplemented with outside readings that include criminal case law, law-review articles, court pleadings, and fiction. Instructional materials also include videotapes, such as "The Thin Blue Line." Students will be required to brief cases and write short papers.
Prerequisite: LAW 103, Sophomore status or permission of the Department Chair
Offered Spring and Fall Semesters

LAW 249 (3 credits)
Principles of Criminal Law

This course provides an overview of the history and structure of criminal law and focuses on the elements of common crimes, common defenses, the concepts of criminal liability, criminal intent, and conduct punishable by the criminal law. The course is designed to give students an understanding of the development and current state of criminal law and the similarities and differences between criminal and civil law. Students will use a text supplemented with outside readings that include case law, jury instructions, law-review articles, and fiction.
Prerequisite: LAW 103, Sophomore status or permission of the Department Chair
Offered Spring and Fall Semesters

LAW 250 (3 credits)
Wills, Estates, and Trust Management

An examination of the law of property and how it is obtained, held, and disposed of during life and at death. The course includes preparation and drafting of various estate planning documents. Instruction includes using computer software in the writing of wills.
Prerequisite: LAW 103
Offered in the spring semester in alternate years

LAW 260 (3 credits)
Real Estate Law

This course introduces the student to the following areas: ownership interests, methods and problems of co-ownership, contracts for the sale of real estate, deeds, mortgages, title examinations, brokerage contracts, leases, and landlord and tenant rights and liabilities. The course includes preparation of a title examination and various real estate documents, including RESPA forms.
Prerequisite: LAW 103
Offered in the fall semester

LAW 270-2 (3 credits)
Special Topics in Law

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering

LAW 281 (3 credits)
Understanding Law Through Literature

The law and fiction both employ the creation of comprehensive, compelling narrative to support persuasive argument and appeal to the intellect and emotion. Both fictional narratives about the law and legal narratives often illuminate how the law defines roles and relationships within society and how the lives of people are shaped or affected by legal institutions and law. Using a variety of sources, including novels, short stories, legal opinions and commentary, film, poetry and criticism, students will examine these themes through class discussion and short written assignments. Students will be expected to participate in class discussion and the course may require attendance at one or more evening film or theatrical event.
Prerequisites: ENG 122 and LAW 103, Sophomore status or higher

LAW 299 (3 credits)
Paralegal Internship
(This course is graded Pass/Fail.)

The student chooses a law office or other legal setting that offers varied exposure to all aspects of paralegal work to gain practical experience within a realistic setting. The internship has been designed for those students who will be entering the legal assistant profession after completing the associate degree program.
Prerequisites: A minimum cgpa of 2.0 and approval of the department chair

Required of associate degree paralegal majors
Offered spring and fall semesters

LAW 311 (3 credits)
Family Law

This course introduces students to aspects of laws affecting traditional and nontraditional families, including such issues as marriage, divorce, custody, support, alimony, adoption, and property rights.
Prerequisites: LAW 232 and LAW 240
Offered in the spring semester in alternate years

LAW 312 (3 credits)
Law and Society

This course is an interdisciplinary examination of the functions of law in society emphasizing the relationship between individuals and institutions. Students will research and evaluate the law and legal and social institutions, addressing primarily the issues of justice, fairness, and equality.
Prerequisite: LAW 103, Sophomore status or higher
Offered in the fall semester

LAW314 (3 Credits)
Bankruptcy and Insolvency

This course introduces students to personal and corporate bankruptcy beginning with an examination of the interplay between bankruptcy and the American economy. Following the historical overview, the class examines the central concepts necessary to understand bankruptcy law, including debtor/creditor relations, Chapter 7, Chapter 13, Chapter 11, the automatic stay, discharge injunction, exemptions, foreclosure in bankruptcy, reaffirmation agreements, and proof of claims. Material will be explored through analysis of cases, statutes, and constitutional provisions. The roles and ethical obligations of legal professionals will also be discussed in the context of bankruptcy.
Prerequisites: Law 103 and Law 220 or permission of the Department Chair

LAW 315 (3 credits)
Juvenile Law

This course provides an overview of the juvenile justice system as it applies to juveniles from infancy to majority. Emphasis is on the law as it applies to children who have been abused or neglected, who are in need of supervision, or who have been charged with delinquent acts. Consideration is also given to issues surrounding placement, treatment, foster care, and termination of parental rights.
Prerequisites: LAW 232 and LAW 240
Offered in the fall semester in alternate years

LAW 330 (3 credits)
Advanced Litigation

Building on the information learned in Principles of Litigation, students will explore topics raised there in greater detail, focusing on the key to the process of civil

litigation—the gathering of potential evidence and the presentation at trial of admissible evidence. Students will also concentrate on processes likely to be encountered in a litigation practice, such as discovery and dispositive motions.
Prerequisites: LAW 232 and three legal specialty electives
Offered spring and fall semesters

LAW 332 (3 credits)
Alternative Dispute Resolution

This course is designed to introduce students to various methods of settling disputes with primary focus on negotiation and mediation. The course will address the history and theory behind ADR, the application to various substantive areas, and ethical considerations. Relying heavily on simulations, students will negotiate and mediate disputes.
Prerequisites: LAW 232 and three legal specialty electives
Offered in the fall semester in alternate years

LAW 350-1 (3 credits)
Special Topics in Law—Advanced Level

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisite: To be determined based on course offering; junior or senior status is required

LAW 352 (3 credits)
Administrative Law

This course is designed to explore the how, when, and why of advocacy before government agencies. In addition to general and procedural topics in administrative law, the course will focus on a substantive administrative law area, such as social security, welfare, retirement, and employment. Students will be assigned a case file, draft documents, and hold hearings.
Prerequisites: LAW 232 and LAW 240 Junior status or higher
Offered in the spring semester in alternate years

LAW 355 (3 credits)
Consumer Law

This course is designed to introduce students to the basic principles of consumer law through examination of federal and state statutes. The Truth-in-Lending Act and the Massachusetts Consumer Protection Act are examples of such statutes. Students will research the law and draft memos and pleadings relating to protections available to consumers.
Prerequisites: LAW 220, LAW 232, and LAW 240
Offered in the spring semester in alternate years

LAW 365 (3 credits)
Elder Law

In this course, students will analyze the legal and policy issues affecting older Americans. Topics include estate planning, taxes, Medicare, Medicaid, insurance, financial planning, nursing homes, and ethical considerations.
Prerequisite: LAW 250 or permission of the Department Chair
Offered in the spring semester in alternate years

LAW 371 (3 credits)
Evidence

This course examines the rules of evidence in both civil and criminal proceedings, focusing on the gathering of potential evidence and the presentation to a judicial tribunal of admissible evidence. Topics include relevancy, competency, impeachment, real and demonstrative evidence, best evidence (original writing), judicial notice, expert testimony, character evidence, the hearsay rule and its exceptions, privileged communications, admissions and confessions, and civil rights. Using federal and state rules of evidence, students will analyze and evaluate possible pieces of evidence and argue orally and in writing through dispositive motions, for inclusion or exclusion at trial.
Prerequisite: LAW 103 Junior status or higher or permission of the Department Chair
Offered every semester

LAW 375 (3 credits)
Intellectual Property Law

This course will serve to acquaint students with the basics of intellectual property (IP) law. Students will be introduced to the five main areas of intellectual property—patents, trademarks, copyrights, trade secrets, and cyber law. At the conclusion of this course, students will fully understand how IP rights are acquired, protected, registered (if necessary), transferred, and infringed. Moreover, students will be introduced to the Intellectual Property and Communications Omnibus Reform Act of 1999, emerging intellectual property topics, and international developments in intellectual property.
Prerequisites: LAW 232 and LAW 240 Junior status or higher
Offered in the fall semester in alternate years

LAW 380 (3 credits)
Interviewing and Investigation

In this course students learn the basic skills required in interviewing and investigation. Issues covered include establishing rapport with the client, questioning techniques (including dealing with the reluctant witness), finding/preserving information, and ethics. Through mock exercises, students will interview and investigate in various legal settings.
Prerequisites: LAW 232 and LAW 240

LAW 399 (1-3 credits)
Directed Study in Law
Requires the approval of the department chair

LAW 405 (3 credits)
Constitutional Law

Students are introduced to Constitutional Law through study of actual Supreme Court cases from Marbury v. Madison to the most recent decisions of the court. Through case briefing and class discussion, the cases are put in an historical perspective with emphasis on pertinent court doctrines. Students will prepare memoranda, complaints, and other legal documents appropriate for constitutional claims. Topics covered include judicial review, separation of powers, the Bill of Rights, procedural and substantive due process and privacy. This course is taught in conjunction with Advance Legal Research and Writing, LAW 415, as part of the Senior Experience for Legal Studies Majors. It is expected that student work in this course will reflect an understanding and application of research methodology and practical legal writing skills and that discussions of student work in this course will be informed by discussions in that and other course work.
Prerequisites: LAW 232 and three legal specialty electives
Senior status or permission of the Department Chair
Offered in the fall semester

LAW 415 (3 credits)
Advanced Legal Research and Writing

Building on the skills learned in Legal Research and Writing, students will research and analyze state and federal statues, cases, common law, regulations, and rules. Based on their research, students will prepare legal memoranda for the office and the court. This course is taught in conjunction with Constitutional Law, Law 405, as part of the Senior Experience for Legal Studies Majors. It is expected that student work in this course will reflect an understanding and application of legal principles from Constitutional Law and that discussions of student work in this course will be informed by discussions in Constitutional Law.
(Lab fee)
Prerequisites: LAW 240 and three legal specialty electives
Senior status or permission of the Department Chair

LAW 490 (3 credits)
Legal Ethics

This course offers an in-depth examination of the ethical considerations and dilemmas faced by paralegals in their work environment. Building on the ethics learned in earlier courses, students will explore complex ethical issues using case studies, literature, and films. The students will evaluate ethical issues and research, write, and present a paper.
Prerequisites: LAW 232 and LAW 240 and three legal specialty electives
Senior status or permission of the Department Chair
Offered in the fall semester

LAW 499 (3-6 credits)
Legal Studies Internship
(This course is graded Pass/Fail.)

This extensive internship places students in a law office or law-related setting in corporations, courts, banks, government agencies, etc., to further enhance their paralegal training in a work environment under the supervision of professionals and college faculty.

Prerequisites: LAW 330, a minimum cgpa of 2.0, senior status, and approval of department chair
Open only to legal studies majors. Offered spring and fall semesters

LIBERAL ARTS

LAR 400 (3 credits)
Conflict and Consensus in Contemporary Culture

Students will conduct research, possibly collaboratively, into self-selected aspects of contemporary culture. Once topics are approved, students will use appropriate research methods and report their findings objectively, thereby generating the content of projects in a variety of media (audio, video, graphic design, print, etc.). The scope of these final projects will be significant and represent a capstone achievement.

Prerequisite: Senior status

LAR 498-499 (3 credits each)
Liberal Studies Internship
Prerequisites: A minimum cgpa of 2.0, senior status, and approval of department chair

MATHEMATICS

MAT 104 (3 credits)
Fundamentals of Mathematics

This course is designed for college students who need a review in preparation for further study of college-level mathematics, and it does not fulfill the B.A/B.S. core requirement in mathematics.

Prerequisite: Appropriate placement test score

MAT 112 (3 credits)
Applied College Mathematics

This course is designed for diverse students to acquire a solid foundation in non-calculus mathematics. It uses practical mathematics to develop problem solving and analytical skills. Topics include linear equations, linear inequalities, matrix and its application, linear programming, and the simplex method.

