CURRY COLLEGE

COURSE CATALOG
2018-2019

Founded in 1879 | curry.edu | Milton, Massachusetts

Academic Calendar 2018-2019

Curry College's academic year consists of two semesters separated by a four-week semester break. There are 15 weeks of classes in each semester, followed by a five-day examination period. Through the Division of Continuing Education, the College offers summer sessions beginning in May.

FALL SEMESTER 2018

AUGUST						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

New Student Check-In	Fri., Aug. 24
Welcome Weekend	Fri., Aug. 24 – Sun., Aug. 26
Returning Student Check-In	Sun., Aug. 26
Academic Convocation	Mon., Aug. 27
CLASSES BEGIN	Mon., Aug. 27, 12:30 p.m.

SEPTEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Labor Day (no classes), offices closed*	Mon., Sept. 3
Add/Drop deadline (without fee)	Tues., Sept. 11

OCTOBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Columbus Day (no classes)**, offices closed*	Mon., Oct. 8
Mid-term grades deadline	Wed., Oct. 17
Course selection for spring 2019	Mon., Oct. 29 – Fri., Nov. 9

NOVEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Course withdrawal deadline	Fri., Nov. 2
Grade/Pass/Fail deadline	Fri., Nov. 2
Web registration for spring 2019	Mon., Nov. 5 – Fri., Dec. 7
Veterans Day observed (no classes)**, offices closed*	Mon., Nov. 12
Monday class schedule in effect	Tues., Nov. 13
Residence halls close at noon	Wed., Nov. 21
Thanksgiving Recess (no classes),** offices closed*	Wed., Nov. 21– Sun., Nov. 25
Residence halls reopen at noon	Sun., Nov. 25

DECEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

CLASSES END	Mon., Dec. 10
Final examinations	Tues., Dec. 11 – Sat., Dec. 15
Residence halls close at noon	Sun., Dec. 16
Winter Break, offices closed*	Sat., Dec. 22

See inside back cover for Spring Semester 2019 calendar.

* Office staff should check with supervisor.

** CE accelerated eight-week classes held during this time. Please consult with the Division of Continuing and Graduate Studies for details.

All students at the College are responsible for adhering to all academic policies as presented in this Catalog and the Student Handbook. While representatives of the College, including academic advisors, are available to assist students in planning to meet requirements for graduation and interpreting and implementing academic and student life policies, this is ultimately the responsibility of each student.

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The College's curriculum and programs focus on the two hallmarks of the Curry education: a high respect for the individuality of every student and a developmental approach to learning that maximizes opportunities for achievement.

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

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

Mission Statement

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

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

Vision Statement

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

Diversity Statement

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

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

To learn more, visit curry.edu/diversity.

The College

History and Tradition

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

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

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

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

Curry College Today

Today, Curry College is recognized as a leading college for individualized education by continuing to focus on the particular learning needs of each student, with an average class size of 20 students and a student/faculty ratio of 13:1.

The College is now a private, independent institution offering 26 majors and 60-plus minors and concentrations leading to undergraduate degrees, and offering graduate degrees in education, criminal justice, business administration, and nursing. The College offers a highly successful Honors Program and a wide array of extra-curricular activities, ranging from 14 NCAA division III athletic teams to an outstanding theatre program.

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

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

Location

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

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

North Campus Facilities

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

South Campus Facilities

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

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

Mid-Campus Facilities

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

The College's most recently constructed facility and residence hall is Bell Hall, named after Alexander Graham Bell, the famed inventor of the telephone and Chancellor of the School of Expression, Curry College's institutional precursor, from 1907 until his death in 1922. Bell Hall opened in 2014 and is located mid-campus in proximity of the Student Center and the Admission Office. Its 46,000 square feet is home to 168 residents. Students not only live in Bell Hall, but connect with their faculty and their peers in an integrated environment. Bell Hall boasts a large multipurpose space that serves as a classroom during the day and a programming and event space during the evenings and weekends. Multi-functional spaces within the hall can be utilized for traditional classroom learning, as study halls for both group and individual study, tutoring sessions, and other co- and extracurricular purposes as opportunities arise.

Student Affairs

Curry College is committed to a philosophy that the total college experience permeates an individual's life and that all aspects of living in a college community are learning experiences. The Division of Student Affairs encourages and supports students in developing autonomy within a framework of interdependence, in developing mature interpersonal relationships, and in developing life purposes and career direction. It seeks to provide a campus environment wherein community members explore alternatives and learn to be responsible for their explorations, for their actions, and for themselves. In accepting admission to Curry College, each student also accepts responsibility for compliance with the College's basic principles, policies, procedures, and codes of behavior, as outlined in the Student Handbook, published on the Curry College website, under Campus Life.

New Student Orientation

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

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

CAMPUS LIFE

Residence Life & Housing

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

Living off Campus

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

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

Student Activities

The Department of Student Activities is home to approximately 35 clubs and organizations. With help from professional staff, club and organization leadership receive assistance in managing their organization, planning events and are encouraged to use the many resources available in the office. Particular emphasis is placed on students' involvement in the event planning process of activities in anticipation that they will develop the necessary leadership and organizational skills needed to become well-rounded individuals. Students at Curry are encouraged to participate in the co-curricular life of the College. The Department of Student Activities & the Student Center staff will provide assistance in helping to form new clubs as new interests develop. The Department also coordinates the Curry Up and Go program, organizes community service and volunteer opportunities, hosts leadership development opportunities, designs the yearbook, plans Senior Week and Spring Weekend, as well as a variety of other events throughout the year.

Student Entertainment and Events

Student Entertainment and Events (SEE) is the major all-campus programming body on campus. With help from a staff advisor, SEE is a student-run organization that plans events including movie nights, novelty events, bands, game shows, dances and more and also plays a role in Spring Weekend, Welcome Week and Winter Warm-Up. General meetings are held weekly and all students are welcome to participate.

Student Government Association

The Student Government Association is primarily designed to lead and unify the student body and to promote communication among students, faculty, and administration. The Student Government Association (SGA) is considered the main governing body of all the clubs and organizations on campus. SGA serves as a representative voice of the Curry students to the administration, faculty, and staff and the Milton community. Consisting of an Executive Board, and representatives from each class, meetings are held weekly on Wednesdays at 2:00 p.m. and are open to all members of the Curry community.

Athletics

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

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

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

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

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

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

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

Student Center

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

Fitness Center

The state-of-the-art fitness center is located in the Student Center. It includes 40 pieces of cardiovascular equipment with built-in televisions and IPOD docking stations. It also contains 25 pieces of Cybex selectorized equipment, great for beginners and those with advanced knowledge of exercise alike. The fitness center does offer orientations to the fitness equipment. Attached to the fitness center is a group exercise studio, which offers a variety of classes throughout the day including Zumba, Yoga, Strength Training and so much more. All classes are led by certified instructors and are great for people of any fitness level. The Fitness Center also plays host to several fitness programs that encourage students to compete to stay healthy and excited about fitness and wellness.

Counseling Center

The Counseling Center provides psychological evaluation, individual and group psychotherapy as well as crisis intervention services on an as needed basis to help students identify, understand and problem solve the issues that they face. Services are available Monday through Friday, 8:30am-4:30pm and are typically done by prior appointment, though walk-in services are available for emergencies. Services are provided by licensed mental health professionals and supervised graduate level interns.

Student Affairs

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

Why Seek Counseling?
For most students, the transition to college and some of the changes that occur during college may feel stressful at times. In fact, students do not need a "problem" in order to see a counselor. Some students who seek counseling do so because they are experiencing difficulty adjusting to academic stress, college life, or simply may need someone with whom to talk. The number of counseling sessions is determined between each student and their counselor, based on the treatment needs of the student. The average length of treatment is typically 6-12 sessions. For longer term and/or specialized treatment, Counseling Center staff typically will provide students with appropriate community based providers, best suited to their needs.

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

Club Sports

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

Disability Services

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

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

Procedure: Once accepted to the College, students should immediately begin the registration process with Disability Services for obtaining academic accommodations and services. Because the review of requests and development of accommodations may take several weeks, students are strongly encouraged to initiate the process well before classes begin. To begin this process, students must should complete a Registration for Disability Services form, as well as provide appropriate documentation of their disability, to Disability Services. This procedure is in place to:

- determine the student's eligibility as a qualified individual with a disability; and
- to review and respond to the student's request for accommodations

To receive a Registration for Disability Services form, as well as to learn more about documentation guidelines, please visit the Disability Services portal page located in myCurry. In some cases, Disability Services may ask for additional or updated documentation. New students are advised to contact Disability Services soon after acceptance into the College if they have questions about this process.

Diversity & Inclusion

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

The Office of Diversity & Inclusion works to increase diversity representation among students, faculty and staff while ensuring that all members have an equal opportunity to participate in and contribute to the Curry community. We strive to create and maintain a

community where differences are recognized and valued as essential elements to fostering a stimulating environment for exploration, learning and development.

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

Health Services

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

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

Health Services does not attempt to replace the student's private physician or assume total responsibility for medical needs. Students requiring facilities beyond the scope of the health clinic are referred to specialists in the area at the student's expense. Since there is no infirmary on campus, any student requiring hospitalization is referred to nearby Milton Hospital.

Prior to matriculation, all Students are required by Massachusetts State Law to submit immunization records completed by their healthcare provider. Students will not be permitted to move into the residence halls without this documentation. In addition, the student must have a current physical (within one year) on file with Health Services. State Law requires every full-time student enrolled in an institution of higher learning to participate in a qualifying student health insurance program (QSHIP) or in a health benefit plan with comparable coverage.

Substance Abuse & Wellness Education

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

If you have questions, think you might know someone who has a problem with alcohol, drugs or stress and you don't know what to do, or would like to get more information and be involved, please feel free to contact Michelle McGraw, the Coordinator of Substance Abuse and Wellness Education, at mdevoe0314@curry.edu, or 617-333-2163.

Spiritual Life

The Office of Spiritual Life offers programming and resources to support and nurture the spiritual and religious well-being of all students. Activities and programs include presentations and discussions on a variety of spiritual or religious topics- as well as stress reduction meditation and activities., Worship services (Catholic Mass, , Shabbat services, Ash Wednesday and Holy Week services, Passover Seder, Muslim prayer, Bible study, etc.) are held in The O'Toole Chapel, located on the second floor of the Student Center.