Prerequisite: MAT 104 or appropriate placement test score

MAT 120 (3 credits)
Statistics

This is an introduction to the basic descriptive and inferential statistics for students from all disciplines. It emphasizes the development of statistical literacy and the use of computer for analyzing data. Topics include principles of experimental design; graphical and numerical methods for summarizing, describing, exploring and analyzing data; binomial and normal probability distributions; point and interval estimates for means and proportions; hypothesis testing; and correlation and regression.
Offered both semesters

MAT 130 (3 credits)
Pre-Calculus

This course is an overview of algebra, trigonometry and analytic geometry. It is designed to provide students with a comprehensive and mathematically sound treatment of topics needed for calculus. The topics include, functions and graphs; polynomial, rational, exponential, logarithmic, and trigonometric functions; matrices; vectors; and three-dimensional coordinate geometry.
Prerequisite: MAT 112 or appropriate placement test score

MAT 161 (3 credits)
Numbers and Operations

This course is designed for students who plan to teach. It involves a study of *Number & Operations* with the depth required for successful mathematics instruction. Topics include, but are not limited to, mathematical processes; operations and properties of integers, whole numbers and rational numbers; computation algorithms; and basic number theory.
Prerequisite: MAT 104 or appropriate placement test score

MAT 162 (3 credits)
Functions and Algebra

This course is designed for students who plan to teach. It involves a study of *Number & Operations* and *Functions & Algebra* with the depth required for successful mathematics instruction. Topics include, but are not limited to, proportional reasoning; number systems, signed numbers, and the real number line; variables, algebraic expressions and functions; solving equations; exploring graphs of equations; and connecting algebra and geometry.
Prerequisite: MAT 161

MAT 163 (3 credits)
Geometry and Statistics

This course is designed for students who plan to teach. It involves a study of *Geometry & Measurement* and *Statistics & Probability* with the depth required for successful mathematics instruction. Topics include, but are not limited to, basic geometry concepts; measurement and unit conversions; using descriptive statistics and graphs to summarize data; measures of central tendency (mean, median, and mode) and dispersion (range, standard deviation, etc.); permutations, combinations,

and their applications in computing probability; sample space, simple /compound events, independent/dependent events, and conditional probability.
Prerequisite: MAT 104 or appropriate placement test score

MAT 221 (3 credits)
Calculus I

This course is part of a two-semester sequence (221-222), covering materials on limits, continuity, derivative of a function, techniques of differentiation, and applications of derivatives. It prepares students for further study of MAT 222, Calculus 2. This is an applied calculus course with less emphasis on theoretical rigor. Instead, the emphasis is on basic concepts, methods, and applications.
Prerequisite: MAT 130 or appropriate test score

MAT 222 (3 credits)
Calculus II

This course is part of a two-semester sequence (221-222), covering materials on techniques of integration, differential equations, and their applications. This is an applied calculus course with less emphasis on theoretical rigor. Instead, the emphasis is on basic concepts, methods, and applications.
Prerequisite: MAT 221 or the equivalent

MAT 250 (3 credits)
Calculus III

This course offers more techniques of calculus in two and three dimensions. Topics include partial differentiation, multiple integration, sequences and series, three-dimensional vector calculus, line and surface integrals, and their applications.
Prerequisites: MAT 221 and MAT 222or the equivalent

MAT 270-2 (3 credits)
Special Topics in Mathematics

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles.
Prerequisite: To be determined based on course offering

MAT 350 (3 credits)
Linear Algebra

This course offers basic concepts of linear algebra. Topics include matrices, determinants and eigenvalues, linear systems, vector spaces, linear transformations, and their applications.
Prerequisite: MAT111 or appropriate placement test score

MAT 350-2 (3 credits)
Special Topics in Mathematics—Advanced Level

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles.
Prerequisites: To be determined based on course offering; junior or senior status is required

MAT 399 (1-3 credits)
Directed Study in Mathematics
Prerequisite: Approval of the department chair

MAT 450 (3 credits)
Methods of Applied Statistics

This is an applied statistics course for students to understand and use statistical methods in research and applications. Topics include estimation and hypothesis testing, analysis of variance, simple and multiple linear regression, correlation, model building, analysis of categorical data, and nonparametric statistics. The course has a large data-analytic component using a statistical computing software package. *Prerequisite: MAT 120 or the equivalent*

MUSIC

MUS 207 (1 credit each semester)
Chorale
(This course is graded Pass/Fail when taken for credit and Satisfactory/Unsatisfactory when participation does not include earning credit.)

The Chorale performs in concert several times during the year on and off campus and each year sings joint concerts with the choral groups of other colleges in the New England area. The repertoire of the Chorale includes secular and sacred music of the past and present.

MUS 208 (1 credit each semester)
Page Singers
(This course is graded Pass/Fail when taken for credit and Satisfactory/Unsatisfactory when participation does not include earning credit.)

Members of the Chorale are eligible, through audition, for membership in a smaller informal group, the Page Singers. This selected group of 12 to 15 students performs frequently off campus, as well as for college activities. The extensive repertoire includes secular and sacred music and popular styles.

NONPROFIT MANAGEMENT & PHILANTHROPY

NMP 200 (3 credits)
Doing Well By Doing Good Work

A survey course of what it means to do good work and doing “good” in a communal setting.

NMP 205 (3 credits)
Women’s Leadership – Public, Private & Ethical Practices

This course will let the individual student explore her leadership style as well as gain an understanding of the importance of women leaders in global society.

NMP 300 (3 credits)
Nonprofit & Philanthropy Studies

The student will be able to answer how and why does the non profit and philanthropic sectors exist globally. What work does this sector do to contribute to the betterment of our society? *Prerequisite: Junior status*

NMP 310 (3 credits)
Corporate Social Responsibility

How has the corporate sector responded to being a global citizen? What is corporate social responsibility? Can blended value and double or triple bottom lines make a difference in our quality of life? The student will be exposed to these issues and examine best practices in companies such as Ben & Jerry's, Life is Good, Timberland and reach out to local institutions.
Prerequisite: Junior status

NMP 400 (3 credits)
Capstone Experience: Creating Social Change

The student cohort will be provided with seed money from a funder to participate in a micro-enterprise project. The students decide what and how to make an impact on the world on a local, regional, national or international scale with their funds as a group.
Prerequisites: NMP 200, NMP 300 and either NMP 205 or NMP 305

OCCUPATIONAL THERAPY

OTP 100 (1 credit)
Exploring Occupational Therapy

This course will explore communication and interaction skills as they relate to the development of occupations as the foundation of occupational therapy. Students will engage in a process of self-discovery as a precursor to the development of therapeutic skills. Communicating with individuals from diverse ethnic backgrounds and with various disabilities will be addressed. Students will also learn effective patient education and stress management strategies.
Offered fall semester only.

OTP 101 (1 credit)
Human Activity

This course will explore occupational therapy practice settings relevant to the lifespan, outline the roles of the occupational therapist and occupational therapy assistant, introduce the domain of occupational therapy, and explore the therapeutic use of play and crafts as treatment modalities.
Offered fall semester only.

OTP 500 (2 credits)
Introduction to Occupational Therapy

Basic concepts important to occupational therapy are addressed. National, state, and local organizations important to the occupational therapist are covered.

Foundations for teaching and learning, ethics, and clinical skills are introduced. Students will practice teaching and learning concepts using media common in occupational therapy. The history of occupational therapy, the Occupational Therapy Practice Framework, and activity analysis are covered. Students participate in

analyzing activities across the lifespan for therapeutic value. Medical terminology, observation, interview, health history, and occupational profile are also addressed.
Prerequisite: Permission of the department.
Offered Summer only.

OTP 502 (4 credits)
Integrated Anatomy

This course examines musculoskeletal and peripheral nervous system anatomy in the context of human movement and function, through lecture and lab. In the lab, students develop a working knowledge of anatomical structures with the use of computer models, bones, and prosected cadavers. The lecture component expands on students' knowledge of structures by exploring the function of the musculoskeletal system, including movement analysis, joint mobility and function. Anatomy and function of the integumentary and lymphatic systems is also reviewed. Selected pathology related to the musculoskeletal, integumentary system, and lymphatic systems are examined to support students' application of anatomy concepts to clinically relevant knowledge. Students are responsible for their own transportation to off-campus cadaver labs.
There is a lab fee for this course.
Prerequisite: Permission of the department.
Offered fall semester only.

OTP 503 (2 credits)
Models of Practice in Occupational Therapy

The content covered in this course addresses theory, models, and frames of reference used throughout occupational therapy practice across the lifespan. Students will learn to differentiate theory, models, and frames of reference; learn to apply specific theories in treatment planning and intervention; and integrate theoretical frames to address occupational performance limitations for people of all ages.
Prerequisite: Permission of the department.
Co-requisite: OTP 500
Offered summer only.

OTP 504 (2 credits)
Foundations of Neuroscience

This course will focus on the application of anatomy and function of the human nervous systems and its role in development, movement, sensation, cognition, perception and behavior to support the understanding of neurorehabilitation practice. Normal function and dysfunction of the peripheral and central nervous systems will be reviewed including the spinal cord, brainstem, cerebrum and auditory, visual and vestibular systems. Concepts and knowledge will be linked to selected neurological disorders, clinical problems and case studies.

Prerequisite: Permission of the department.
Offered fall semester only.

OTP 510 (3 credits)
Professional Development I

This course addresses professional issues in the delivery of healthcare services. Students will gain an understanding of the roles of occupational therapy practitioners in advocating for consumers and for the profession, as well as the community role of occupational therapy educators. In addition, students gain knowledge and skill in clinical reasoning, the effects of health and disability on individuals, family, and society. Social, economic, political, and demographic influences in healthcare will also be analyzed. Reimbursement in managed care, medical models, community models, health promotion, and wellness models are introduced. Evidence based practice is woven through the course, with a focus on identifying practice-related problem, generating research questions, and conducting literature searches. Developing research proposals and the role of the Institutional Review Board will be introduced in preparation for OTP 511.
Prerequisites: OTP 500, 503, 520 and permission of department.
Offered fall semester only.

OTP 511 (3 credits)
Professional Development II

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

OTP 512 (2 credits)
Professional Development III

This course provides students with the opportunity to develop self-directed learning skills while facilitating clinical and documentation skills for occupational therapy practice. Students engage in self-assessment and self-directed learning activities to prepare them for the type of learning required on level II fieldwork. Through self-directed and faculty-supported learning activities, students also review and solidify knowledge developed over the first year of OT coursework through review and application to clinical scenarios.
Prerequisites: OTP 541, 531, 550 and permission of department.
Offered Summer I only.

OTP 513 (3 credits)
Professional Development IV

This class is the last of the professional development series and is designed for students to focus on administration and management issues. Topics addressed include organizational management from a healthcare perspective, marketing, supervising, training and development, communicating, and budgeting. Issues are discussed to facilitate the student's transition from the classroom to the fieldwork setting, and to approach management from a variety of perspectives. Students complete a cumulative portfolio that summarizes their progress through the didactic portion of their occupational therapy education.
Prerequisites: Semester prior to level II fieldwork or permission of department.
Offered fall semester only.

OTP 520 (2 credits)
Occupation, Purpose, and Meaningfulness

This course will explore daily occupations of individuals across the lifespan. Using the language of the AOTA OT Practice Framework and a variety of OT models of practice, students will explore components of basic and instrumental activities of daily living, work, play and leisure. Analysis and clinical assessment of occupational performance will be explored as well as treatment utilizing a modify/adapt approach. The constructs of client-centered practice and the person-occupation-environment interaction will be woven through the course to highlight connections between human occupation in supporting purpose and meaning through the lifespan.
Prerequisite: Permission of the department.
Co-requisites: OTP 500 ad 503 Offered Summer only.

OTP 521 (2 credits)
Level I Fieldwork: Psychosocial Rehabilitation

Students spend a minimum of 25 hours in a mental health setting. Students will work in pairs to complete occupational therapy assessments commonly used in mental health practice. In addition, students lead a task or communication group with clients and will engage in reflective activities to support the development of clinical reasoning.
Students are responsible for their own transportation to clinical sites.
Prerequisites: OTP 531 and permission of the department.
Offered Summer I only.

OTP 522 (2 credits)
Level I Fieldwork: Childhood Occupations

Students spend a minimum of 25 hours in a pediatric setting observing and engaging children and/or adolescents in a variety of occupations. Students will apply knowledge of typical and atypical development to design and implement appropriate activities to meet the diverse needs of the children in the fieldwork setting. In addition, students will begin to document pediatric services and engage in reflective activities to support the development of clinical reasoning.
Students are responsible for their own transportation to clinical sites.
Co-requisite: OTP 550 Offered spring semester only.

OTP 523 (2 credits)
Level I Fieldwork: Geri Wellness

Students spend a minimum of 25 hours in a community-based geriatric setting. Students will apply knowledge of theories of aging to develop therapeutic interventions that support health and wellness with older adults. Students will also engage in documentation of services and engage in reflective activities to support the development of clinical reasoning.
Students are responsible for their own transportation to clinical sites.
Co-requisite: OTP 542
Offered fall semester only.

OTP 530 (4 credits)
Psychological/Social/Cognitive Components of Living I

Pathology, assessment media, and general treatment approaches in mental health and cognitive settings are addressed. Students learn several assessments from different frames of reference and are introduced to the documentation of evaluations. Safety and suicide precautions are highlighted. Using the Occupational Therapy Practice Framework as the foundation, students learn several treatment modalities.
Prerequisites: OTP 500, 503, 520 and permission of department.
Offered fall semester only.

OTP 531 (4 credits)
Psychological/Social/Cognitive Components of Living II

Group and individual treatments in mental health and cognitive settings are covered in detail. Using the Occupational Therapy Practice Framework as the foundation, students learn several treatment modalities, including assertiveness training, social skills, projective arts, relaxation, sensory integrative techniques, and cognitive approaches. Interventions techniques, treatment planning, and documentation are considered in a variety of inpatient, outpatient and community-based settings.
Prerequisites: OTP 530 and permission of the department.
Offered spring semester only.

OTP 540 (4 credits)
Sensorimotor Components of Living I

The first course in the sensorimotor series focuses on occupational therapy evaluation and treatment of adults with orthopedic, systemic, and traumatic disorders. The etiology, signs, symptoms, medical management of common medical and orthopedic disorders will be reviewed and their impact on occupational performance will be explored. Assessment and treatment approaches will focus on biomechanical and rehabilitation frames of reference. The occupational therapy process will be reviewed and students will begin to develop clinical reasoning skills through assessment and treatment planning assignments.
Prerequisites: OTP 500, 503, 520 and permission of department.
Co-requisite: OTP 502
Offered fall semester only.

OTP 541 (4 credits)
Sensorimotor Components of Living II

The second course in the sensorimotor series focuses on occupational therapy evaluation and treatment of adults with neurological disorders. The etiology, signs, symptoms, medical management of common neurological disorders will be reviewed and their impact on occupational performance will be explored. Assessment and treatment approaches will focus on neurophysiological frames of reference. Compensatory methods (covered in OTP 540) will be applied to individuals and populations with neurological disorders. Students will build on clinical reasoning skills introduced in OTP 540 through additional assessment and treatment planning assignments.
Prerequisites: OTP 504, 540 and permission of the department.
Offered spring semester only.

OTP 542 (4 credits)
Sensorimotor Components of Living III

The third course in the sensorimotor series focuses on assessment and treatment of the geriatric population. Theories of aging are introduced and used to adapt occupational therapy interventions learned in OTP 540 and 541 to the unique needs of older adults. Additional issues unique to the again population are addressed, including Medicare, aging in place, falls, driving and community mobility, and end-of-life issues. The etiology, signs, symptoms, and medical management of disorders typically seen in a geriatric population will also be covered. The use of client-centered practice and meaningful occupation will be emphasized.
Prerequisites: OTP 531, 541 and permission of the department.
Co-requisite: OTP 523
Offered fall semester only.

OTP 550 (4 credits)
Developmental Components of Living I

The content covered in this course, along with the subsequent course, Developmental Components II, addresses the practice of occupational therapy related to infants, children, and youth. The two courses span the developmental sequence from birth through adolescence and address the typical occupations at each stage. In this course, instruction is designed to establish a knowledge base to effectively address typical and atypical development throughout childhood and adolescence. Students will gain an understanding of the roles of OT practitioners when working with families, within medical settings, and in the community (schools, day care centers, neighborhoods, etc.) to address the functional needs of children and families. Creating a foundation for assessment and data collection for the second course, students will learn about basic screening tools and methods that are appropriate for this population. Content also includes methods to identify meaningful activities for children and families and planning intervention to meet these needs.
Prerequisites: OTP 500, 503, 504, 520, and permission of the department.
Co-requisite: OTP 522
Offered spring semester only.

OTP 551 (4 credits)
Developmental Components of Living II

The content covered in this course, along with the preceding course, Developmental Components I, addresses the practice of occupational therapy related to infants, children, and youth. The two courses span the developmental sequence from birth through adolescence and address the typical occupations at each stage. Instruction builds on a cumulative knowledge base to effectively address typical and atypical development throughout childhood. Building on previous coursework in assessment and data collection, students will learn the outcome measures and assessment methods that are appropriate for children and families. Integration of previous coursework is embedded within the curriculum to develop appropriate occupation based intervention for the pediatric population. Common diagnoses of the children are included in case-based approaches. Emphasis is on the functional needs of the child within the family and community.
Prerequisites: OTP 550 and permission of the department.
Offered fall semester only.

OTP 560 (3 credits)
Occupation and Technology

Uses of high to low technologies are covered, with a focus on using various technologies to support participation in meaningful activities. Students will become familiar with assistive devices, adaptive equipment, computer hardware/software, and other electronic devices that support participation of people with a range of disabilities. Students will also develop and/or adapt the tools of everyday living to support therapeutic and occupation-based activities for a range of client needs. This course will utilize both lecture and lab formats to enhance critical thinking and creativity with a variety of media in a fun and informative way.
There is a materials fee for this course.
Prerequisites: OTP 500, 503, 520. OTP 550 is recommended, but not required. Permission of department.
Offered fall semester only.

OTP 562 (1 credit)
Current Issues in Occupational Therapy

Healthcare is constantly changing and occupational therapy practice is continually evolving to meet the needs of both traditional healthcare settings and non-traditional areas of practice. This course is designed as a capstone course, enabling students to explore new areas of occupational therapy practice, healthcare issues that impact the profession of occupational therapy and/or the clients they serve, or to delve more deeply into a specialty area. Topics and focus of the class will vary each year.
Prerequisites: Semester prior to level II fieldwork or permission of department.
Offered fall semester only.

OTP 570 (1 credit)
Advanced Seminar in Occupational Therapy

This advanced seminar studies occupational therapy treatment principles and applications in the context of Level ll fieldwork. Situation-based personal,

professional, and ethical issues will be incorporated into discussion-based problem solving experiences. Study methods for the NBCOT examination are addressed, as well as licensure procedures. Fieldwork supervision models are applied to clinical practice. This class meets online with the academic fieldwork coordinator.
Co-requisites: OTP 590 & 591, or permission of the department.
Offered spring semester only.

OTP 590, 591 (8 credits each)
Level II Fieldwork

Supervised field experiences provide the student therapist with an opportunity to apply theory and clinical reasoning skills to the evaluation and treatment of people or populations across the lifespan, with a range of disabilities, in a variety of settings. OTP 590 and 591 are designed to provide students with in-depth experiences in delivering occupational therapy services to clients, focusing on meaningful occupation. Students will engage in reflective practice to embrace professional values as lifelong responsibilities of the occupational therapist, such as engaging in ethical practice, professional behaviors, and continued competence. The goal of level II fieldwork is to develop competent, entry-level, generalist occupational therapists.

The fieldwork experiences are arranged and coordinated by the academic fieldwork coordinator according to the requirements of the American Occupational Therapy Association's (AOTA) Accreditation Council of Occupational Therapy Education (ACOTE) and the Bay Path College Occupational Therapy Department. Attempts are made to meet students' requests regarding practice setting and geographic location, however, student requests *are not* guaranteed. The sequence and dates of each level II fieldwork placement may be altered, depending on the availability of placement sites or the requirements of federal financial aid. Each course *requires* 12-weeks of fulltime fieldwork. Both fieldwork experiences (OTP 590 and 591 for a total of 24 weeks) must be completed within 24 months of the completion of coursework.
These courses are graded Pass/Fail.
Prerequisites: Completion of all OTP course requirements (except OTP 570) or permission of department. In addition, students must meet all level II fieldwork requirements stated in the most recent Bay Path College OT Student Handbook and requested by a student's fieldwork site.

PHYSICS

PHS 100 (3 credits)
Physical Science for Non-Science Majors

This course is an introduction to the elements of physical science and is designed for non-science majors. Demonstrations and laboratory experiences emphasize particular applications relevant to the elementary classroom. Topics covered will include the scientific method as well as the chemical principles and properties of matter, the structure of atoms and molecules, the different forms of energy, gravity, mechanics, electricity, magnetism, meteorology, and geology.

PHS 100L (1 credit)
Physical Science for Non-Science Majors Laboratory

Laboratory sessions will include exercises which serve as applications of theoretical concepts introduced in PHS100.
Corequisite: PHS 100 (Lab fee)

PHS 101 (3 credits)
College Physics I

This is a non-calculus based introduction to the principles of physics and their applications. The topics covered include kinematics, Newton's laws of motion, work energy, momentum, and rotational motion.
Prerequisite: MAT 112

PHS 101L (1 credit)
College Physics I Laboratory

Laboratory sessions will include exercises using computer-interfaced physics equipment and will involve applications of theoretical concepts introduced in PHS 101. (Lab fee)
Corequisite: PHS 101

PHS 102 (3 credits)
College Physics II

This course is a continuation of PHS 101. The topics include oscillatory and wave motion, thermal physics, electricity and magnetism, and optics.
Prerequisite: PHS 101

PHS 102L (1 credit)
College Physics II Laboratory

Laboratory sessions will include exercises using computer-interfaced physics equipment and will involve applications of theoretical concepts introduced in PHS 102. (Lab fee)
Corequisite: PHS 102

PHS 210 (3 credits)
Environmental Exploration

This course will be a field-based overview of environmental science techniques and principles. A hands-on approach will be employed to investigate a variety of environmental issues, such as water analysis, vernal pool ecology, river ecology, forest ecology, and the environmental testing procedures involved in maintaining a healthy planet.
Prerequisite: BIO 111 or any other 4 credit science course

PSYCHOLOGY

PSY 101 (3 credits)
Introduction to Psychology I

This course provides a basic foundation in psychology by introducing numerous psychological perspectives as explanations for human behavior and mental processes. Basic neurophysiology, consciousness, learning, personality theories, psychological disorders, and current interventions are discussed.
This course is required for all degrees; it is a prerequisite for all other psychology courses

PSY 102 (3 credits)
Introduction to Psychology II

This course is a continuation of PSY 101 and is required for all psychology majors. It continues the exploration of the broad variety of areas studied in psychology, including motivation, cognition, perception, stress, memory, and also introduces the principles of social psychology.
Prerequisite: A grade of C or higher in PSY 101
Offered in the spring semester only

PSY 150 (3 Credits)
Survey of Forensic Psychology

This course introduces students to the field of forensic psychology and explores the relationship between psychology and the legal system. Current events, case studies, and research are used to demonstrate the applications of forensic psychology to critical issues and special topics in the field. Students will gain a broad understanding of the different career opportunities from a multidisciplinary perspective.
Prerequisite: PSY 101

PSY 205 (3 credits)
Child Development

This course is a study of developmental changes from birth through 12 years old. Prenatal and neonatal issues are also discussed. Physical, emotional, social, and cognitive growth are explored at each age. The dominant theories of development are examined, as well as contemporary issues relating to childhood and parenting.
Prerequisite: PSY 101
Offered in the spring semester only

PSY 206 (3 credits)
Adolescent and Adult Development

This course surveys how people develop and change from the onset of adolescence through late adulthood. Different theoretical perspectives and contemporary information relating to the physical, social, emotional, and cognitive realms are examined.
Prerequisite: PSY 101
Offered in the fall semester only

PSY 216 (3 credits)
Psychology of Cultural Diversity

This course is designed to assist, encourage, and challenge students to develop more fully their awareness and knowledge of self and others in a culturally pluralistic society. Basic concepts and ideas that are relevant to multicultural human service and development will be introduced. Culture and environment will be discussed as interactive experiences and basic dimensions of diverse groups will be explored.
Prerequisite: PSY 101
Offered in the fall semester only

PSY 221 (3 credits)
Death, Dying, and Bereavement

This course introduces the principles explored in thanatology, including hospice care, the grief process, cultural variations in the mourning process, and the various religious views of the afterlife.
Prerequisite: PSY 101
Offered in alternate years

PSY 240 (3 credits)
Abnormal Psychology

This course explores a wide range of personality, behavioral, and cognitive disorders. The symptoms, etiology, and dynamics of various disorders are studied, and a variety of therapeutic theories and techniques are discussed.
Prerequisite: PSY 205 or PSY 206 or permission of the instructor
Offered in the spring semester only

PSY 260 (3 credits)
Cooperative Education
(This course is graded Pass/Fail.)

Students will work a total of 100 hours in a professional setting off campus. This paid work experience will take place in the fall semester of their sophomore year. Cooperative Education students simultaneously take a 10 week seminar course that focuses on various psychological theories, systems and practices. Students will learn to apply this knowledge to a real-world environment. Students will meet with the Coordinator of the Community Based Cooperative Education Program in Psychology weekly, for a total of 20 hours, to discuss and apply these theories to their particular Cooperative Education placement.
Prerequisite: A grade of C or higher in PSY 101, successful application process and approval of the Coordinator of the Community Based Cooperative Education Program in Psychology. Open only to psychology majors. This course will be offered during the Fall semester.