Information and transportation are also available for students seeking off-campus places of worship in the Curry College neighborhood. If you would like more information or to explore specific spiritual questions or needs, such as dealing with grief and loss, please contact Terry Hofmann, Director of Spiritual Life, at thofmann0210@curry.edu, or 617-979-3532.

Public Safety

The Curry College Department of Public Safety's mission is to provide a safe and secure environment for the entire community. This encompasses all students, employees and everyone that visits the campus. Public Safety is everyone's responsibility; we ask the entire Curry College Community to get involved. The department provides services 24 hours a day, seven days a week.

Motor Vehicles

Entering, first-year resident students are not permitted to have vehicles on campus. On campus parking privileges are for upper-class students only. Students who have completed two (2) full semesters at Curry College or have at least 24 credits of study may have a vehicle on campus. A transfer student who has spent two (2) semesters as a full-time matriculating student at an accredited institution of higher education will be allowed a vehicle on campus during his or her first semester. Curry's parking policy reflects our commit-

ment to wanting first-year students to become truly engaged in and contribute to the academic and community life of the college. We believe that vehicles represent an unhelpful distraction for first-year students.

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

Recreation & Intramurals

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

Student Conduct

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

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

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

Conduct Process. The College wishes to encourage students to communicate openly and to benefit from this process. Please refer to the Student Handbook for a full description of the Student Conduct process and a list of College policies.

The Office of the Registrar

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

Student Academic Information and Records

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

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

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

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

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

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

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

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

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

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

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

Directory Information

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

Age of Majority

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

Student Persistence Information

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

Office of the Registrar
Curry College
1071 Blue Hill Avenue
Milton, MA 02186

Academic Transcripts

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

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

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

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

Change of Address

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

Classification of Students

Matriculation/Degree Candidacy

A degree student is one who has been accepted to become a candidate for the baccalaureate degree.

Full-time/Part-time Status

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

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

Continuing Education Students

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

Class Standing

Class standing is determined as follows:

First Year	0-29.5 credits earned
Sophomore	30-59.5 credits earned
Junior	60-89.5 credits earned
Senior	90 or more credits earned

UNDERGRADUATE Degree Requirements

I. Bachelor of Arts (B.A.) Requirements: 120 credits

A. General Education Curriculum
B. Major requirements as listed, or Individually Initiated Major
C. 2.00 cumulative GPA

II. Bachelor of Science (B.S.) Requirements: 120 credits

A. General Education Curriculum
B. Major requirements as listed
C. 2.00 cumulative GPA
D. Nursing Major Only: Satisfactory completion of standardized testing requirements for nursing.

III. Candidates for graduation from Curry College must have a minimum of 30 credits in the classroom as matriculated students. A minimum of 12 credits must ordinarily be coursework in the area of the major.

IV. Students may follow an educational program based on any of the catalogs in effect while they are matriculated students at the College. Nursing students will follow the educational program in effect when they entered as first year students; transfer students and out-of-sequence nursing students will follow the educational program for the class which they are joining.

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

GENERAL EDUCATION CURRICULUM

	REQUIREMENT	CREDITS	
First Year Core Requirements ***15-16 credits*** *credits To be completed by the time a student reaches 45 credits. Nursing students must complete the Quantitative Literacy/Math requirement by the time they reach 60 credits Transfer Category 2 students are not required to complete the First Year Inquiry requirement.*	First Year Inquiry with ePortfolio development and info literacy Reading Writing & Research I Reading Writing & Research II Communication Quantitative Literacy/Math	3-4 credits 3 credits 3 credits 3 credits 3 credits	
Breadth Requirements – Bachelor of Arts ***19 credits***	The Sciences The Arts The Humanities The Social Sciences *Courses in Breadth will also be RWE, ILE, or QRE**	4 credits 3 credits 6 credits 6 credits	Active Learning Wellness
Breadth Requirements – Bachelor of Science ***19 -21 credits***	The Sciences The Arts The Humanities The Social Sciences Math, Science or Social Science ***Must be from different disciplines* *Courses in Breadth will also be RWE, ILE, or QRE**	4 credits 3 credits 3 credits 3 credits 6-8 credits**	Active Learning Wellness
International/Global Interdependence Requirement ***6 credits*** *3 credits can be double counted with major requirements*	Foreign Language sequence or Study Abroad or Courses with Global Focus	6 credits	
Diversity/Inclusion Requirement ***6 credits*** *3 credits can be double counted with major requirements*		6 credits	
General Education Capstone Requirement ***3 credits*** *To be taken after the majority if not all of General Education requirements are complete and within 60-90 credits*	Junior Inquiry & Integration	3 credits	

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

First Year Core

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

Transfer Category 2 students are not required to complete the First Year Inquiry requirement.

First Year Inquiry – GEN 1000 - 3-4 credits

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

Breadth

These courses introduce students to the range of disciplines that make up our General Education curriculum: the Arts, the Humanities, the Sciences, and the Social Sciences.

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

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

Breadth courses cannot be double counted with courses in the student's major.

Breadth courses may be double counted with prerequisites and related requirements in the student's major.

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

International/Global Interdependence

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

Diversity

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

Junior Inquiry and Integration – GEN 3001 - 3 credits

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

Active Learning

Active Learning emphasizes the integration of a student's classroom learning with learning that occurs when they become part of a community of practice. The Active Learning requirement can be fulfilled through curricular and co-curricular options. A student may fulfill the Active Learning requirement by completing a 3 credit Active Learning course, by completing two 1-2 credit Active Learning courses, by completing one 1-2 credit Active Learning course and one approved Active Learning co-curricular activity, or by completing two approved Active Learning co-curricular activities in two different semesters. For details on the co-curricular options for fulfilling this requirement, please contact your academic advisor. Active Learning coursework may double count with coursework in the student's major.

Wellness

The Wellness requirement encourages to think about wellness in a holistic and life-long fashion. Wellness includes, but is not limited to physical, emotional, mental, and spiritual health. The Wellness requirement can be fulfilled through curricular and co-curricular options. A student may fulfill the Wellness requirement by completing a Wellness course or two approved Wellness co-curricular activities in two different semesters. For details on the co-curricular options for fulfilling this requirement, please contact your academic advisor. Wellness coursework may double count with coursework in the student's major.

e-Portfolio

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

TRANSFER STUDENT REQUIREMENTS

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

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

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

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

12 credits	FY CORE (excluding First Year Inquiry)
3-4 credits	Science
3 credits	Arts
3 credits	Humanities
3 credits	Social Science
3 credits	Global/International
3 credits	Diversity
3 credits	JYI
	Wellness
	Active Learning

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

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

Without Associate's degree

3 credits	RWE
3 credits	ILE
3 credits	QLE
3 credits	JYI

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

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

With Associate's degree

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

INDIVIDUAL VARIATIONS

Double Majors

(1) If a student is double majoring in fields which do not both confer the same type of degree (Bachelor of Arts, Bachelor of Science), the student must select one of their majors to be their "primary" major. The student will then adhere to the General Education track appropriate for that major/degree, and this will be the degree conferred at graduation. (2) Should a student not complete both majors, he or she will be responsible for all of the Gen Ed requirements associated with the major completed. (3) Students who are double majoring can double count a total of 4 courses in Gen Ed and their majors in addition to the double counts already allowed in the First Year Core, Active Learning, and Wellness. The double counting could occur in 1 of the following combinations: (3a) 2 Breadth courses and 1 Diversity and 1 Global course could double count with requirements in the major. (3b) 2 Diversity and 2 Global courses (1 in each major) could double count with requirements in the major.

Credit by Examination

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

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

General guidelines (consult appropriate office for special circumstances):

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

Equivalent Credit and Life Experience Credit

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

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

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

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

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

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

The applicant must demonstrate to the Committee the liberal arts educational value of the experience(s). Upon such satisfactory demonstration, the Committee will recommend to the faculty the allocation of credit. The Committee focuses its evaluation on a formal, written expository document in which the student articulates and evaluates the learning which has taken place. **The quality of**

this document in large part determines the credit worthiness of the proposal, as contrasted with the quality of the life experience itself.

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

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

Evaluation for Early Graduation

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

Study Elsewhere

Curry is committed to assisting students in achieving a personally fulfilling education, one which enables them to develop existing areas of interest and skill, and to explore new areas. This includes the possibility of study abroad and study at other colleges, both during the academic year and the summer through short-term programs led by Curry College faculty, through exchange partnerships, or through programs offered by third party providers.

Study abroad enhances the student's academic preparation in specific areas, such as foreign languages, politics and history, English, and the fine and applied arts, as well as more specific interests, such as comparative education techniques, international broadcasting, international business and trade, and the international impact of environmental issues. It also serves to broaden the student's general perspective on a world which is becoming increasingly interconnected.

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

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

For specific information concerning study abroad and study at other academic institutions, contact the Academic Enrichment Center (AEC).

REGISTRATION & COURSE SELECTION PROCEDURES

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

Choosing 1. During COURSE SELECTION, students choose courses for the following semester in consultation with their advisors. Students register for their desired courses on the Curry Web Information System (CWIS).

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

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

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

A. Course Selection

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

The normal number of credits per semester is 15-18. To carry more than 18 credits, a student must obtain approval of the Registrar. In addition, a statement of responsibility form must be completed and signed by the student at the Office of the Registrar.

Any credits over 18 which remain on the student's course schedule after the last day designated for course changes without fee will be billed to the student's account, unless the additional credits are no more than 1.5 and are the result of a learning skills (PAL) course, or are the result of an Honors Scholars Program course and a petition has been submitted by the director of the Honors Scholars Program and approved by the Provost. The additional tuition charge for each course credit in excess of 18 in any one semester is $1,262/credit.

B. Registration/Check-In

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

C. Schedule Changes (Add/Drop)

Add/drop forms are available in the Advising and Registrar's Offices; completed forms must be submitted to the Office of the Registrar.

1. During the add/drop period (first 14 calendar days after Check-In), students may add or drop courses from their schedules without penalty or fee. The first week of Add/Drop takes place online. The signature of the instructor and advisor for an add and the advisor for a drop are required during the second week.
2. Withdrawing from a course: Students may ordinarily withdraw from courses up to the 10th week of classes. The following conditions pertain:
   a. The student must obtain the signature of the advisor and instructor.
   b. A course withdrawal fee of $10 will be assessed to the student's account.
   c. A "W" will be recorded for each course dropped.
   d. Financial obligations (course tuition, lab fee, etc.) will not be waived for any course dropped after the first three weeks of a semester.
   e. Not attending a course does not constitute an official course withdrawal. Unauthorized withdrawal may result in a failing grade for the student.