PSY 270-2 (3 credits)
Special Topics in Psychology

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisite: To be determined based on course offering

PSY 299 (3 credits)
Psychology Internship

(This course is graded Pass/Fail.)

Students are given the opportunity to receive supervised training from practicing professionals in the latter part of their sophomore year. This course takes the place of an elective within their program.

Prerequisites: A minimum cgpa of 2.0, sophomore status, and approval of department chair. Open only to psychology majors

PSY 300 (3 credits)
Childhood Psychopathology

This course presents the etiology of childhood disorders (emotional, social, and cognitive), as well as intervention techniques.

Prerequisite: PSY 205 Offered in the fall semester only

PSY 310 (3 credits)
Human Sexuality

The biological, social, and psychological aspects of human sexual behavior are studied in the context of contemporary American society. Emphasis is placed on research methods and findings relative to human sexual behavior. Topics discussed will typically include: the development of sexuality, the formation of attachments, the varieties of sexual expression, sexual problems and their treatment, and legal aspects of human sexual behavior.

Prerequisites: PSY 101 and junior or senior status Offered in alternate years

PSY 321 (3 credits)
Theories of Personality

This course investigates the major personality theorists from Freud to more recent and contemporary theorists like May and Rogers. Emphasis is placed on the critical evaluation and practical application of each theory reviewed.

Prerequisite: PSY 101 and junior or senior status Offered in the spring semester only

PSY 323 (3 credits)
Behavioral Research Methods

This course introduces the student interested in human behavior to experimental design procedures emphasizing methodology, data collection techniques, and critical evaluation of research practices.

Prerequisites: MAT 120, two courses in Psychology, and junior or senior status Offered in the spring semester only

PSY 330 (3 credits)
Psychology of Women

This course surveys the issues pertinent to women's diverse roles in contemporary society along with the historical significance of the women's movement. Gender differences in social, personality, and cognitive development are addressed.
Prerequisites: PSY 101 and junior or senior status

PSY 335 (3 credits)
Psychology of Criminal Behavior

Criminal behavior is studied in the context of societal and genetic influences on personality formation. Juvenile delinquency and the early expression of antisocial behaviors are discussed. The psychological interventions currently in use and the effects of incarceration are studied.
Prerequisites: PSY 240 and junior or senior status
Offered in the fall semester only

PSY 336 (3 credits)
Psychology of the Female Offender

This course focuses on the psychological aspects of female offenders with an emphasis on gender and criminological theorizing, female delinquency, females as offenders, mental illness in corrections, and females in prisons. Issues such as sexism, racism, social class inequality, cultural factors, and victimization are explored in the context of understanding what psychological issues contribute to female involvement in crime, society's perception of women offenders and special considerations related to females within the criminal justice system.
Prerequisite: PSY 240
Offered in the fall semester only

PSY 340 (3 credits)
Physiological Psychology

This course provides the student with a knowledge of the biological components of behavior. Basic neuroanatomy and neurochemistry are discussed with respect to a variety of topics such as emotions, sensation, aggression, sleep, memory, reproductive behaviors, eating disorders, and certain forms of psychopathology.
Prerequisites: PSY 101 and junior or senior status
Offered in the fall semester only

PSY 341 (3 credits)
Drugs and Behavior

The effects of psychotherapeutic drugs, alcohol, tobacco, and illicit drugs are discussed. The behavioral and psychological impact are presented with emphasis on the physiological mechanisms involved.
Prerequisites: PSY 340 and junior or senior status
Offered in the fall semester only

PSY 347 (3 credits)
Early Intervention with Infants and Toddlers

This course, especially offered to those interested in careers in Child Psychology, surveys current and classic research in infant and toddler development. Typical and atypical development issues of children from birth to three years are studied with a focus on early intervention theories, programs, services, and techniques currently in use.
Prerequisites: PSY 205 and junior or senior status
Offered in the fall semester only

PSY 346 (3 credits)
Health Psychology

This course explores the behavioral, cognitive, emotional, and social factors that affect physical health. Prevention, intervention, and treatment techniques will be discussed with an emphasis on approaches to changing unhealthy practices and maintaining health.
Prerequisites: PSY 240, PSY 340, and junior or senior status

PSY 370 (3 credits)
Social Psychology

Social behavior is studied from a psychological perspective. Topics addressed typically include: small group behavior, personal perception, attitude acquisition and change, leadership, conformity, and prejudice.
Prerequisites: PSY 101 and junior status
Offered in the spring semester only

PSY 399 (1-3 credits)
Directed Study in Psychology
Requires the approval of the department chair

PSY 415 (3 credits)
Suicide: Assessment and Treatment

This course will provide the student with an understanding of the many factors involved with both suicide and parasuicide (self-harming behavior). A broad spectrum of approaches will be covered, including psychological, sociological, physiological, and existential. Students will also be presented with information about the assessment, treatment, and prevention of this leading cause of death.
Prerequisites: Two upper level (300+) courses in Psychology and junior or senior status
Offered in alternate years

PSY 420 (3 credits)
Psychological Measurement and Evaluation

The historical development, theoretical basis, and critical evaluation of models of assessment and of tests used to describe individual differences in performance are covered in this course. Evaluation is studied in relation to educational and clinical uses of tests for assessment of intelligence, aptitude,

achievement, and personality. Activities include test design, standardized test interpretation, and the evaluation of existing psychometric instruments.
Prerequisites: MAT 120, PSY 321, and senior status

PSY 421 (3 credits)
Counseling Psychology

This course enables the more advanced student in psychology to gain an understanding of theories and techniques that facilitate individual and group well-being through the counseling process.
Prerequisites: PSY 321 and senior status

PSY 425 (3 credits)
Parenting

This course will focus on the role of the parent as it relates to the child's healthy development at each stage. The importance of providing a proper role model, communication, discipline, attachment, and sibling relationships are discussed with consideration of varying cultural and family configurations. Issues such as the role of the father, as well as situations involving abuse, neglect, and stress will be included.
Prerequisites: PSY 205 and junior or senior status
Offered in the fall semester

PSY 435 (3 credits)
Forensic Psychology

The relationship between psychology and the criminal justice system is examined with emphasis on forensic assessment, the evaluation and treatment of substance abuse and psychiatric offenders, the reliability of children's testimony, eye witness testimony, and influences on jury decision making.
Prerequisites: PSY 150 and, two upper level (300+) courses in Psychology
Offered in the spring semester only

PSY 445 (3 credits)
Advanced Theories in Personality

This course investigates personality theorists from multiple theoretical perspectives, including psychodynamic, cognitive-behavioral, and phenomenological/humanistic theorists. Emphasis is placed on continued critical evaluation and practical application of each theory reviewed.
Prerequisites: PSY 321 and junior or senior status

PSY 450-2 (3 credits)
Special Topics in Psychology—Advanced Level

Courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.
Prerequisites: To be determined based on course offering; junior or senior status is required

PSY 498-499 (3 credits each)
Psychology Internship
(This course is graded Pass/Fail.)

Students receive supervised training from practicing professionals normally during the final semester of the fourth year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that relate to their individual and educational career objectives. Sites may include public educational facilities, human services agencies, mental health clinics, and law enforcement and criminal justice agencies.
Prerequisites: A minimum cgpa of 2.0, senior status, and approval of department chair. Open only to psychology majors

SCIENCE

SCI 200 (3 credits)
History and Philosophy of Science

This course engages students in an exploration of scientific thought throughout the ages. Students will examine the contributions of historical scientists, the interaction of scientific reasoning on culture and society, the relationship between science and religion, and the adaptation of scientific thinking to an ever changing world.

SCI 204 (3 credits)
Introduction to Human Disease

A general study of disease mechanisms and the effects on normal human physiology. Topics include electrolyte imbalances, tissue alterations, hypersensitivities, genetic disorders, cancer, and system pathology.

SOCIOLOGY

SOC 100 (3 credits)
Principles of Sociology

This course introduces students to the major concepts and methods of sociology. Emphasis will be on the components of culture, the structure and institutions of society, the elements of social organization and differentiation, and sociological approaches to the analysis of groups.

SOC 200 (3 credits)
Social Problems

This course involves the study of social problems and social disorganization in contemporary American society. Topics include: inequality and discrimination, race and ethnic relations, poverty, family disorganization, crime and juvenile delinquency, health care, aging, and suicide. The focus of the course will be on theoretical explanations and potential solutions.
Prerequisite: SOC 100 or one semester of behavioral science

SOC 210 (3 credits)
Marital and Family Systems

This course investigates the structure and function of the family as a social system. Emphasis is placed on the interrelationship between the family and other social institutions utilizing cross-cultural and historical perspectives. Discussions of marriage, family structure, family functioning, and family disorganization are included.
Prerequisite: PSY 101 or SOC 100
Offered in the spring semester

SOC 305 (3 credits)
Domestic Violence

This course explores various forms of domestic violence and abuse including neglect and physical, sexual, and emotional abuse among intimate partners and children. Issues pertaining to culture, sexual orientation, family dynamics, abuse of elders and the disabled, and the cycle of abuse are reviewed. Key issues related to treatment and community resources are addressed. Students will also investigate the etiology of abuse.
Prerequisites: Junior or senior status

SPANISH

SPA 113 (3 credits each semester)
Spanish Language and Culture I

The first course in the four-course Spanish language sequence, SPA 113 is designed to develop basic skill in oral expression, aural comprehensions, reading writing, and grammar. Course learning activities also introduce students to beginning levels of conversation, composition, and cultural understanding in the target language.

SPA 114 (3 credits each semester)
Spanish Language and Culture II

The second course in the four-course Spanish language and culture sequence continues the study of basic skills in oral expression, aural comprehension, reading, writing, and grammar. Intermediate level skills in conversation, composition, and cultural understanding are also introduced.
Prerequisite: SPA 113 or appropriate placement test score (Spanish Placement Test is administered in the classroom at the beginning of the course)

SPA 213 (3 credits)
Spanish Language and Culture III

This third course in the four-course Spanish language and culture sequence moves students to an intermediate level of oral expression, aural comprehension, reading, writing, and grammar skills. Cultural awareness is integrated into the course through the use of Spanish films and videos, appropriate books, articles, and other authentic materials that provide meaningful contexts for conversation activities, intermediate level reading and writing, and the study of diversity in Spanish-speaking cultures. *Prerequisite: SPA 114 or appropriate placement test score*

SPA 214 (3 credits)
Spanish Language and Culture IV

The final course in the four-course Spanish language and culture sequence, SPA 214 completes the development of oral expression, aural comprehension, reading, writing, and grammar skills. Cultural awareness is emphasized in the course through student exposure to Spanish films and videos, appropriate books, articles, and other authentic materials that provide meaningful contexts for conversation activities, intermediate level reading and writing, and the study of diversity in Spanish-speaking cultures. SPA 214 students are encouraged to go on to obtain a Minor in Spanish Language, Literature, and Film by taking additional coursework in the study of Spanish literature and/or film (one additional course beyond SPA 214 needed for the minor).
Prerequisite: SPA 213 or appropriate placement test score

SPA 270-272 (3 credits)
Special Topics in Spanish

Spanish courses in literature and film are offered at an intermediate to advanced level, allowing students to deepen their understanding of Spanish language and culture and to earn a Minor in Spanish Language, Literature, and Film (15 credits in Spanish needed for the Minor). Different courses are offered from semester to semester, including introductions to Spanish film, as well as special topics courses, such as "Repression and Resistance: The Struggle for the Human Rights in Latin America Through Film."
Prerequisite: To be determined based on course offering

SPA 350-352 (3 credits)
Special Topics in Spanish

Advanced level courses in Spanish literature and film allow students to reinforce their understanding of and fluency in Spanish language and culture and to complete a Minor in Spanish Language, Literature, and Film. Course topics include advanced-level studies in Spanish literature (the novel, short fiction, poetry) and in Spanish film and video. The emphasis of special topics courses is on reading, writing, and critiquing works of Spanish literature and film at a fluent or near-fluent level in Spanish.
Prerequisite: To be determined based on course offering; junior or senior status is required

THEATRE

THR 200 (1 credit each semester)
Theatre Workshop
(This course is graded Pass/Fail when taken for credit and Satisfactory/Unsatisfactory when participation does not include earning credit.)

Theatre Workshop is open to all students interested in actively participating in theatre projects. All phases of play production design, construction, management, and performance are covered in workshop sessions. Students are required to participate in some phase of the College's annual theatrical productions.

THR 211 (3 credits)
Acting I

This is a performance course designed to familiarize the student with the basic techniques of the craft of acting. Students are provided an opportunity to develop acting skills through pantomime, improvisation, and traditional methods based on a technique approach. For the student not interested in following an acting career, this course enables her to develop evaluation standards for performances and an appreciation and understanding of the theatre experience.