D. Summer School or Concurrent Registration at another Institution

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

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

Attendance

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

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

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

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

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

Academic Integrity

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

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

I. Academic Integrity

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

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

1. Academic dishonesty includes:

- **a) Cheating -** is using or attempting to use any materials, information, notes, study aids or other forms of assistance —human, digital or otherwise—during in-class or take-home quizzes, examinations or assignments of any kind without the prior consent of the course's instructor.
- **b) Plagiarism -** is intentionally or carelessly presenting the work, ideas, representations and/or words of another person as one's own, without proper attribution and citations in accordance with academic and discipline-specific standards. This would also include purchasing or using another person's work.
- **c) Fabrication -** is the use of invented, counterfeited, altered or forged information in assignments of any type, without the prior consent of the instructor.
- **d) Multiple Submission -** is the submission of the same or substantially the same work for credit in two or more courses, without the prior written approval by the instructor of the current course. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution.
- **e) Complicity -** is assisting or attempting to assist another person in any act of academic dishonesty.
- **f) Misconduct in Research and Creative Endeavors -** is any

deviation from the accepted professional and ethical practices within a discipline, or from the policies of the College, in carrying out, reporting, publishing or exhibiting the results of research. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation.

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

II. Process for handling alleged violation of this policy:

1. Conference with the Student

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

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

2. Reporting of Violation

- **a.** Once an instructor determines that an undergraduate student has violated the Academic Integrity Policy, the instructor will report the violation through the Academic Alert System, which sends a sends notification to the student, and the Academic Success Coordinator in the Academic Dean's office. In the case of a graduate student, the instructor will report the violation to the Graduate Program Director, who may send a notification to the Assistant VP for CE/Graduate Studies.
- **b.** The Academic Dean's office will maintain these files in the event of any future violations of the Academic Integrity Policy, so that further actions can be taken.

3. The instructor may impose one or more of the following:

- **a. Revision of Work.** A requirement that the student revise or replace the work in which the violation of the Academic Integrity Policy occurred. The instructor may assign a deferred grade pending the replacement or revision of the work.
- **b. Reduction in Grade.** The grade on the assignment or in the course may be lowered.
- **c. Failure of Course**

III. Appeal of an Alleged Violation

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

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

Classroom Recording Policies

Preamble

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

Student-Created Classroom Recordings

Students who wish to use audio or video technology to record classroom activities must request permission, in writing, from the professor by completing the Classroom Recording Agreement. The professor has the discretion to allow or disallow such recording. Both the Classroom Recording Agreement form and a summary of the laws cited above may be obtained at the Academic Affairs office or on the portal.

Students who are granted permission must agree to the following conditions:

- i. No classroom recordings will occur until the Classroom Recording Agreement form is signed by both the faculty member and the student involved;
- ii. Classroom recordings may not be shared by any means with anyone without the professor's written agreement;
- iii. Classroom recordings may not be uploaded, or made

available through any technological medium unless otherwise stipulated in the syllabus;
iv. Use of the recordings for anything other than the permitted use is strictly prohibited;
v. All recordings will be destroyed within 7 days of the scheduled final exam at the conclusion of the semester in which the course was taken, unless otherwise stipulated to in writing by the professor.

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

Faculty-Generated Recordings

Any faculty-created recordings designed to be used by students as part of coursework are subject to the following conditions:

i. Classroom recordings may not be shared by any means with anyone without the professor's written agreement;
ii. Classroom recordings may not be uploaded, or made available through any technological medium unless otherwise stipulated in the syllabus;
iii. Use of the recordings for anything other than the permitted use is strictly prohibited.

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

GRADES & GRADE POINTS

Grades and grade points are as follows:

Grade	Grade Point	
A	4.0	Excellent achievement of course goals
A–	3.7	
B+	3.3	
B	3.0	Good achievement of course goals
B–	2.7	
C+	2.3	
C	2.0	Adequate achievement of course goals
C–	1.7	
D+	1.3	
D	1.0	Minimal achievement of course goals
D–	0.7	
F	0	Failure to achieve course goals (or for lack of attendance and failure to respond to mid-semester deficiency notification by officially withdrawing from course)
IN	-	Incomplete
P	-	Pass in Pass/Fail and Grade/Pass/Fail Option courses
W	-	Withdrawal
AU	-	Audit (no effect on GPA)
CEU	-	Continuing Education Unit
NG	-	No Grade
TCR	-	Transfer Credit
I	-	I – Followed by a letter grade indicates an Incomplete changed to a grade
PP	-	Proficiency Credit (no effect on GPA; credits count toward graduation)
PX	-	Proficiency Failure (no effect on GPA; no credit earned)
SP	-	Special (e.g., Equiv. Ed. explained below)

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

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

MIDTERM ASSESSMENTS

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

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

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

Incomplete Course Status

The incomplete is an administrative designation that means a course instructor has agreed to a specified extension of time -with a due date no longer than the last class day of the following semester- based on the traditional Fall & Spring academic calendar -within which a student may complete a course.

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

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

When the instructor grants an incomplete, he or she will specify on the contract precisely what must be achieved to complete the course; will specify a deadline for resolving the incomplete, which may be shorter than the last class day of the following semester- based on the traditional Fall & Spring academic calendar; will provide a copy to the student; and will submit a copy to the Office of the Registrar.

The incomplete must be resolved by the last class day of the following semester, based on the traditional Fall & Spring academic calendar, or by the earlier date specified by the professor. The

incomplete is resolved to a letter grade when the course instructor submits an incomplete resolution form to the Registrar, at which time the grade will be included in the student's overall grade point average. An unresolved incomplete will be recorded as an F. Please note: If an incomplete is unresolved at the time of a student's degree conferment, this unresolved incomplete will be recorded as an F.

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

Placement Testing

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

Writing:

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

Mathematics:

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

Repeating a Course

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

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

Grade/Pass/Fail Option

A student may choose to take up to a maximum of four courses on a Grade/Pass/Fail (GPF) option during their academic career. Only one GPF course can be taken during a semester. Under this option, a student may specify a minimum course grade of "D-" or higher* by contract with the course instructor.

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

The GPF is not an option in courses in the student's major, except field experience courses that may be part of the major. Only one "P" grade may be used in a minor. *Please note: When exploring the GPF option, students must confirm any minimum course grade requirements with individual departments and programs. The GPF is not an option in credit-bearing graduate courses.

Grade Reports (midterm and final)

Semester grades and midterm assessments are available online to students. Students are notified when grades are available for viewing. While matters concerning grades are communicated directly to the student, the College recognizes that there may be cases where designated family members may wish to view grades. In accordance with The Family Educational Rights and Privacy Act of 1974 as amended, Curry College will normally provide a copy only with the student's written authorization. If they choose, students may provide consent to allow designated individuals to access their grades online via creation of accounts for these individuals through the Family Portal. If requested, we may release information without a signed release from the student to a parent of a student who is a dependent as defined by the I.R.S. A copy of the income tax return is required if not already on file at the College.

Semester and Cumulative Averages

Grade points for a course are determined by multiplying the number of credits by the number of points for the course letter grade (see list on page 22). To determine the grade point average (GPA) for an individual semester, divide the total grade points earned by the number of graded credits carried. To determine the cumulative grade point average, divide the total number of grade points earned by the total number of graded credits carried. Along with other requirements for graduation, a student must have a 2.00 cumulative average.

Requirements for Graduating with Honors

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

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

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

announced until all degree requirements are complete. Honors will be noted on the diploma and transcript following degree completion.

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

Participation in Commencement

Curry College awards degrees three times during the academic year in August, December, and May. The Commencement ceremony is held in May only. All students, undergraduate and graduate, who complete their degrees during a current academic year and who are otherwise in good standing with the College are eligible to participate in the May Commencement ceremony. Please see the section regarding degree completion requirements on page 12. Undergraduate students who have not completed all of their degree requirements may participate in the May Commencement ceremony if they meet all of the following guidelines. To participate in Commencement, students must have a minimum cumulative grade point average of 2.00, must be in good financial and judicial standing with the College, and must be within four (4) credits of degree completion. Degree completion in this case means that the student must be within 4 credits of meeting all requirements for the degree, not just the total of 120 credits. Graduate students must have completed all degree requirements to be eligible to participate in the Commencement ceremony. A student may only participate in one Commencement ceremony, unless graduating with a higher level degree.

Alexander Graham Bell Honor Society

The object of this society, named for the famous inventor who was an early chancellor of the College, is the promotion and recognition of academic excellence at Curry. Membership is limited to 5% of the junior class and 10% of the senior class who have a cumulative grade point average of 3.50 or higher. Fulltime traditional students must have completed at least 30 graded credits at Curry. Continuing Education and part-time traditional students must have completed, or be registered to complete, 45 credits over four semesters at Curry College and have earned a GPA of 3.50 or higher. Students must also be active citizens either at Curry or in their local communities.

Academic Standing

A. Dean's List

To qualify for Dean's List

1. Full-Time Students must:
   a. be matriculated and carrying 12 or more graded credits for the semester
      - When the semester coursework includes credits required in a major that are offered only on a Pass/Fail basis and thus results in fewer than 12 graded credits, a student will continue to qualify for the Dean's List when all other criteria are met.
   b. earn at least a 3.30 grade point average for the semester;
   c. have no Incompletes and earn no grade lower than a "C" for the semester.
2. Part-Time Students must:
   a. be matriculated, carrying 6-11.5 graded credits for the semester;
   b. must have earned a cumulative total of 15 graded credits at the College in consecutive semesters as a part-time student;
   c. earn at least a 3.30 grade point average for the semester;
   d. have no Incompletes and earn no grade lower than a "C" for the semester.
3. If Incompletes are made up prior to the date on which final grades for the succeeding semester are due, students who then qualify for the Dean's List will have the notation entered into their permanent record.

B. Satisfactory Progress to Degree Completion

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

C. Undergraduate Academic Standing Policy

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

Good Academic Standing

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

Academic Standing Measured by Grade Point Average

A student is in good academic standing when his or her academic record meets the standards below according to *attempted credits and cumulative GPA:*

0 to 18.99 attempted credits	at least a 1.5 cumulative GPA
19 to 59.99 attempted credits	at least a 1.8 cumulative GPA
60 or more attempted credits	at least a 2.0 cumulative GPA

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

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

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

Academic Standing Measured by Cumulative Credits

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

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

Academic Warning

A student is placed on Academic Warning if:

- the semester GPA is below 2.00

or

- less than 75% but more than 67% of attempted credits have been completed.