THR 212 (3 credits)
Acting II

A continuation of the basic acting course, Acting II gives students a variety of roles to interpret and the opportunity to interact with others through exercises and scenes from one-act and full-length plays. The course provides familiarity with a range of dramatic styles and acting techniques.
Prerequisite: THR 211 or permission of the instructor

THR 301 (3 credits)
Theatre History

This course traces the origins and development of theatre from the myths and rituals of ancient culture, through classical
Greece, Rome, the Middle Ages, Renaissance, Romanticism, Realism, and the 20th Century. Emphasis is placed on the historical changes in production-performance. Representative readings, film and, when possible, live presentations are used to enhance the survey perspective.

ADMISSIONS

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

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

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

Bay Path College admits qualified women without regard to financial need, and does not discriminate on the basis of race, color, national or ethnic origin, physical limitations, religion, age, or sexual orientation.

Traditional Admissions

Successful candidates for admission to the baccalaureate degree programs usually have completed a minimum of four academic courses each year. Courses include four years of English, three years of mathematics (algebra I and II, geometry), two or more years of laboratory science, three or more years of social studies, including U.S. History, and two years of a foreign language preferred, but not required. Applicants must submit results of either the SAT Reasoning Test or the ACT. These examinations should be taken in spring of the junior year or by December of the senior year in high school. Information about the SAT and ACT may be obtained in high school guidance offices or by writing to: The College Board, Box 592, Princeton, New Jersey 08541, or The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52243. Test scores should be sent to Bay Path College with SAT code number 3078 or ACT code number 1785. The Admissions Committee places a strong emphasis on the campus interview as an opportunity to learn more about each applicant, and to offer assistance on personal, academic, financial, and career matters. Though not required, the interview is strongly recommended, especially for those seeking scholarship consideration. Candidates graduating from public high schools in the Commonwealth of Massachusetts must pass the MCAS exam. Candidates must receive their high school diplomas from accredited high schools or obtain their G.E.D.

Candidates seeking admission from non-accredited high schools may apply; however, additional documentation may be required to make a determination

regarding the academic strength and validity of the institution and/or curriculum. If students are home-schooled, the academic plan and performance history approved by that students' local board of education or school committee may be substituted for an official transcript. Admission in either of these circumstances can be granted only with the permission of the Associate Vice President for Academic Affairs or Provost and Vice President for Academic Affairs.

Requirements to Apply:

- $25 application fee (waived if you apply online at www.baypath.edu)
- A completed application
- Official high school and college transcripts
- SAT Reasoning Test or ACT Scores (for freshman only or a TOEFL score for non-native speakers).

Highly Recommended for Applying:

- One (1) Letter of Recommendation from a teacher or administrator
- A one to three page graded paper or typed essay that addresses what you hope to gain from your college experience as well as what you will bring to the Bay Path College experience.
- An interview

Transfer Admissions

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

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

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

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

The materials that are required for Transfer Admissions are:

- $25 application fee (waived if you apply online at www.baypath.edu)
- A completed application

- Official high school and college transcripts
- SAT Reasoning Test or ACT Scores. Transfer students with 12 or more college level credits are not required to submit standardized test scores.

Highly Recommended for Applying:

- One (1) Letter of Recommendation from a teacher or an administrator
- A one to three page graded paper or typed essay that addresses what you hope to gain from your college experience as well as what you will bring to the Bay Path College experience.
- An interview

International Admissions

Bay Path College enjoys a rich tradition of international student enrollment. International students interested in enrolling in any of the baccalaureate or associate degree programs are required to have a paper-based TOEFL score of 500 or above, a "C" or higher overall average in high school, and writing and speaking competencies which place them into the ENG 114 Critical Reading and Response course.

Students who score between 500 and 550 on the paper-based TOEFL are recommended for admission to the English as a Second Language (ESL) program. The College determines by June 15 each year whether or not there are enough students enrolling in the fall to offer an ESL Program. Involved students are notified accordingly.

The materials that are required for International Admissions are:

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

$300 deposit (in U.S. dollars upon acceptance)

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

Continuing Education

The continuing education program at Bay Path is named in honor of benefactor Mollie Jean Carr, a founding member of the Board of Trustees, widow of founding college President Thomas G. Carr, and a fervent believer in women's education. The Program, designed for women who are 24 years of age or over when

they first enroll at Bay Path, prepares them for rewarding careers in a broad spectrum of fields. Whether a woman wishes to enroll on a full- or part-time basis, Bay Path is especially able to accommodate continuing education students. Career guidance services are offered along with personal attention and financial assistance. Women who are planning to enter the work force or change careers can continue their education in day and summer classes in the traditional program. Accelerated degree completion in selected programs is possible through a "one-day-a-week" *Saturday* program. Please refer to the *One-Day-A-Week College Undergraduate Course Catalog* for more information.

The materials that are required for Continuing Education Admissions are:

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

Application Process

Applications for admission are distributed by the following offices and should be returned with the non-refundable $25 application fee or fee-waiver request. Please refer to the application materials for detailed information on application deadlines and notification dates.

Undergraduate Admissions (applicants under age 24)	**Continuing Education (applicants age 24 and over)**
Dean of Enrollment Management Bay Path College 588 Longmeadow Street Longmeadow, MA 01106	Dean of Graduate Studies and Continuing Education Bay Path College 588 Longmeadow Street Longmeadow, MA 01106

Admissions Appeals

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

Advanced Placement Credit

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

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

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

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

Conditional Acceptance

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

Early Entrance for High School Seniors

Highly motivated students with strong academic records and SAT I or ACT scores may apply for "Early Entrance" to Bay Path College after successful completion of three years of high school. A campus interview with an admission counselor is required. Further, all "Early Entrance" applicants are required to have the recommendation of their high school guidance counselor who approves the program of college study, which facilitates the completion of her high school diploma while earning college credit. Decisions are given by July 15 each year. Merit scholarships are available to qualified Early Entrance students.

Health Insurance

Please reference Student Accident and Sickness Insurance Program.

Health Records

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

Placement Tests

Students are tested for competencies in Mathematics and Computers Skills upon arrival at Bay Path College and are placed in classes that will prepare them for the college-level curriculum.

Re-Admission

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

Bay Path College degree candidates who have left the College with an approved "leave of absence" status from the Associate Vice President for Academic Affairs are not required to pursue re-admission procedures.

FINANCIAL INFORMATION

FINANCIAL AID

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

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

The Student Financial Services Office uses the information provided on the financial aid application to determine the amount of family resources which should be available to the student for college expenses. Among the factors used in the analysis are: family and student income, assets, taxes, the number of people in the household, the age of the older parent, and the number of children in college. Students with unusual financial circumstances or need, may document their special circumstances in writing to the Director of Student Financial Services. Financial aid information is considered confidential.

Financial aid applications must be submitted each year. Awards are granted on an annual basis and are applied equally to each semester of a student's account unless otherwise noted on the award letter. Students must meet the college standards of satisfactory academic progress to receive financial aid.

Financial Aid Application, Eligibility, and Renewal

Bay Path College financial aid includes merit-based and need-based programs.

1. All applicants for admission to Bay Path College and all returning students are eligible to apply for financial aid in the form of scholarships, grants, work, or loans.

a) Bay Path College scholarships are awarded on the basis of merit and/or need and a variety of other criteria, such as academic performance or promise, special talents, and other characteristics that Bay Path College deems of value.
b) Bay Path College offers a significant number of merit-based scholarships to students with exceptional academic ability regardless of financial need.

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

3. Students selected for verification by the federal processor upon completion of the FAFSA form, may be requested to submit additional documentation to the Office of Student Financial Services. Documentation may include a Bay Path College Application for Financial Aid and copies of the parent's and student's most recent completed U.S. Income Tax Returns.

4. All need-based forms of financial aid grants, work, and loans are committed for the period of one academic year only. Students must reapply for this aid annually.

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

Bay Path College offers financial assistance through the generosity of alumni, foundations, and friends of the College.

Bay Path offers scholarships which range from $5,000 up to $13,000 based on academic ability and financial need. Applicants who wish to be considered for federal, state, and loan programs must also complete the Free Application for Federal Student Aid (FAFSA). Completion of this form guarantees consideration for federal, state, and Bay Path College need-based grants. Students are eligible to receive only one merit-based scholarship in any academic year.

Bay Path College Scholarships

1897 Founder's Scholarships

Students with strong academic achievement and accomplishments in high school are eligible for 1897 Founder's Scholarship awards up to $13,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.0 or better. 1897 Founder's Scholars also receive a scholarship to participate in the week long Annual Capitals of the World Trip over spring break in their junior year. 1897 Founder's Scholars attend this trip with airfare, hotel and most meals, museum and excursion fees paid for by the College. Bay Path College reserves the right to cancel a Capital of the World trip depending on World conditions.

Provost Scholarships

Students with strong academic achievements and accomplishments in high school are eligible for Provost Scholarship awards up to $12,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

Dean's Scholarships

Students with strong academic achievements and accomplishments in high school are eligible for Dean Scholarship awards up to $11,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

Seize the Day Scholarships

Students with strong academic achievements and accomplishments in high school are eligible for Seize the Day Scholarship awards up to $7,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

Pathways Scholarships

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

Academic Excellence Scholarships

Transfer students with a core academic GPA of 3.25 or greater are eligible for Academic Excellence Scholarship awards up to $10,000 toward tuition, and room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

Presidential Achievement Scholarship

Transfer students with a core academic GPA of 3.25 or greater are eligible for Presidential Achievement Scholarship awards up to $9,000 toward tuition, and

room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

Success Award

Students with a college grade point average between 2.0 and 2.79 who transfer to Bay Path College are eligible for awards up to $7,000 toward tuition, room and board, which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

Bay Path Friends & Alumni Scholarships

New and returning, full- or part-time One-Day-A-Week-College students and Mollie Jean Carr Scholars are eligible to apply for these need-based scholarships which range from $500 to $6,100.

Longmeadow Scholarships

Longmeadow Scholarships are awarded annually on a competitive basis with an emphasis on leadership qualities and academic achievement to full-time new freshmen who are residents of Longmeadow, as well as full-time entering new freshmen who are dependents of town employees. Longmeadow Scholarships range up to $11,000 toward tuition, room and board and are renewable for four years of study based on a grade point average of 2.0 or better. Students receiving merit aid are not eligible.

LEGACY SCHOLARSHIP

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

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

The Jeanette T. Wright Performing Arts Scholarship
Lady Margaret Thatcher Study Abroad Scholarship
Salina Leary Study Abroad Scholarship
Alumni Scholarships
Charlotte Trafton Baer ’47 Memorial Scholarship

Justin W. Barber Memorial Scholarship
Esther and Irving Bashevkin ’43 Scholarship
Bayparents Financial Assistance Fund
The Frank Stanley Beveridge Foundation, Inc. Endowed Scholarship
S. Prestley Blake Scholarships
M. Constance Breck Scholarships
Carew Hills Girls Club Scholarship
Thomas G. Carr Award
Barbara Brodeur Hill ’57 Endowed Scholarship
Marcia Hart Conrad Book Scholarship
Melba H. Corliss Scholarship
Eva Coty ’26 Scholarships

Bay Path College Grants

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

BAY PATH COLLEGE EDUCATION STIMULUS PLAN

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

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

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

DIRECTORY

The Board of Trustees

Date following each name indicates year of initial election to the Board.