A student on Academic Warning may be required to subscribe to an individualized achievement plan.

Academic Probation

A student is placed on Academic Probation if:

- the cumulative grade point average is below the standard for good academic standing,

or

- less than 67% of attempted credits have been completed.

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

Participation in Varsity Athletics

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

D. Graduate Academic Standing Policy

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

Good Academic Standing

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

Minimum Grade in Each Course

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

Minimum Grade Point Average

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

Cumulative Credits

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

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

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

Academic Review

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

Academic Eligibility for Financial Aid

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

Summer and Intersession Courses

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

E. Academic Dismissal

A student is subject to dismissal from the College if his or her academic record does not meet the standards for good academic standing during the semester of probation. A dismissed student

is expected to be ineligible for re-admission for at least one year.

Appeals

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

F. Academic Reinstatement

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

G. Academic Petitions

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

H. Alleged Academic Dishonesty Appeals

Appeals process/guidelines can be found under the Academic Integrity section on page 19.

I. Grade Appeals

A student has the right to dispute a final grade or an allegation of academic dishonesty by means of the following appeals process:

Conditions of the Appeals Process

- Only final qualify for the appeals process. Responsibility for all other evaluations of academic achievement lies with the course instructor as stipulated in the course syllabus and in accord with College policies.
- The appeals process is initiated by consulting the Academic Success Coordinator, who is responsible for its administration, within thirty (30) calendar days of the beginning of the semester following the one in which the student was awarded the disputed grade.
- At all points in the process, both parties will be notified of all meetings and will have the opportunity to submit a written response. Both the student and the instructor involved will be notified of and have the right to attend all relevant meetings (both may be asked to absent themselves for the final discussion and vote).
- Both the faculty member and the student has the right to choose a faculty member to be present and participating at all points in the process.
- The Grade Appeal Form, available from the Academic Success Coordinator, must be used to initiate the Appeals Process. At the conclusion of the appeals process, the original completed form must be submitted to the Office of the Registrar along with documentation of the final outcome, all of which will become part of the student's permanent academic file.

Steps in the Grade Appeals Process:

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

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

3. If the issue continues to require resolution, the student, with the assistance of the Academic Success Coordinator or Advisor for CE students, may submit the Grade Appeal Form (available from the Academic Success Coordinator, or Advisor for CE students) with all necessary documentation to the chair(s) of the Academic Division(s)/Department(s) offering the course with in two (2) weeks with a request that the issue be placed on the agenda at the next scheduled Division/Department Meeting.

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

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

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

Withdrawal from the College

A degree candidate wishing to withdraw from the College must do so by completing the online Withdrawal Request, available by logging into his/her myCurry account. Students are responsible for notifying the College of their intent to withdraw and must do so by initiating this process. The student must clear his/her financial status with the Student Financial Services Office. In addition, all keys, library materials, and other College property must be returned to the proper authorities before official withdrawal can be certified. Until such time as all obligations are met, the College will reserve the right to indicate unofficial withdrawal and the conditions under which the student left the College. Students to be

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

Leave-of-Absence

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

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

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

To return to the College, the student must consult with the Student Affairs office and complete the Leave-of-Absence Reactivation form, available in the Office of the Registrar, at least 40 calendar days prior to the start of the semester for return. This is important both for academic and residence hall planning. Residence hall rooms are allocated on a space available basis, according to the date on which students provide room deposits and apply through the Residence Life Office.

Readmission to the College

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

Obtaining a Second Undergraduate Major

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

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

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

Continuing Registration

A student who fails to qualify for graduation as a result of outstanding incompletes which he/she expects to finish, or who has been granted permission to take an additional number of required credits elsewhere, shall be placed on Continuing Registration (CR) status for up to two (2) semesters. The CR status is intended to insure that the student will be considered for graduation and informed of graduation particulars. The student's academic record will indicate that he/she has continued his/her registration and is in good standing.

Organization of Departments and Academic Divisions

ACADEMIC ENRICHMENT CENTER
Edward Bradford, *Director*
Anne Benoit, *Coordinator*

DEPARTMENT OF APPLIED TECHNOLOGY
Maryann Gallant, Deanna Gordon, *Chairpersons*

DEPARTMENT OF COMMUNICATION
John Barrett, *Chairperson*

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

DEPARTMENT OF FINE AND APPLIED ARTS
Efram Burk, *Chairperson*

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

DEPARTMENT OF HUMANITIES
Robert Smid, *Chairperson*
English
Brian Duchaney, *Coordinator*
Foreign Language and Cultures
Jeannette DeJong, *Coordinator*
Philosophy and Religious Studies
Bette Manter, *Coordinator*

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

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

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

DEPARTMENT OF POLITICS AND HISTORY
Larry Hartenian, *Chairperson*

DEPARTMENT OF PSYCHOLOGY
Eric Weiser, *Chairperson*

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

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

WRITING PROGRAM
Lindsay Illich, *Coordinator*
Kara Provost, *Writing Center Coordinator*

MAJORS AND MINORS

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

Bachelor of Arts Majors are available in:

Biology
Business Management
Communication
Community Education
Community Health and Wellness
Criminal Justice
Design
Early Childhood Education
Early Education and Care
Elementary Education
English
Mathematics Education
Out of School Time Education
Philosophy
Politics and History
Psychology
Sociology
Special Education
Studio Arts

Bachelor of Science Majors are available in:

Accounting
Biochemistry
Biology
Information Technology
Nursing
Public Health and Wellness
Software Development

The career potential of these majors may be supplemented by special concentrations in:

American Literature
British Literary Heritage
Communication Studies
Corporate Communication
Creative Writing
Early Intervention
Entrepreneurship
Film
Finance
Gerontology
Human Resources
Marketing
Multimedia Sports Journalism
Professional Writing
Public Relations
Radio/Audio Production
Sports and Recreation
Sports/Youth Recreation Programming
Substance Use Counseling
Survivor/Witness/Victim Advocacy
Television/Digital Video
Theatre
Video Game Studies

Minors are available in:

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

Licensure is available in:

Early Childhood: Teacher of Students with and without Disabilities (Pre-K-2)
Elementary: Teacher (1-6)
Mathematics: Teacher (5-8; 9-12)
Teacher of Students with Moderate Disabilities: Special Needs (Pre-K-8)

Declaring a Major

By the end of their first two years of study, students must:

1. Declare through the Academic Advising office the subject area in which they would like to major or
2. Propose an Individually Initiated Major

Independent Coursework

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

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

(SUBJECT AREA) 4000 I, II, III, IV 3 credits
INDEPENDENT RESEARCH TITLE

To elect this course, students must have at least a 3.0 average in the subject area in which they seek to work and at least a 2.7 cumulative average.

(SUBJECT AREA) 4050 COM/SA/DES/ENG/ DANC/MUS INDEPENDENT CREATIVE TITLE
or
STUDIO WORK TITLE 1-8 credits

An independently structured tutorial course that presents junior or senior students with an opportunity to expand artistic creativity and to make significant additions to their portfolios by working individually with a member of the faculty. To qualify for this course, a student must have a 2.8 or higher average in the subject area, and must have completed nine credits at the 2000-level in the major or minor sequence. The student must also complete a course contract, in consultation with the instructor that describes educational goals, responsibilities of the registrant and the instructor, a schedule for achievement, and criteria for final evaluation. The contract must be signed by the instructor, the department chairperson, and the student, and deposited in the subject area department chairperson's office.

Independent Reading Courses

(SUBJECT AREA) 4100 1-3 credits
INDEPENDENT READING TITLE

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

Tutorials

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

Course Levels:

1000-Level: Courses introduce students to foundational concepts in the field assuming no prior college level exposure.

2000-Level: Courses appropriate for students with some exposure to the college regimen or to the discipline. Prerequisites may apply.

3000-Level: Upper level courses building on previous exposure to the discipline, most with prerequisites.

4000-Level: Senior level courses, most with prerequisites and required signatures. Includes independent reading and/or studies, internships, Honors Scholars, and practicum.

5000-Level and above: Graduate level courses.

Course Rotation

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

Fall Semester: generally offered every fall
Spring Semester: generally offered every spring
Fall and Spring Semesters: generally offered every semester
Alternate Fall (Spring) Semesters: generally offered every other fall (spring)
Offered periodically within a three-year academic cycle: generally offered within a three-year cycle
Every Year: generally offered annually, but in varying semesters
Alternate Years: generally offered every other year, but in varying semesters

Academic Enrichment

Academic Enrichment assists students with developing skills that are foundational for success in college. Providing students with an extensive support system to assist in their personal discovery and their academic pursuits, Academic Enrichment courses and services are intended to enrich and enhance students' academic experiences in college. Academic Enrichment courses have small class sizes (14) and AE instructors and support staff frequently assume the role of academic coaches in their particular areas. See page 268 for more information about Academic Enrichment support services.

AE 1000 Academic Success 1.5 credits
Spring Semester
Emphasizes the development of active learning strategies that empower students to succeed personally, academically and professionally. Students will explore the importance of making constructive choices, time and task management, note-taking, and test preparation strategies. Students are provided with a comprehensive overview of library research systems and services, and they are challenged to utilize their knowledge to develop critical reading, academic writing and presentation skills.

AE 1002 Academic Skills for the Adult Learner 1 credit
Offered periodically within a three-year academic cycle
Addresses the continuing education student's unique needs, focusing on the academic reading and writing processes. Emphasizes research writing and APA format. Teaches strategies to improve reading comprehension and note-taking skills. Helps students become more comfortable with using technology to enhance their learning. Course readings and writing assignments focus on the challenges adult learners face. Course is intended for undergraduate and graduate students who are beginning their Curry education. Advisor recommendation is strongly encouraged before enrolling in this course.

AE 1030 American Language & Culture 1 3 credits
Fall Semester
Focuses on improvement of English skills in vocabulary, writing, listening and speaking, for students whose native language is not English. Through selected readings, writing exercises and discussions, ESoL students will achieve basic English proficiency in academic writing.
Prerequisite: Requirement of Admissions Office or Permission of the Academic Enrichment Director.

AE 1040 American Language and Culture 2 3 credits
Spring Semester
Continues the focus on English language skill development for students whose first language is not English, focusing on longer essays and expository writing, using American culture and customs, and the student experience of them as compared their home couture and customs, as course subject matter.