Ms. Kay Bernon (2009)
Founder and Board President
Berkshire Hills Music Academy
Dover, Massachusetts

Mr. Jonathan F. Besse (2010)
Partner
Electronics & High Tech Practice
Accenture
Boston, Massachusetts

Ms. Roberta B. Bolduc (2003)
Chair of the Board
Community Volunteer
Longmeadow, Massachusetts

Ms. Cindy M. Burke (2007)
Community Volunteer
East Longmeadow, Massachusetts

Mr. Martin M. Caine, CPA (2004)
Member of the Firm
Wolf & Company, P.C.
Springfield, Massachusetts

Dr. Susanne E. Churchill (2002)
Emerita, Associate Dean for Research
Harvard Medical School
Executive Director, i2b2 National Center for Biomedical Computing
Partners HealthCare
Boston, Massachusetts

Ms. Robyn B. Davis (1994)
Trustee and Director, Irene E. and George A. Davis Foundation
Longmeadow, Massachusetts

Rev. Dr. Enzo V. DiGiacomo (1997)
Retired Surgeon and Emergency Room Consultant
Mercy Hospital
Springfield, Massachusetts

Ms. Dianne F. Doherty (2003)
Director
Western Massachusetts Regional Office
Massachusetts Small Business Development Center Network
Springfield, Massachusetts

Ms. Marjorie Feldman Wood (2006)
President
Al's Beverage Company
East Windsor, Connecticut

Anne Fitzgerald '65 (2008)
Community Volunteer
Avon, Connecticut

Mr. Calvin J. Gauss III (1998)
Retired – Chief Executive Officer and President
Wm. E. Wright Ltd. Partnership
Scottsdale, Arizona

Ms. Karen L. Glaser (2004)
President
The Mortgage Place, Inc.
Sharon, Massachusetts

Ms. Ann Hammer '62 (2009)
Community Volunteer
Tequesta, Florida

Mr. Samuel R. Hanmer (2007)
President
FieldEddy Insurance
Springfield, Massachusetts

Ms. Beverly A. Holmes (1996)
President
Beverly A. Holmes & Associates
Springfield, Massachusetts

Mr. Stephen D. Hoyt (2006)
President
A.W. Hastings & Co.
Enfield, Connecticut

Mr. George C. Keady III (2003)
Vice Chair of the Board
Senior Vice President of Investments
UBS/Paine Webber
Springfield, Massachusetts

Ms. Angie B. McGinnis (2007)
Retired Director
Pamplin Society of Fellows and
Coordinator, Inventing America Program
Lewis and Clark College
Portland, Oregon

Ms. Michele Megas-Ditomassi (1996)
Community Volunteer
Longmeadow, Massachusetts

Mr. Bernard Mussman ’41 (2000)
Owner
Bernard Mussman Associates, LLC
Hartford, Connecticut

Robyn A. Newhouse, Ph.D. (2009)
Vice President and Assistant to the Publisher
The Republican
Springfield, Massachusetts

Mr. Keith Parent (2007)
Chief Executive Officer
Court Square Group
Springfield, Massachusetts

Ms. Mary Jean Picknelly (1997)
Vice President
Peter Pan Bus Lines
Springfield, Massachusetts

Ms. Patricia J. Pierce, CFA (2008)
Community Volunteer
Tolland, CT

Ms. Jane E. Roulier ‘89 (2006)
Partner
Dan Roulier & Associates
Somers, Connecticut

Ms. Barbara Sadowsky (2007)
Community Volunteer
Longmeadow, Massachusetts

Ms. Gloria Smith (2007)
President
The Zanger Company
Suffield, Connecticut

Ms. Mary Ann Spencer, CFA (2010)
Retired Managing Director
Boston Capital Management, LLC
Springfield, Massachusetts

Mr. Richard B. Steele (2005)
Managing Member
Longmeadow Capital, LLC
Longmeadow, Massachusetts

Ms. Amanda W. Toner ’94, ’96 (1999)
Community Volunteer
East Longmeadow, Massachusetts

Ms. Ruth M. Vignati ’62 (1999)
Grant Consultant
Indianapolis, Indiana

Ex Officio

Dr. Carol A. Leary (1994)
President
Bay Path College
Longmeadow, Massachusetts

Trustees Emeriti

Mr. S. Prestley Blake (1960)
Retired Founder/Former Chairman
Friendly’s Ice Cream Corporation
Somers, Connecticut

Mr. Edward J. Carroll Jr. (1981)
President
Carroll Consulting
Longmeadow, Massachusetts

Mrs. Jeanne E. D'Amour '40 (1984)
Clerk of the Corporation
Big Y Foods, Inc.
Somers, Connecticut

Ms. Robyn B. Davis (1994)
Trustee and Director, Irene E. and George A. Davis Foundation
Longmeadow, Massachusetts

Mr. Edward J. Fleming III (1986)
Retired President
Windsor Marketing Group
Longmeadow, Massachusetts

Mr. Leon E. Maglathlin Jr. (1980)
Retired Vice President/Regional Administrator
Northeast Utilities
Longmeadow, Massachusetts

Ms. Charlene H.D. Mazer '67 (1995)
Retired Vice President
STANPAK Systems, Inc.
Longmeadow, Massachusetts

Administrative Offices

Date following each name indicates year of initial appointment.

PRESIDENT

Carol A. Leary, Ph.D. (1994)
B.A., Boston University; M.S., State University of New York at Albany; Ph.D., The American University

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Professor of Nonprofit Management and Philanthropy
Melissa Morriss-Olson, Ph.D. (2006)
B.S., Bemidji State University; M.A., Northeastern Illinois University; Ph.D., Loyola University of Chicago

Associate Vice President for Academic Affairs;
Professor of Law
Ann M. Dobmeyer, J.D. (2005; faculty: 1994)
B.F.A., Ohio State University; J.D., Antioch School of Law

Registrar
Laura K. Lander, M.A. (2009)
B.A. Rhode Island College; M.A., Salve Regina University

Dean of Enrollment Management and Admissions
Diane Ranaldi, M.Ed. (2000)
B.A., Trinity College; M.Ed., North Adams State College

Dean of Faculty, Burlington Campus; Professor of Education
Elizabeth C. Fleming, D.A. (2007)
B.S., Fitchburg State College; M.Ed., Ed.S., Vanderbilt University – George Peabody College; D.A., Graduate School of Library and Information Science, Simmons College

Dean of the One-Day Programs
Gina Joseph Collins, Ed.D. (2009)
B.A., Smith College; M.A., American International College; Additional graduate study: University of North Carolina at Chapel Hill; Ed.D., University of Massachusetts at Amherst

Director of the Central Massachusetts Campus
Kathy Jarret, M.A. (2003)
B.A. Bryant College; M.A., The George Washington University

Director of Graduate Admissions
Lisa Adams, B.S. (2001)
B.S., Bentley College

Director of Graduate Faculty and Student Services
Karen A. Carlson, M.S. (2008)
A.S., Holyoke Community College; B.A., Smith College; M.S., Bay Path College

Director of Traditional Admissions; Transfer Counselor
Dawn Bryden, M.S. (2004)
A.S., Holyoke Community College; B.S., M.S., Bay Path College

Director of Admissions, Burlington Campus
Casey Olsson, B.S. (2008)
B.S., Emerson College

Director of Admissions, Central Massachusetts Campus
Marci Ann Komssi, M.B.A. (2007)
B.A., Delaware Valley College, Doylestown, PA; M.B.A., Johnson and Wales University

Director of Library and Information Services;
Associate Professor, Library and Information Science
Michael J. Moran, M.S.L.S., M.A. (2008)
B.A., Assumption College; M.S.L.S., Simmons College School of Library & Information Science; M.A., Antioch University; Post-graduate research: London School of Economics; Additional graduate study: Columbia University

VICE PRESIDENT FOR ACADEMIC AND ADMINISTRATIVE TECHNOLOGY

David Demers, Ph.D. (2009)
B.S., Ph.D., University of California at Riverside

Associate Director of Technology Support
Mary Kaselouskas, B.S. (1997)
B.S., Bay Path College

Director of Distributed Learning; Assistant Professor of Educational and Instructional Technology
Amber Vaill, M.Ed. (2007)
B.A., Bay Path College; M.Ed., Westfield State College; M.Ed., Framingham State College; Doctoral Study: Northcentral University

Information Systems Administrator
Linda Simonds (1975)

Senior Network Administrator
William Gray, M.S. (2009)
B.S., Tulane University; M.S., Northeastern University

VICE PRESIDENT FOR FINANCE AND ADMINISTRATIVE SERVICES

Michael J. Giampietro, M.P.A. (2006)
A.S., College of Dupage; B.A., M.P.A., University of Massachusetts at Amherst

Assistant Vice President for Finance
Donna M. Guertin, M.B.A. (2000)
B.S.B.A., M.B.A., Western New England College

Director of Facilities
Paul Stanton, M.B.A. (1971)
B.S., Western New England College; M.B.A., University of Massachusetts

Director of Human Resources
Kathleen Halpin-Robbins, M.A.T. (2006)
A.S., Holyoke Community College; B.S., M.A.T., Elms College

Director of Public Safety
Steve Desy, M.P.A. (2008)
B.S., Eastern New Mexico University; M.P.A., Clark University

Director of Student Financial Services
Stephanie A. King, M.B.A. (1999)
B.S., M.B.A., American International College

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Kathleen M. Bourque, B.A. (2001)
B.A., Dartmouth College; Advanced Study: Harvard University

Director of Alumni and Community Leadership
Kathleen S. Cotnoir, B.S. (2001)
B.S.B.A., Bryant College

Director of Communications
Kathleen M. Wroblewski, M.S. (1999)
B.A., University of Massachusetts; M.S., Columbia University

Director of Corporate and Foundation Relations
Janine M. McVay, M.S. (2003)
B.A., Smith College; M.S., University of Massachusetts at Amherst

VICE PRESIDENT FOR PLANNING AND STUDENT DEVELOPMENT

Caron T. Hobin, M.B.A. (1995)
B.A., The George Washington University; M.B.A., Simmons College Graduate School of Management

Dean of Student Success and Retention
David Yelle, M.A. (2006)
B.S., Anna Maria College, M.A., American International College

Athletic Director
Steven J. Smith, M.Ed. (1997)
B.S., St. John Fisher College; M.Ed., Springfield College

Director of Campus Life
Peter Axtmann, M.Ed. (2002)
B.S., M.Ed., Springfield College

Director of Career Services
Sara J. Schirmer-Smith, M.Ed. (1989)
B.S., Central Michigan University; M.Ed., Springfield College

Director of Health Services
Margaret Anderson, B.S.N. (1996)
B.S.N., College of Our Lady of the Elms

Director of Special Programs
Briana Sitler, B.S. (2007)
B.S., Bay Path College

Faculty

Date following each name indicates year of initial appointment to the faculty.

Full-time Faculty:

Brenda Hardin Abbott, M.A. (1999)
Assistant Professor of English; Director of the Bashevkin Academic Development Center
B.A., M.A., Eastern Kentucky University

Christine A. B. Bacon, M.S. (2004)
Assistant Professor of Biology and Education
B.S., Simmons College; M.S., American International College

Edward G. Bernstine, Ph.D. (2004)
Professor of Biology
A.B., Temple University; M.S., University of New Haven; Ph.D., Princeton University

Richard Briotta, D.B.A. (2006)
Assistant Professor of Business and Information Management; Director of the M.S. in Communications and Information Management Program
A.S., Holyoke Community College; B.A., Boston University; M.B.A., Western New England College; M.S., Bentley College; D.B.A., Boston University

Alexandra Burns, M.A. (1977)
Professor of Art and Interior Design;
Coordinator of Fine and Performing Arts and Interior Design
A.B., Manhattanville College; M.A., Mount Holyoke College

Liana M. Ciaglo, M.Ed. (1993)
Director of Performing Arts; Instructor in Theatre and Dance
B.A., University of Massachusetts at Amherst; M.Ed., Elms College

Meredith R. Bertrand Coates, Ed.M. (2007)
Assistant Professor of Elementary and Early Childhood Education
B.A., Ed.M., Smith College; Doctoral Study: University of Massachusetts at Amherst

Sandra J. Coyne, D.M. (2006)
Assistant Professor; Chair of the Business Division
B.S., M.B.A., Western New England College; D.M., University of Phoenix

A. Rima Dael, M.S. (2007)
Assistant Professor of Nonprofit Management and Philanthropy
B.A., Mount Holyoke College; M.S., Milano Graduate School of Management and Urban Policy, New School University

Elizabeth G. Dineen, J.D. (2005)
Assistant Professor; Chair, Criminal Justice Department
B.A., Elms College; J.D., Western New England College School of Law

Justin H. Dion, J.D. (2003)
Assistant Professor in Legal Studies
B.S., M.A. Southern Connecticut State University; J.D., Western New England College School of Law

Patricia A. Drewniak, M.Ed. (2003)
Science Laboratory Director and Instructor of Biology
B.A., M.Ed., American International College

Elizabeth C. Fleming, D.A. (2007)
Professor of Education; Dean of Faculty, Burlington Campus
B.S., Fitchburg State College; M.Ed., Ed.S., Vanderbilt University – George Peabody College; D.A., Graduate School of Library and Information Science, Simmons College

Sheila J. Foley, M.S. (2002)
Assistant Professor of Criminal Justice
B.S., M.S., Westfield State College

Virginia K. Freed, M.Ed., M.A. (1984)
Professor of English
B.A., American International College; M.Ed., Westfield State College; Advanced Study: University of Massachusetts, College of Our Lady of the Elms; M.A., Trinity College