AE 1050 Introduction to Academic Reading: Global Emphasis 3 credits
Fall Semester
Focuses intensively on the development of academic reading for non-native English speakers. Using world cultures as course subject matter, students will learn pre-reading techniques and comprehension strategies. They will also strengthen their English vocabulary, and will learn how to annotate text. Students will learn to pace themselves when reading and will improve short and long term recall of their academic coursework.
Prerequisite: Requirement of Admissions Office or Permission of the Academic Enrichment Director.

AE 1070 Discovering Boston: History of the City on the Hill 2 credits
Fall and Spring Semesters
Answers the question, "What makes Boston, Boston?" This course explores the history, culture and urban environment of the City of Boston and its peoples, focusing on selected sites which exemplify the city's intellectual, political and cultural development. Students will be expected to read a Boston-related piece of non-fiction, attend each weekly excursion and respond to each site with a written reflection, and research an area of interest for an intensive research project or paper. Particularly relevant for students who live beyond the New England area. **Fee.**

AE 1300 Competencies for Prospective Educators 1.5 credits
Fall Semester
Focuses on the development of academic competencies necessary for prospective educators who will be required to take and pass state-mandated tests in academic reading and writing skills. This course is required for all first year and transfer students who intend to apply to the educator licensure majors in Early Childhood (PreK-2), Special Needs (PreK-8) and Elementary Education (1-6). Topics in reading will include: pre-reading strategies, skill building in reading comprehension, vocabulary building, and test preparation. Topics in writing will include skill building in grammar, mechanics, summarizing, essay writing and text analysis.
Corequisite: PSY 1400.

AE 2000 Peer Teaching in the Disciplines 1.5 credits

Spring Semester

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

AE 2150 Study Abroad Seminar 3 credits

Fall and Spring Semesters

Focuses on the importance of internationalism in the twenty-first century, and on the value of study abroad experiences to increase a student's understanding of the world, and of themselves. The course examines culture from domestic and cross-cultural perspectives and students will consider aspects of living in a foreign country while studying abroad. Students will also focus on finding an appropriate study abroad program that meets their personal and academic needs. In addition, students will research the country of choice for an optimal study abroad experience. Topics will include global and self-awareness, values and culture, stereotypes and generalizations, foreign educational culture, program options for study abroad and re-integration upon return. Presentation, reading and writing skills will be enhanced, and online discussions will be ongoing as students will share what they learn as they research potential study abroad sites.

Accounting

The Bachelor of Science in Accounting Program is designed to prepare students for advanced academic studies as well as for careers in public accounting, private industry, government and non-profit sectors. With a curriculum centered around the core fundamentals of accounting, including financial reporting and analysis, managerial accounting and cost management, tax accounting, auditing and accounting ethics, and financial management, graduates of the program will be eligible to sit for professional certification (e.g., Certified Public Accountant, Certified Management Accountant). The program provides its students with a strong foundation in accounting research and communication skills; application of accounting principles through experiential learning opportunities; and an international emphasis to enable students to compete effectively in a competitive, global economy.

Program Learning Outcomes

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

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

The Accounting Program:

		Credits
Prerequisites:		
MGT 1510	Business Management I[1]	3
MGT 1511	Business Management II	3
MGT 1610	Economics: Macro	3
MGT 1611	Economics: Micro	3
ACNT 1010	Financial Accounting (Prerequisite: Math Assessment)	3
ACNT 1011	Managerial Accounting	3
		18
Major Core Requirements:		
ACNT 2010	Intermediate Accounting I	3
ACNT 2011	Intermediate Accounting II	3
ACNT 2020	Individual Federal Income Taxation	3
ACNT 2050	Accounting Information Systems	3
ACNT 3010	Cost Accounting	3
ACNT 3050	Auditing	3
MGT 2150	Quantitative Methods and Analytics[2,3]	3
MGT 2250	Business Law	3
MGT 2510	Organizational Systems and Processes	3
MGT 2520	Marketing Management	3
MGT 2570	Financial Management	3
MGT 3930	Management of International Business	3
MGT 3950	Business Ethics Seminar	3
MGT 3980	Senior Seminar: Management Policy	3
Electives at the 2000/3000-level		9
Choose three from the list below:		
ACNT 2021	Business Entity Taxation	3
ACNT 2030	Financial Statement Analysis	3

ACNT 2040	International Accounting	3
ACNT 2060	Forensic Accounting	3
ACNT 3020	Financial Planning	3
ACNT 3030	Government and Not-for-Profit Accounting	3
ACNT 3450	Accounting Internship	3
		51

Prerequisite or Corequisites:

[1] AC 2764	Business Presentations (for MGT 1510)	3
[2] MATH 1150	Statistics I (for MGT 2150)	3
[3] AC 2120	Electronic Spreadsheets: Excel (for MGT 2150)	3
		9

Requirements for the Accounting Minor:

ACNT 1010	Financial Accounting	3
ACNT 1011	Managerial Accounting	3
ACNT 2010	Intermediate Accounting I	3
ACNT 2011	Intermediate Accounting II	3
ACNT 2020	Individual Income Taxation	3
ACNT 3010	Cost Accounting	3
ACNT 3050	Auditing	3
		21

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

ACNT 1010 Financial Accounting **3 credits**
Fall and Spring Semesters

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

ACNT 1011 Managerial Accounting **3 credits**
Fall and Spring Semesters

An introduction to managerial accounting emphasizing how managers use accounting information to further organizational goals related to planning, controlling and decision-making. Topics include fundamental cost terminology, cost behavior, product costing, profit planning and budgeting, cost-volume-profit analysis, standard costs, segment reporting, differential analysis, and performance measurement techniques. Emphasis is also placed on the preparation and analysis of internal accounting reports. Ethical and international issues are discussed throughout. Required for Business Management majors.
Prerequisite: ACNT 1010.

ACNT 2010 Intermediate Accounting I **3 credits**
Fall Semester

This is the first of two courses covering the study of accounting principles and procedures essential to the preparation of financial statements with particular emphasis on the corporate form. Topics of coverage include financial statements, current assets, inventory, property, plant, and equipment, and intangible assets. IFRS and ethical issues are discussed throughout.
Prerequisite: ACNT 1011.

ACNT 2011 Intermediate Accounting II **3 credits**
Spring Semester

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

Accounting

ACNT 2020 Individual Federal Income Tax **3 credits** *Fall Semester*

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

ACNT 2021 Business Entity Taxation **3 credits**

An examination of the U.S. Income Tax structure with an emphasis on the taxation of different taxable entities with extensive coverage on corporations. The course will also include an introduction to trusts, estates and gift tax, multinational tax transactions and state and local taxes. Research, analysis and planning of tax issues are also introduced.

ACNT 2030 Financial Statement Analysis **3 credits**

This course uses a case based approach to provide students with the knowledge and skills necessary to interpret and compare financial data. Computations using basic financial ratios and other financial analysis techniques are extensively covered. An emphasis is placed on the research and analysis of a company and its industry. Forecasted financial statements are also discussed.
Prerequisite: ACNT 1010.

ACNT 2040 International Accounting **3 credits**

An in-depth study into the financial reporting and financial statement analysis of multi-national and international entities. The differences between U.S. Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) are discussed. International auditing standards, international tax and ethical considerations are also introduced.
Prerequisite: ACNT 2011.

ACNT 2050 Accounting Information Systems **3 credits** *Fall Semester*

An introduction to accounting information systems, with an emphasis on the role of technology and risk analysis. Addresses concepts and applications relating to the analysis, design and implementation of accounting systems. Students will be able to integrate both financial and non-financial information into a corporate information system. Legal and ethical issues pertaining to the use of technology in accounting are discussed throughout.

ACNT 2060 Forensic Accounting **3 credits**

Explores the foundation of Forensic Accounting and Fraud Examination. Topics of coverage include fraudulent financial reporting, fraud detection and prevention, fraud investigation techniques, valuation of businesses, lost profits analysis, and litigation support services. The legal concepts surrounding expert witness testimony are also considered. Ethical issues are identified and discussed throughout.
Prerequisite: ACNT 1011.

ACNT 3010 Cost Accounting **3 credits** *Fall Semester*

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

ACNT 3020 Financial Planning **3 credits**

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

ACNT 3030 Government and Not-for-Profit Accounting **3 credits**

An introduction to the accounting and financial reporting principles of state and local governments, colleges and universities, hospitals, and other not-for-profit organizations. Students develop an appreciation for the special accounting, budgeting, and reporting needs of these organizations. Ethical considerations are discussed throughout.
Prerequisite: ACNT 1011.

ACNT 3050 Auditing **3 credits** *Spring Semester*

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

AFRICAN-AMERICAN STUDIES MINOR

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

Requirements for African-American Studies Minor:

AFAM/P&H 2450	Introduction to African-American Cultures	3
AFAM 3900	Senior Seminar: Special Topics	3
Choose three of the following electives:		9
AFAM/P&H 2000	Contemporary Black Worlds	
AFAM/ENG 2150	African-American Literature	
AFAM/P&H 2330	African-American History	
AFAM/P&H 2492	African-American Cinema	
AFAM 3450/4100	Internship or Independent Reading	
	Total Credits	**15**

AFAM 2000 Contemporary Black Worlds 3 credits
This seminar explores culturally relevant topics in the contemporary African American world. Changing topic with each offering, students will consider African American experiences from economic, social, historical, racial, cultural, national, and global perspectives. Themes will include such topics as Black Success, contemporary black film, movements for social justice, modern African American literature etc. The specific course description will be in the course selection guide. (Same course as P&H 2000). *This course meets the General Education Diversity requirement.*

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

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

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

African-American Studies

AFAM 2492 African-American Cinema 3 credits

Alternate Years

This course will be an examination of films made by African- Americans from the early years of cinema to the present. Course will include a focus on the content of the films as well as consideration of the larger social, cultural, economic, and political context of the society in which the films were produced. (Same course as P&H 2492).

Prerequisite: Sophomore standing.

AFAM 2541 Race and Religion in America 3 credits

Offered periodically within a three-year academic cycle

The class explores some of the characteristics of African religions; slave religion, slave narratives, and their role in slave rebellions; the central role of religion in the African-American community throughout American history; the role of religion in the context of the Atlanta Compromise, Booker T, Washington vs. W.E.B. DuBois; the roles of key people such as Absalom Jones, Richard Allen, Denmark Vesey, Nat Turner, Frederick Douglass, Sojourner Truth, Marcus Garvey, Elijah Muhammad, Howard Thurman, Martin Luther King, Jr., Malcolm X, Louis Farrakhan, Jesse Jackson, James H. Cone, "womanist" thinkers writers/ theologians like Delores Williams and Emilie Townes, etc. A special focus of the course will be on the role of the black church in the struggle for civil rights, highlighting the complex relationship between Malcolm X and Martin Luther King, Jr. The role of religion in the contemporary African-American community (ies) will also be examined. The relationship between African-American religion(s), not existing in isolation, and the dominant white society will also be explored throughout the course. (Same course as PRS 2541). *This course meets the General Education Humanities Breadth requirement.*

AFAM 3050 Race, Class, Gender and Health 3 credits

Fall Semester

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

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

AFAM 3900 Senior Seminar: Special Topics 3 credits

Spring Semester

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

APPLIED COMPUTING MINOR

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

Minors

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

Applied Computing Minor:

AC 1----	One 1000 level course	3
AC -----	Four 2000/3000 level-electives	12
AC 3900	Senior Seminar: This is IT!	3
		18

Applied Computing Minor for Business Management Majors:

AC 2020 or 2025	Database Concepts or Data Management	3
AC 2120	Electronic Spreadsheets: Excel	3
AC 2764	Business Presentations	3
AC -----	Two 2000/3000 level-electives	6
AC 3900	Senior Seminar: This is IT!	3
		18

AC 1000 Navigating Your Digital World 3 credits
Fall and Spring Semesters

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

AC 1030 Communication Technology 3 credits
Fall and Spring Semesters

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

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

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

AC 2010 Identity Theft 3 credits
Offered periodically within a three-year academic cycle

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

Applied Computing

AC 2020 Database Concepts 3 credits

Fall Semester

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

AC 2025 Data Management 3 credits

Fall Semester

Explore techniques for using database applications in management environments. Students will learn basic database design, usage and analysis.

Not open to students who have taken or are required to take AC 2020.

AC 2050 The Art of Creating Online Content 3 credits

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

AC 2072 Digital Art 3 credits

Alternate Spring Semesters

Explores how the computer can be used as tool to make art. Through class projects, students will create both images that are generated entirely on a computer and images made by integrating traditional art making techniques with digital components. Students are encouraged to think conceptually and creatively. While developing images, students practice formal design principles and communicate their ideas visually. (Same course as DES 2072, SA 2072). **Fee.**

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

AC 2120 Electronic Spreadsheets: Excel 3 credits

Fall and Spring Semesters

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

AC 2400 The Energy of Silicon Valley 3 credits

Alternate Spring Semesters

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

Prerequisite: Junior or Senior standing and permission of instructor.

AC 2500 Cyber Crime and the Terrorist Threat 3 credits

Offered periodically within a three-year academic cycle

This course is designed to expose students to crimes involving the use of computers, involving fraud and high-tech crimes in business and government, and the emerging role of computers and the Internet in international terrorism. Students will review case studies and investigations and examine emerging law enforcement strategies to fight this crime at home and internationally. (Same course as IT/ CJ 2500).

Prerequisite: CJ 1000.

AC 2761 Digital Video Editing 3 credits

Fall and Spring Semesters

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

Prerequisite: AC 1000 or COM 1010 or permission of instructor.

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

AC 2768 HTML and Design 3 credits
Fall Semester
This course will provide students with the skills necessary to design and publish web pages. Students will learn fundamental design skills needed to create web pages. Skills will include color usage; image usage and page flow as well as the basic industry standards used by Web Designers. (Same course as DES 2768).

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

AC 2797 Digital Photography 3 credits
Alternate Years
Combining traditional techniques and contemporary digital technology, this course will seek to realize new aesthetic possibilities in photography. Students will photograph assignments designed for manipulation and enhancement in the digital darkroom and produce a final portfolio. A digital or 33mm camera is required. (Same course as DES 2797, SA 2797).
Pre or Corequisite: AC/DES 1600 or SA 1770.

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

AC 3740 Elements of Dynamic Media 3 credits
Alternate Spring Semesters
Intermediate graphic design course involving the development of strong visual and conceptual development for motion, interactive and web-based theories and technologies. Through the use of static, temporal, and interactive exploration, students will develop sensitivity and sensibility to relationships of form and content in context to dynamic media. Course focuses on concepts and ideas first, and technology second. Course addresses the appropriate use, context, and application of technology, rather than teaching technology for technology's sake. Through the process, students will design and develop their own online portfolios using web technologies involving XHTML/CSS and Flash. (Same course as DES 3740).
Prerequisite: AC/DES 1600.

AC 3775 Design and Production 3 credits
Fall Semester
In this "real world" class, students work as virtual agencies to develop projects and assignments for a client within specified budgets. Students work with actual vendors, pitch concepts and ideas and gain valuable experience in professional design. While exploring and developing design solutions for clients, students are exposed to a variety of production techniques, design and production philosophies. The class will also explore how type is used with visual elements. (Same course as DES 3775).
Prerequisites: SA 1770 and AC/COM/DES 2769.

AC 3900 Senior Seminar: This is IT! 3 credits
Spring Semester
This capstone course integrates and synthesizes the various courses within the major or minor. Students will bring together the comprehensive knowledge of the technical functions of technology with the theoretical aspects. Students will use the concepts and theories they have studied to demonstrate mastery of skills by creating a unique project that integrates their knowledge into one project. Students will be

reflective of past learning; they will determine how it can be applied within their field of study as well as how it fits into society and the liberal arts. Students will demonstrate expertise within their field. *This course meets the General Education Active Learning requirement* (Same course as IT 3900). *Prerequisites: 12 credits in 2000/3000-level AC/IT courses and senior standing.*

ART HISTORY MINOR

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

Required Courses for the Art History Minor:		Credits
AH 2910	History of Visual Arts from Paleolithic Times to the Gothic Era	3
AH 2920	History of Visual Arts from the Renaissance to Contemporary Times	3
		6
Current Electives in Art History—choose four from the following (or any other art history course at the 2000-level or beyond):		**12**
AH 2970	History of Graphic Design	
AH 2498	Film Criticism	
AH 2720	A History of Photography	
AH 2930	Contemporary Art	
AH 2935	Modern Art	
AH 2960	Non-Western Art	
		18

AH 2498 Film Criticism 3 credits
Surveys representative examples of various styles and genres of motion pictures to enable students to recognize and evaluate the creative processes and criticism that are unique to film. *This course meets the General Education Humanities Breadth and Reading/Writing Enhancement requirement.* (Same course as COM 2498).

AH 2720 A History of Photography 3 credits
Offered periodically within a three-year academic cycle
SA 2720 presents a survey of historical, philosophical, and aesthetic developments in photography since its origins in 19th century France to the present with an emphasis on global perspectives and identities. Students will be introduced to the key historical figures and the movements they were associated with. In the process, various technical processes will be covered (as well as the camera's evolution), appropriate vocabulary will be introduced, and the impact of photographic imagery upon mass culture will be examined. *This course meets the General Education International/Global Interdependence requirement.*

AH 2910 History of Visual Arts from Paleolithic Times to the Gothic Era 3 credits
Spring Semester
Examines the historical context of visual arts styles from cave paintings to the seventeenth century by analyzing major works in terms of technical characteristics, composition, and aesthetic expression. *This course meets the General Education International/Global Interdependence requirement or the General Education Humanities Breadth requirement.*

AH 2920 History of Visual Arts from the Renaissance to Contemporary Times 3 credits
Fall Semester
The analytical and historical approach to the development of modern visual art. *This course meets the General Education Humanities Breadth or International/Global Interdependence requirement.*

Art History

AH 2930 Contemporary Art 3 credits

Alternate Spring Semesters

The aim of this course is to provide the student with an understanding of the current art scene through an exposure to the many styles and ideas that have emerged in recent years. Through field trips to museums and galleries and visits from professionals in the Boston area, students will study contemporary artists from many parts of the world with an emphasis on gender and cultural balance. The focus will be on learning to appreciate the work aesthetically as well as examine how it fits into a political, historical and biographical context. A second aim of the course is to expose the student to representative examples of current critical thought.

AH 2935 Modern Art 3 credits

Offered periodically within a three-year academic cycle

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

AH 2960 Non-Western Art 3 credits

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

ASIAN STUDIES MINOR

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

Requirements for the Asian Studies Minor:		**Credits**
PRS 2150	Eastern Religion and Philosophy	3
AS 3900	Capstone Thesis	3
Choose *three* of the following electives*:		9
CHIN 1010	Elementary Chinese I (Mandarin)	
CHIN 1020	Elementary Chinese II (Mandarin)	
MATH 1170	East Asian Mathematics	
PRS 2170	Introduction to Chinese Philosophy	
PRS 2551	Traditions of SacredSound	
P&H 2120	China: Tradition and Change	
SOC 2085**	World Cultures	
		Total credits 15

*Electives must be taken in at least two different disciplines.
**These courses count toward the minor only when their content is largely Asian.

Description of Requirements for the Minor:

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

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

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

For the required Capstone course (AS 3900), students will either enroll for one semester at a cooperating college in Asia or participate in the recurrent Curry College trips to China, and will submit a thesis on their work there as it relates to their broader program of study at the College. Exceptions may be made at the discretion of the Coordinator for students who are unable—for financial or other reasons—to study abroad or attend one of the annual trips; alternate arrangements will typically entail an extensive research paper that gives expression to their particular focus of study within the Minor. AS 3900 is the only course that will bear a specific Asian Studies course designation; all other associated courses will maintain their original course listings.

Biochemistry

Biochemistry, the discipline that seeks to explain life in chemical terms, is an interdisciplinary major for students interested in working at the interface between biology and chemistry. The Bachelor of Science in Biochemistry program is designed to provide a strong background in the chemical and biological sciences preparing students in a broad range of career opportunities: biochemical research, biotechnology, graduate schools and professional schools in medicine, dentistry, veterinary sciences, pharmacy and physician assistant preparation.