Jeffrey L. Greim, M.Ed., M.P.P.S. (2007)
Assistant Professor of Nonprofit Management and Philanthropy
B.A., College of William and Mary; M.S., Bank Street College of Education; M.P.P.S., Duke University

Diane M. Hall, M.S. (2005)
Assistant Professor of Psychology
A.S., Springfield Technical Community College; B.A., Our Lady of the Elms College; M.S., Springfield College

John Jarvis, Ph.D. (1999)
Professor of English and Communications
B.A., Brigham Young University; M.A., Ph.D., Washington State University

Hsiang-Ching Kung, Ph.D. (2004)
Assistant Professor of Chemistry
B.S. and Graduate Study: Tamkang University (Republic of China); Ph.D., State University of New York at Buffalo

Cheryl A. Leary, Ed.D. (1992)
Professor; Chair, Psychology Department
B.A., College of Our Lady of the Elms; M.A., Westfield State College; Ed.D., American International College

Estelle Leavitt, M.Ed., C.A.G.S. (1990)
Professor; Chair, Education Department
B.A., Queens College; M.Ed., Westfield State College; C.A.G.S. and Doctoral Study: University of Massachusetts at Amherst

Yongyan Mou, Ph.D. (2009)
Assistant Professor of Chemistry
B.S., Shenyang Institute of Chemical Technology, Shenyang, China; M.S., Beijing University of Chemical Technology, Beijing, China; Ph.D., Institute of Chemistry, Chinese Academy of Sciences, Beijing, China

Melissa Morriss-Olson, Ph.D. (2006)
Professor of Nonprofit Management and Philanthropy; Dean of the Graduate School
B.S., Bemidji State University; M.A. Northeastern Illinois University; Ph.D., Loyola University of Chicago

Elizabeth Ann Rivet, Ph.D. (2000)
Associate Professor of Information Technology
B.S., M.S., Marquette University; Ph.D., University of New Hampshire

Lisa M. Ruch, Ph.D. (2000)
Associate Professor of English and Communications; Director of the Communications and Information Technology Program
B.A., Pennsylvania State University; M.A., Indiana University; Ph.D., Pennsylvania State University

Andrea L. Russo, M.S. (1976)
Professor of Business
B.S., M.S., Central Connecticut State College; Advanced Study: American International College, Rider College

Ellen Rustico, M.Ed. (2004)
Assistant Professor of Education
B.S., Saint Joseph College; M.Ed., Westfield State College

Mohammed Sattar, M.S. (2008)
Assistant Professor of Business
B.S., University of Connecticut; M.S., M.S., Rensselaer Polytechnic/Hartford Graduate Institute

Thomas J. Schorle, Ph.D. (2000)
Associate Professor of English and Communications; Chair, Liberal Studies Department; Coordinator of the Study Abroad Program
B.A., University of Wyoming; M.A., Northwestern University; Ph.D., University of Southern California

Gina M. Semprebon, Ph.D. (1988)
Professor of Biology; Chair, Science and Mathematics Department
B.A., M.Ed., American International College; M.T. Certification, American Society of Clinical Pathologists; M.S., Ph.D., University of Massachusetts at Amherst

Jo-Ann M. Sipple, D.A. (2001)
Distinguished Professor of Communications and Information Management
B.A., Merrimack College; M.A., Duquesne University; D.A., Carnegie Mellon University

Karen Sladyk, Ph.D., OTR/L (1996)
Professor of Occupational Therapy
B.S., Eastern Michigan University; M.S., Southern Connecticut State University; Ph.D., University of Connecticut

Sylvia Sobocinski, MA, OTR/L (2007)
Instructor and Academic Fieldwork Coordinator
B.A., Southern Connecticut State University; M.A. Fairfield University; Post Baccalaureate Certificate in Occupational Therapy, Quinnipiac University

Paul Solomon, Ph.D. (2009)
Associate Professor of Accounting; Director of Accounting Programs
B.S., University of Minnesota; M.B.A., DePaul University; Ph.D., University of Minnesota

Robert Surbrug, Ph.D. (1998)
Assistant Professor of History; Director of the Honors Program
A.A., Ocean County College; B.A., Rutgers University; M.A., Ph.D., University of Massachusetts at Amherst

Lori A. Vaughn, O.T.D., OTR/L (2005)
Assistant Professor of Occupational Therapy
B.S., Bay Path College; M.S., O.T.D., Boston University, Sargent College

M. David Wallace, Ph.D. (2004)
Assistant Professor of Psychology
B.A., University of Alberta, Edmonton, Alberta; M.A., Ph.D., University of Windsor, Windsor, Ontario

Lauren J. Way, Ed.D. (2006)
Assistant Professor of Business; Director of the Entrepreneurial Program and Cooperative Education
B.A., Smith College; M.Ed., Doctoral Study, University of Massachusetts at Amherst

Jane E. Weyant, M.S.E.E. (2000)
Instructor of Mathematics
B.S.E.E., M.S.E.E., Western New England College
Kathryn T. Wiezbicki-Stevens, Ed.D. (1994)
Assistant Professor of Psychology
B.A., Smith College; M.S., Springfield College; Ed.D., University of Massachusetts at Amherst

James M. Wilson III, Ph.D. (2004)
Assistant Professor of Business
B.A., Clark University; M.B.A., M.S., Ph.D., University of Massachusetts at Amherst

Carol Winters-Smith, Ph.D. (1990)
Professor of Psychology
B.A., M.S., Ph.D., University of Miami

John O. Woodruff, J.D. (1998)
Professor of Law; Chair, Legal Studies Department
B.A., University of Colorado at Boulder; J.D., Antioch School of Law

Ping Zhao, Ph.D. (2005)
Associate Professor of Mathematics; Director of Mathematics Program
B.S., Peking University, Beijing, China; M.S. and additional graduate study, University of Massachusetts at Amherst; Ph.D., Hiroshima University, Higashi-hiroshima, Japan

Part-time Faculty:

Cinnamon C. Azeez, C.A.G.S., Ed.D. (2002)
Instructor in Sociology
A.S., Erie Community College; B.A., State University of New York at Buffalo; M.A., C.A.G.S., American International College; Ed.D., University of Massachusetts

Scott Bailey, M.M. (2008)
Director of Choral Activities
B.M., State University of New York at Potsdam; M.M., University of Massachusetts at Amherst

Mary Bonzagni, J.D. (2002)
Instructor in Legal Studies
B.S., American International College; J.D., Western New England College School of Law

William Brooks, M.S. (2003)
Instructor in History
B.A., Bellevue University; M.S., Iowa State University; M.S., Central Connecticut State University

Margaret Budny, MBA (2004)
Instructor in English
A.S., Holyoke Community College; B.S., M.S., Bay Path College; Additional Graduate Study: Western New England College

Leah A. Cabaniss, M.B.A. (2009)
Instructor in Accounting
A.A., Holyoke Community College; B.B.A., M.B.A., University of Massachusetts at Amherst

Jorge Costa, M.F.A. (2004)
Instructor in Art
B.F.A., M.F.A., University of Hartford

Hyman Darling, J.D. (1999)
Instructor in Legal Studies
A.B., Boston University; J.D., Western New England College School of Law

Jennifer Dieringer, J.D. (2005)
Instructor in Legal Studies
B.A., Haverford College; J.D., Northeastern University School of Law

Christina M. DiMeo, M.S. (2008)
Instructor in Communications
B.A., University of Massachusetts; M.S., Bay Path College

Susan B. Galvin, M.S. (2000)
Instructor in Criminal Justice
A.S., Holyoke Community College; B.S., Westfield State College; M.S., American International College

Armand Garcia, M.Ed. (2000)
Instructor in Mathematics
A.S., Asnuntuck Community College; B.S., Charter Oak College; M.Ed., University of Hartford

Jennifer L. Gardner, Ph.D. (2001)
Instructor in Humanities/French
B.A., Lafayette College; M.A., Ph.D., Rutgers University

Robert A. Gordon, J.D. (2002)
Associate Justice in the Springfield District Court;
Distinguished Adjunct Professor of Law
B.A., Western New England College; M.Ed., University of Massachusetts; J.D., Western New England College School of Law

Zahi Haddad, M.S. (1999)
Professor of Mathematics and Computer Applications
A.S., Springfield Technical Community College; B.S., Western New England College; M.S., Worcester Polytechnic Institute

Scott M. Hibbert, J.D. (2002)
Instructor in Legal Studies
B.S., University of Massachusetts; J.D., Western New England College School of Law

Donald Holland, J.D. (2001)
Instructor in Legal Studies
B.A., Colgate University; B.S.E., University of Connecticut; J.D., University of Miami School of Law

Marilynn Benson Johnson, M.F.A. (2007)
Instructor in Communications
B.A., M.F.A., San José State University

Carol LaLiberte, M.Ed. (2006)
Instructor in Psychology
B.A., North Adams State College; M.Ed., Westfield State College

Kathryn LaMay-Miller, M.Ed. (2008)
Instructor in English
B.S., B.A., M.Ed., University of Massachusetts

David A. Lanoie, J.D. (2008)
Instructor in Criminal Justice
B.A., College of the Holy Cross; J.D., Suffolk University Law School

Christopher J. Leary, M. Div., M.S. (1995)
Instructor in Psychology
B.A., St. Hyacinth; M.Div., St. Anthony-on-Hudson;
M.S., Loyola College

Jacques C. Leroy, J.D. (1997)
Associate Justice in the Springfield District Court;
Distinguished Adjunct Professor of Law
Baccalaureate I, II, College Saint Martial, Port-au-Prince, Haiti; M.A. and Advanced Study: University of Pennsylvania; J.D., Harvard Law School

Faith Lund, M.S., M.F.A. (2007)
Instructor in Art
B.E., Wisconsin State University; M.S., M.F.A., University of Wisconsin at Milwaukee

William Macanka, Ph.D. (1996)
Associate Professor of Science
B.A., William Paterson College; M.S., Seton Hall University; Ph.D., Rutgers University

Kevin V. Maltby, J.D. (2008)
Instructor in Legal Studies
B.A., University of Massachusetts at Amherst; J.D., Suffolk University Law School

Kirsten Hope Martin, M.S. (2005)
Instructor in Biology
B.S., University of New Hampshire; M.S., Southern Oregon University

Edward D. McGrath, M.B.A. (2006)
Instructor in Economics
B.S., Worcester Polytechnic Institute; M.B.A., Harvard Graduate School of Business Administration

Ann Marie W. Mires, Ph.D. (2006)
Instructor in Forensic Science
B.A., University of New Hampshire at Durham; M.A., University of Arkansas at Fayetteville; Ph.D., University of Massachusetts at Amherst

Richard Norman, Ph.D. (2004)
Instructor in History
B.S., Texas A & M University; B.A., University of Texas at Austin; Ph.D., Boston University

Irene O. Piegza, M.A. (1999)
Instructor in Business
B.A., Elms College; M.A., St. Joseph College

Keith H. Purcell, B.S., CPA (2008)
Instructor in Accounting
B.S. and graduate study, Western New England College

David E. Rice, M.S. (2009)
Instructor in Forensic Science
B.S., Quinnipiac College; M.S., University of New Haven

Gina Rubinaccio, M.A. (2006)
Instructor in Spanish
B.A., American International College; M.A., Boston College

Mary C. Ryan-Kusiak, J.D. (2007)
Instructor in Legal Studies
B.A., Boston College; J.D., Western New England College School of Law

Harriet Totoe-Boakye, Ph.D. (2004)
Instructor in Chemistry
B.S., M.S., University of Science & Technology, Kumasi, Ghana; M.S., Wright State University; Ph.D., University of Massachusetts at Amherst

Jeffrey J. Trapani, J.D. (2008)
Instructor in Legal Studies
B.A., Wake Forest University; J.D., New England School of Law

Patrick W. Venneri, M.A. (2005)
Instructor in English
B.A., M.A., University of Massachusetts at Amherst

Steve D. Vossen, M.A. (2003)
Instructor in History
B.A., Concordia College; M.A., Westfield State College

Pamela J. N. White, M.S. (2004)
Instructor in Accounting
A.S., Community College of the Air Force (Maxwell AFB, Alabama); B.S., New Hampshire College; M.S., Cambridge College

James E. Wilkinson, M.B.A. (1992)
Instructor in Business
B.S., M.B.A., Western New England College

FACULTY EMERITI
Claire F. Barber, M.A.
Salah A. Batrawi, Ph.D.
Janet C. Fox, M.Ed.
Joan M. Inzinga, Ph. D.
Teresa M. Kozloski, M.A.
Joan M. Lacombe, M.A.
Muriel J. Mitchell, M.A.
Charles E. Page, M.Mus.