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

Program General Goals:

The general goals of the Biochemistry major are to:

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

Program Learning Outcomes

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

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

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

Biochemistry Major Requirements

Requirements in Related Areas:		Credits
CHEM 1010, 1110	Introductory Chemistry I, with Laboratory	4
CHEM 1020, 1120	Introductory Chemistry II, with Laboratory	4
BIOL 1055	Introduction to Organisms	4
BIOL 1065	Introduction to Molecules and Cells	4
PHYS 2010	Physics I	4
PHYS 2020	Physics II	4
MATH 2130	Calculus I	3
MATH 2140	Calculus II	3
		Total credits = 30

Requirements for Biochemistry major:		
CHEM 2510, 2610	Organic Chemistry I, with Laboratory	4
CHEM 2520, 2620	Organic Chemistry II, with Laboratory	4
BIOL 2015	Microbiology for Science Majors (includes lab)	4
BIOL 2100	Genetics (includes lab)	4
BIOL 3030	Cell Biology (includes lab)	4
CHEM 3570, 3670	Biochemistry I, with Laboratory	4
CHEM 3580, 3680	Biochemistry II, with Laboratory	4
CHEM 2710, 2810	Physical Chemistry, with Laboratory	4
CHEM 2910	Inorganic Chemistry	3
CHEM 2030, 2130	Analytical Chemistry, with Laboratory	4
BIOL 3075	Advanced Physiology (includes lab)	4
CHEM 3800	Biochemistry, Special Topics	3
CHEM 3900	Biochemistry Seminar (3cr- 1cr per semester)	3
CHEM 4010	Biochemistry Independent Research I	3
CHEM 4010	Biochemistry Independent Research II	3
		Total credits = 55

Biochemistry Elective		
CHEM 2900	Independent Research	1-2

Biology

The study of the natural world is a study of change, transfer, and growth. Biology presents a view of the natural world that is physical, chemical, and biological, giving an integrated view of the organism and its inner operations as well as interactions with its external environment. The courses are relevant to virtually every academic discipline. There are two degree tracks available for Biology majors: a Bachelor of Science (BS) degree and a Bachelor of Arts (BA) degree.

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

BS DEGREE: This degree prepares students well for many careers within and outside of the sciences, including biomedical research, or for entry into graduate schools (Ph.D. programs) or professional schools and programs, such as medical, dental, physician's assistant, veterinary, pharmacy, nurse practitioner, or physical/occupational therapy. The BS degree is a rigorous program with much depth and a great deal of laboratory and research experience.

BS in Biology Curriculum

PREREQUISITES:		**Credits**
BIOL 1055	Introduction to Organisms (includes Laboratory)	4
BIOL 1065	Introduction to Molecules and Cells (includes Laboratory)	4
		8
CORE REQUIREMENTS FOR BIOLOGY MAJOR:		
BIOL 2015	Microbiology for Science Majors (includes Laboratory)	4
BIOL 2100	Genetics (includes Laboratory)	4
BIOL 3030	Cell Biology (includes Laboratory)	4
BIOL 3075	Advanced Physiology (includes Laboratory)	4
BIOL 3120	Evolution and Genomics	3
BIOL 4000	Research Proposal	1
BIOL 4010	Independent Research in Biology	3-6
BIOL 3900	Biology Seminar (1 credit over 3 semesters)	3
BIOL Electives (choose from the following list)		**6-8**
BIOL 2030	Human Disease	3
BIOL 2050	Animal Behavior	3
BIOL 2060	Exercise Physiology	3
BIOL 2215	Environmental Science (Includes Laboratory)	4
BIOL 2300	Bioinformatics	3
BIOL 2310	Field Ecology (includes Laboratory)	4
BIOL 2330	Aquatic Biology (includes Laboratory)	4
BIOL 2900	Independent Research in Biology	1-2
BIOL 3210	Advanced Environmental Science	3
BIOL 3300	Biotechnology (includes Laboratory)	4
CHEM 3570/3670	Biochemistry I (includes laboratory)	4
BIOL 3050	Immunology	3
BIOL 3060	Cancer Biology	3
		32-37
REQUIREMENTS IN RELATED AREAS:		
CHEM 1010, 1110	Introductory Chemistry I, with Laboratory	4
CHEM 1020, 1120	Introductory Chemistry II, with Laboratory	4
CHEM 2510, 2610	Organic Chemistry I, with Laboratory	4
CHEM 2520, 2620	Organic Chemistry II, with Laboratory	4
PHYS 2010	Introduction to Mechanics, with Laboratory	4
PHYS 2020	Electricity and Geometric Optics, with Laboratory	4
MATH 1150	Statistics I	3
MATH 2130	Calculus I	3
MATH 2140	Calculus II	3
		33

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

BA DEGREE: This degree offers students more flexibility, with a broader and more well-balanced coverage of Biology. It allows students to customize their degree to their specific interests and career goals. Students with this degree will be well prepared for many careers and fields of graduate work; this includes, for example, environmental/sustainability, education, and writing in the sciences.

BA in Biology Curriculum

PREREQUISITES:

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

REQUIREMENTS FOR BIOLOGY MAJOR:

Core Requirements

BIOL 2100	Genetics (includes Laboratory)	4
BIOL 3120	Evolution and Genomics	3
BIOL 3900	Biology Seminar (1 credit)	1

Students must complete a minimum of 16 additional BIOL credits at the 2000/3000-level according to the following criteria.
A minimum of 3 credits must be taken at the 3000-level in addition to BIOL 3120.

Choose at least *one* from:

BIOL 2015	Microbiology for Science Majors (includes Laboratory)	4
BIOL 2300	Bioinformatics	3
BIOL 3030	Cell Biology (includes Laboratory)	4
BIOL 3300	Biotechnology (includes Laboratory)	4
CHEM 3570/3670	Biochemistry I (includes laboratory)	4
BIOL 3060	Cancer Biology	3

Choose at least *one* from:

BIOL 2050	Animal Behavior	3
BIOL 2215	Environmental Science (Includes Laboratory)	4
BIOL 2310	Field Ecology (includes Laboratory)	4
BIOL 2330	Aquatic Biology (includes Laboratory)	4
BIOL 3210	Advanced Environmental Science	3

Choose at least *one* from:

BIOL 2030	Human Disease	3
BIOL 2060	Introduction to Exercise Physiology	3
BIOL 2520	Nutrition	3
BIOL 3050	Immunology	3
BIOL 3075	Advanced Physiology (includes Laboratory)	4
		24

Other Electives:

BIOL 2900	Independent Research in Biology	1-2

REQUIREMENTS IN RELATED AREAS:

CHEM 1010, 1110	Introductory Chemistry I, with Laboratory	4
CHEM 1020, 1120	Introductory Chemistry II, with Laboratory	4
CHEM/PHYS	Electives (2000 or 3000 level), with Laboratory	8
MATH 1150	Statistics I & MATH 1190 (College Algebra) or MATH 2130 (Calculus I)	6
		22

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

BIOL 1055 Introduction to Organisms 4 credits
Fall and Spring Semester
This is one semester of a two semester full year core course in biology. This semester we begin by studying the importance of evolution as the basic organizing principle of biology. We then consider the biology of the whole organism, focusing on the most important animal phyla, and look at four animal organ systems. The major plant phyla are also covered, and we finish with a review of biological communities and ecosystems. Lecture and laboratory. Laboratory required for all students. **Fee.**

BIOL 1057 Life Science for Educators 4 credits
Fall and Spring Semesters
This course introduces the fundamental concepts of biological science as designed in the Massachusetts Subject Matter Knowledge Standards. Topics include: scientific inquiry, ecology, microbial, plant and animal physiology and evolution, biological chemistry, cell structure and function, biochemistry of energy transformation, Mendelian and molecular genetics. Laboratory and lecture.

BIOL 1065 Introduction to Molecules and Cells 4 credits
Fall and Spring Semesters
This is one half of a full-year course introducing the overarching themes of Biology. This semester, we will focus on the smallest unit of life – cells, and the molecules that comprise cell structure and function. We will begin with a discussion of chemistry, and build upon that knowledge to cover molecules of increasing complexity. We will cover the parts of the cell and their functions, and discuss how cells use energy. Finally, we will discuss how cells transmit information to the next generation through DNA, and how incremental changes in DNA over time contributes to the diversity of life and evolution of new species. These topics will be explored through the lens of past and present scientific discovery. *This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.* Lecture and laboratory. **Fee.**

BIOL 1075 Anatomy and Physiology I 3 credits
Fall Semester
The first semester of a two semester introductory course in human anatomy and physiology. Topics covered this semester include cell biology, histology, and the structure and function of the integumentary, skeletal, muscular, and nervous systems.

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

BIOL 1085 Anatomy and Physiology II 3 credits
Spring Semester
The second semester of an introductory course in human anatomy and physiology. We will study several of the major organ systems of the human body, including the digestive, respiratory, cardiovascular, urinary, reproductive, and endocrine systems.

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

BIOL 2010 Microbiology 4 credits
Fall Semester
Overview of the microbial world including microbial cell structure and function and the diversity of microorganisms.

Introduction to the fundamental concepts of microbial metabolism, genetics, the role of microorganisms in disease, immunity, and other selected applied areas. The laboratory experience will provide students with experience in aseptic techniques along with the isolation of a broad range of nonpathogenic bacteria, using selective and enrichment techniques, with microscopic, biochemical, and molecular identification. Related exercises include genetics, physiology, quantitation, and growth energetics.
Lecture and laboratory . **Fee.**
Prerequisites: BIOL 1065 or 1075/1175 and CHEM 1020/1120 or 1001/1002 or permission of instructor.

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

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

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

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

BIOL 2100 Genetics **4 credits** *Spring Semester*
Examines the principles of heredity through an historical development of the modern concept of the gene. Topics to be covered will include the works of Gregor Mendel and Thomas Hunt Morgan, cytogenetics, genetic engineering, and the application of isoenzyme electrophoresis to population genetics. Lecture and laboratory. **Fee.**
Prerequisite: BIOL 1055, 1065 and 2015, or permission of instructor.

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

BIOL 2300 Bioinformatics **3 credits** *Alternate Spring Semesters*
Technical innovations in molecular biology have allowed for large-scale measurements of DNA, RNA and proteins, three of the fundamental molecules of the cell. This has led to an explosion of "big data" biological datasets which

are often too large to be analyzed using manual analysis or standard computers. This course is an inquiry-based introduction to this interdisciplinary field of science which combines computer programming and mathematics to analyze and interpret biological data. Students will learn the fundamentals of programming for bioinformatics by analyzing real datasets. No prior experience or knowledge of computer programming or biology is required.