APPENDIX

Absence Dictated by Religious Beliefs

In accordance with its long-standing tradition of respecting the religious beliefs of every student, the College complies with the following law of the Commonwealth of Massachusetts:

Any student in an educational or vocational training institution other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study or work requirement, on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his/her availing him/herself of the provisions of this section.

Non-Discrimination Policy

The College seeks a diverse community of learners and admits qualified students without regard to race, color, age, religion, creed, sexual orientation, national origin, veteran status, or disability.

Sexual Harassment

Bay Path College strives to maintain a positive educational environment free from sexual harassment and sexual intimidation. Unwelcome sexual behavior, whether it involves physical touching or not, is prohibited by college policy as well as by state and federal laws.

Retention Rates

Information on rates of retention are available upon request from the Registrar's Office.

Student Right-to-Know and Campus Security Act

Using the definition of the Department of Education, data on graduation rates has been compiled and is available to current and prospective students in the Registrar's Office. In compliance with the Federal Crime Awareness and Campus Security Act of 1990, annual incident statistics are provided upon request to the Campus Public Safety Office.

Confidentiality of Student Records (FERPA)

The College complies with the Family Education Rights and Privacy Act of 1974, as amended, which governs the maintenance of student records. Under the Act, students may inspect and review their records and generally prohibit disclosure of

personally identifiable information; however, the Act permits disclosure without consent in certain instances including disclosure to faculty or administrators who have a legitimate educational reason for accessing the file and to parents of dependents as that term is defined by the Internal Revenue Service.

"Directory Information" shall be available without limitation to any interested party unless the student specifically requests that any or all directory information be withheld. A student may limit the release of the above information for any given year by filing such a request with the Registrar's Office within 14 days of registration. The College has defined "directory" information to include:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone number (as provided by the Student Information Desk)
- Email address (at BPC)
- Photograph
- Degree and awards received
- Date and place of birth
- Major fields of study
- Dates of attendance
- Most recent educational institution attended
- Other similar information as defined by the institution

The Act affords students the following rights with respect to their education records:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, official written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the 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 the 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 her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the 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 her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Another exception which permits disclosure without consent is to parents of a student termed "dependent" for income tax purposes. As an undergraduate college, Bay Path assumes that all students who are not continuing education students are dependent unless the college Registrar is otherwise duly notified. In order to be considered independent, students must notify the Registrar and provide proof of status.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Bay Path 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
600 Independence Avenue, SW
Washington, DC 20202-4605

"Educational records" include any records in the possession of the College which are shared with or accessible to another individual. The following student records are not included among educational records and therefore, are not subject to the Act, provided, however, these records may be protected from disclosure by other provisions of federal or state law.

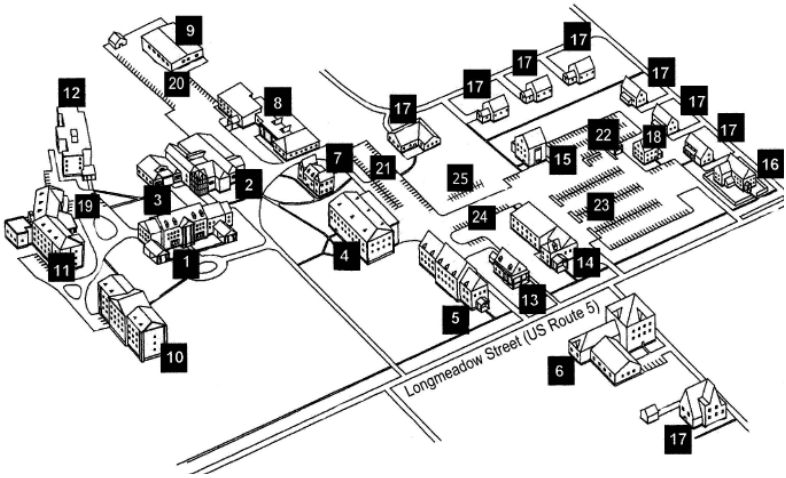
- Private notes or records held by educational personnel (these documents become subject to student review only if they are made available to others within the College or to outside parties).
- Student medical or psychiatric records created and maintained solely for treatment purposes (these documents are regulated by Massachusetts law relating to patients' rights. Under this law, students have the right to confidentiality of their medical records as well as the right to inspect and obtain a copy of these records).
- Records of the students which relate exclusively to the students in their capacity as regular employees and which the institution makes or maintains in the normal course of business.
- Records containing information obtained after the student is no longer enrolled, such as post-transfer or alumni records. In addition, certain educational records are not subject to review by the student. This includes financial records and statements of parents and certain confidential letters and statements of recommendation which were placed in the educational records of a student.

INDEX

Absence Dictated by Religious Beliefs, 225
Academic Advising, 12
Academic Buildings, 10
Academic Development, 12
Academic Integrity, 26
Academic Policies, 20
Academic Progress Standards and Academic Probation, 20
Academic Technology Policies, 21
Add/Drop, 41
Admissions Appeals, 200
Advanced Placement Credit, 200
Alternative Loan/Funding Programs, 202
AP and CLEP Exams, 22
Application Process, 197
Articulation Agreements, 23
Assessment Activities, 23
Athletic Facilities, 10
Attendance, 23
Auditing Courses, 14
Bay Path College Scholarships, 204
Bay Path Core, 46
Blake Student Commons, 10
Business Program, 49
Capitals of the World/National Landmarks, 14
Career Development, 10
Central Mass Campus, 12
Certificate Programs, 15
Challenging Final Grades, 23
Class Cancellation, 23
Communications and Information Technology (CIT), 46
Community Service Credit, 15
Computer Facilities, 11
Conditional Acceptance, 201
Continuing Education, 199
Course Availability, 42
Course Load, 42
Course Numbering System, 42
Course Withdrawal, 42
Criminal Justice Program, 61
Cross Registration, 15
Dean's List, 40
Deposits, 41
Directed Study, 15
Directory, 207
Double Degrees, 16
Double Majors, 16
Early Entrance for High School Seniors, 201
Education Program, 64
English as a Second Language Program, 16
Family Education Rights and Privacy Act (FERPA), 225
Final Examinations, 24
Financial Aid Application & Processing, 202
Financial Aid Eligibility/Probation, 202
Government Support Programs, 202
Grade Point Computation, 37
Grade Reports, 45
Grading System, 37
Graduate School Advising, 14
Graduation Honors and Awards, 40
Graduation Requirements, 39
Hatch Library, 11
Health Insurance. *See Student Accident and Sickness Insurance Program*
Health Records, 201
History of the College, 9
Honors Application Procedure, 17
Honors Mission Statement, 17
Honors Participation in Commencement, 40
Honors Program, 17
Incomplete Work, 37
International Admissions, 199
IT Ethics/Responsibilities, 22
Joint Admissions, 23
Lambda Epsilon Chi (LEX), 41
Learning Outcomes, 46
Leave of Absence, 43
Legal Studies Program, 76
Liberal Studies Program, 83
Maroon Key Honor Society, 41
Military Leave of Absence, 43
Mills Theatre, 7
Minors, 24
Mission, 9
Non-Discrimination Policy, 225
Occupational Therapy Program, 88
Ownership of Intellectual Property, 34
Pass/Fail, 38
Philosophy of General Education, 45
Placement Testing, 43
Placement Tests, 201
Pre-Law, 14

Pre-Medical, 14
Pre-Veterinarian, 14
Psi Chi, 41
Psychology Program, 95
Re-Admission, 202
Refund Policy, 44
Registration, 41
Repeating a Course, 25
Retention Rates, 225
ROTC, 18
Satisfactory/Unsatisfactory Grading, 38
Scholarships & Grants, 204
Science Program, 101
Sexual Harassment, 225
Social Behavior, 26
Student Accident and Sickness Insurance Program, 201
Student Complaints, 35
Student Right-to-Know and Campus Security Act, 225
Students with Disabilities, 36
Study Abroad, 18
Traditional Admissions, 197
Transcript Requests, 45
Transfer Admissions, 198
Transfer Credit, 25
Washington Semester Program, 19
Withdrawal from the College, 44

Bay Path College



1. Deepwood Hall
- President
- Provost & Vice President for Academic Affairs
- Assoc. Vice President for Academic Affairs
- Vice President for Institutional Advancement
- Alumni Office
- Campus Public Safety
- Communications Office
- Information Technology Services
- Registrar

2. Blake Student Commons
- Fleming Book and Gift Center
- Carpe Diem Café
- Dining Room
- Octagon Theatre
- Recreation Room
- Student Mailboxes
- Study Lounge
- Sullivan Career Development Center

3. Breck Fitness Center
- Vice President for Planning and Student Development
- Aerobics Room
- Athletic Director
- Counseling Services
- Director of Leadership Development
- Director of Residence Life
- Exercise/Fitness Area
- Helliwell Conference Room
- Student Activities Office
- Wright Dance Studio

4. Carr Hall
- Classrooms
- Faculty Offices
- Mills Theatre
- Science Laboratories
- Technology Classrooms

5. Empsall Hall
- Admissions Office
- Continuing Education and Graduate Admissions

6. Hatch Library

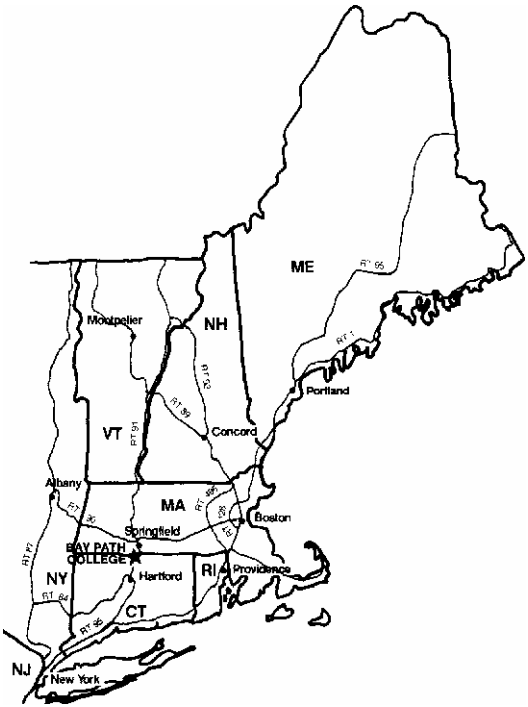
7. The Annex
- Vice President for Finance and Administration
- Business Office
- Payroll Office
- Student Financial Services

8. **D'Amour Hall for Business, Communications, & Technology**
   Computer Help Desk
   Davis Technology Center
   I.D. Office
   MassMutual Multimedia Lab
   Technology Classrooms
9. **Maintenance Building**
   Office Services
   Purchasing Department
   Shipping and Receiving
10. **Theinert Hall**
    Health Services Office
    Student Residence
11. **Wright Hall**
    Breck Suite
    Student Residence
12. **Bollum Hall**
    Student Residence
13. **Longmeadow House**
    Human Resources Office
14. **Elliott House**
    Bashevkin Academic Development Center
    Faculty Offices
    Occupational Therapy Laboratory
15. **Catok Art Center**
16. **The College Preschool**
17. **Colleges Residences**
18. **IT Faculty Offices**
19. **Visitor Parking**
20. **Parking Lot A**
21. **Parking Lot B**
22. **Parking Lot C**
23. **Parking Lot D**
24. **Parking Lot E**
25. **Tennis Court Parking Lot**

Athletic Fields
Grandchamp Field House
Located off Farmlea Road (South Campus)

Ryan Soccer Field

DIRECTIONS TO BAY PATH COLLEGE



Bay Path College is located on Longmeadow Street (US 5) in the center of Longmeadow. Springfield is 3 miles to the north; Hartford is 23 miles to the south.

Springfield is served by two major bus lines and by Amtrak. Bradley International Airport, serving all major airlines, is 15 miles from Bay Path. Local transportation is available, or guests may call the College, 413.565.1331, for transportation to the campus.

From the North: I-91 South to Exit 1 (Longmeadow). Follow Route 5 South; the College will be on your right.

From the South: I-91 North to Exit 49 (Longmeadow). Turn right to Route 5 North; the College will be on your left.

From the East: I-90 (Massachusetts Turnpike-West) to Exit 6. Follow I-291 West to exit 1A, then I-91 South to Exit 1 (Longmeadow). Follow Route 5 South; the College will be on your right.

From the West: I-90 (Massachusetts Turnpike-East) to Exit 4. Follow I-91 South to Exit 1 (Longmeadow). Follow Route 5 South; the College will be on your right.