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

BIOL 2330 Aquatic Biology 4 credits
Alternate Fall Semesters
Covers the biology, ecology, chemistry, and physics of water. Much of the instruction in the course will be done at nearby ocean, lakes, and streams and will involve experiments such as the determination of thermal stratification and the estimation of photosynthetic rates. **Fee.**
Prerequisite: Any college science course, or permission of instructor.

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

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

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

BIOL 3030 Cell Biology 4 credits
Focuses on cells, the basic units of all organisms. Their structures and activities are examined with special emphasis on their subcellular components and interactions with their environments. In the laboratory, students employ some of the newest techniques used by researchers in the study of cells and their biology. Gaining familiarity with various experimental approaches, cell types, and types of instrumentation are the main goals. Lecture and laboratory. **Fee.**
Prerequisites: BIOL 1065 2015, 2100, plus, CHEM 1020/ 1120, or permission of instructor.

BIOL 3050 Immunology 3 credits
Offered periodically within a three-year academic cycle
This course will provide an introduction to the mammalian immune system. We will begin with an overview of innate immunity and the underlying physical, chemical and cellular defenses mammalian hosts possess to defend themselves against foreign invaders. We will then discuss the adaptive branch of the immune system, emphasizing both humoral and cell-mediated immune responses. Finally, we will study cellular and biochemical mechanisms involved in the development, education, and regulation of immune responses. Throughout the semester, the impact of defects or overstimulation of immune system components on maintaining an effective response will be highlighted.
Prerequisites: BIOL 1055, 1065, 2015, and 2100, or permission of instructor.

BIOL 3060 Cancer Biology 3 credits

Offered periodically within a three-year academic cycle

This course examines the molecular, cellular and genetic mechanisms that lead to cancer formation and explores the hallmarks of cancer in depth. In particular, the regulation of signal transduction pathways, cell cycle entry and progression, cellular metabolism and programmed cell death will be explored in detail. The course also includes hands- on experiments and extensive analysis of the primary literature. **Fee.**

Prerequisites: BIOL 2100 or permission of instructor.

BIOL 3075 Advanced Physiology 4 credits

Spring Semester

Uses the platform of the human body to explore how biological systems are built from the molecules up. This course builds upon foundational knowledge in Biology and Chemistry to explore the organization and function of cells, tissues, and organ systems. Maintenance of homeostasis is discussed in the context of both health and disease. The laboratory work explores basic physiological processes, with an emphasis on experimental design. Lecture and laboratory. **Fee.**

Prerequisites: BIOL 2100 and 3030 or permission of instructor.

BIOL 3120 Evolution and Genomics 3 credits

An exploration of the underlying process by which species arise and change through time. It traces the development of the concept of evolution via natural selection and then explores the subtleties of selection which serve to fine-tune organisms to the environment. In addition, the course addresses genomics, the study of the complete sets of DNA within organisms, and how they have changed and compare evolutionarily. Students will learn the application of genome analysis and bioinformatics in the study of evolution. In the laboratory, students learn the application of isoenzyme electrophoresis, genome analyses, and bioinformatics to the study of evolution.

Prerequisites: BIOL 1055, 1065, 2100, and CHEM 1020/1120, or permission of instructor.

BIOL 3210 Advanced Environmental Science 3 credits

Offered periodically within a three-year academic cycle

This course builds from a basis of introductory ecology and environmental science, and prepares students to undertake graduate study or enter into the workplace. The course emphasizes current environmental problems such as air pollution, toxic metals, and acidity.

Prerequisites: BIOL 2215 and BIOL 2310.

Pre- or co-requisites: CHEM 2030 and CHEM 2130.

BIOL 3300 Biotechnology 4 credits

Offered periodically within a three-year academic cycle

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

Prerequisites: BIOL 2015 and 3030, or permission of the instructor.

BIOL 3800 Advanced Topics in Biology Seminar 3 credits

Offered periodically within a three-year academic cycle

This course is designed to formally guide students to an in-depth exploration of, and engagement in, a series of specific advanced topics in biology. Focus is on current research journal literature related to theory, current applications, research questions, and methodologies. Knowledge competencies are assessed through involvement in open discussions, written assignments, and oral presentations. Topics vary from semester to semester.

BIOL 3900 Biology Seminar 1 credit

Fall and Spring Semesters

This course fosters the development of knowledge and skills used by professional scientists. The main goal is the production and delivery of professional quality written and oral reports on research in the natural sciences. Extensive analysis of primary scientific literature is central to this course and enhances students' awareness and understanding of scientific inquiry. This course also provides practical experience in developing the skills of written and oral communication used by all scientists to pursue a career in science. Students engaged in research projects also discuss their work/progress and problems that may be arising.

Prerequisites: At least 65 credits accumulated as a Biology major.

Biology

BIOL 4000 Research Communication 1 credit
Fall and Spring Semesters

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

BIOL 4010 Independent Research in Biology 3-6 credits
Fall and Spring Semesters

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

Program Level Learning Outcomes:

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

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

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

The Business Management Program:		**Credits**
Prerequisites:		
MGT 1510	Business Management I[1]	3
MGT 1511	Business Management II	3
ACNT 1010	Financial Accounting (Prerequisite: Math Assessment)	3
ACNT 1011	Managerial Accounting	3
MGT 1610	Economics: Macro	3
MGT 1611	Economics: Micro	3
		18
Major Core Requirements:		
MGT 2150	Quantitative Methods and Analytics[2, 3]	3
MGT 2250	Business Law	3
MGT 2510	Organizational Systems and Processes	3
MGT 2520	Marketing Management	3
MGT 2570	Financial Management	3
MGT 3930	Management of International Business	3
MGT 3950	Business Ethics Seminar	3
MGT 3980	Senior Seminar: Management Policy	3
MIS 1010	Technology in Business	3
ACNT/MIS/ MGT	Electives at the 2000/3000-level	6
		33

Business Management

Prerequisite or Corequisites:

[1] AC 2764	Business Presentations (for MGT 1510)	3
[2] MATH 1150	Statistics I (for MGT 2150)	3
[3] AC 2120	Electronic Spreadsheets: Excel (for MGT 2150)	3
		9

Recommended:

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

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

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

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

Requirements for the Business Management Minor:		**Credits**
MGT 1500	Principles of Business Management	3
or		
MGT 1510	Business Management I	
ACNT 1010	Financial Accounting	3
MGT 1610	Economics: Macro	3
ACNT/MIS/MGT ___	Electives at the 2000/3000-level	12
Note: The approval of A. Fabrizio must be obtained.		**21**

Requirements for the Management Information Systems Minor:	**Credits**
MGT 1500 Principles of Business Management	
or	
MGT 1510 Business Management I	
or	
MGT 2100 Small Business Concepts	3

Choose **5** *of the following electives.*

MIS 2010	Designing Business Information Systems	15
MIS 2020	Business Intelligence, Web and Social Media Analytics	
MIS 2030	Electronic Commerce	
MIS 3040	Data Mining and Management	
MIS 3050	Enterprise Systems Project Management	
ACNT 2060	Forensic Accounting	
		18

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

Requirements for the Accounting Minor:

ACNT 1010	Financial Accounting	3
ACNT 1011	Managerial Accounting	3

ACNT 2010	Intermediate Accounting I	3
ACNT 2011	Intermediate Accounting II	3
ACNT 2020	Individual Income Taxation	3
ACNT 3010	Cost Accounting	3
ACNT 3050	Auditing	3
		21

Applied Computing Minor for Business Management Majors:

AC 2025 or AC 2020	Data Management or Database Concepts	3
AC 2120	Electronic Spreadsheets: Excel	3
AC 2764	Business Presentations	3
AC ____	Two AC Electives (2000/3000-level)	6
AC 3900	Senior Seminar: This is IT!	3
Note: The approval of M. Gallant must be obtained.		**18**

5th Year MBA

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

Business Management Concentrations, Internships, and Special Projects:

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

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

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

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

Entrepreneurship/Small Business

MGT 2100	Small Business Concepts
MGT 2110	Sales Management
MGT 2120	Retailing Management
MGT 2550	Operations Management

MGT 2820 Personal Finance
MGT 3100 Advertising Management

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

Finance
MGT 2820 Personal Finance
MGT 2850 Financial Markets and Institutions
MGT 2880 Risk Management
MGT 3700 Financial Modeling
MGT 3820 Investments
MGT 3830 International Finance

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

Human Resources
MGT 2262 Employment and Labor Law
MGT 2265 Collective Bargaining and Labor Relations
MGT 2500 Human Resource Management
MGT 2511 Public Administration
MGT 2540 Employee Recruitment & Retention
MGT 3500 Employee Training and Development
MGT 3510 Leadership
MGT 3530 Total Compensation

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

Marketing
MIS 2020 Bus. Intelligence, Web/Social Media Analytics
MGT 2110 Sales Management
MGT 2120 Retailing Management
MGT 2160 Consumer Behavior
MGT 2790 Principles of Public Relations
MGT 3100 Advertising Management
MGT 3560 Global Marketing Management

One of the following may be substituted:

MGT 3450 Internship & Seminar
MGT 3900 Special Project

Sports and Recreation Management

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

One of the following may be substituted:

MGT 3450 Internship & Seminar
MGT 3900 Special Project

Residential Property Management

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

BUSINESS MANAGEMENT INTERNSHIPS:

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

Prerequisites:

l. EXP 2340, Introduction to Experiential Learning, completed with a grade of C or better;
2. A 3.00 average in Business Management;
3. A 2.75 cumulative (overall) average;
4. An approved application (see MGT 3450 description).

Note: The approval of A. Fabrizio/M. Perrault must be obtained.

Business Management

BUSINESS MANAGEMENT PROJECTS:

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

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

Sigma Beta Delta, International Honor Society for Business, Management and Administration Business
Business Management majors who demonstrate academic excellence may be invited to join Curry College's Chapter of Sigma Beta Delta. The purpose of Sigma Beta Delta is to encourage and recognize scholarship and achievement among students of business, management and administration. To be invited to join, undergraduate Business Management majors must rank in the upper 20 percent of the junior or senior class (minimum 3.40 GPA) and have earned 60 credits from Curry College. A special induction ceremony and dinner is held each spring for students who qualify for membership.

For Accounting course descriptions, please see the Accounting section on page 34.

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

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

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

MGT 1511 Business Management II 3 credits

Spring Semester

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

Required for first-year Business Management majors.

Prerequisite: MGT 1510 (with a minimum grade of C) or permission of instructor.

MGT 1610 Economics: Macro 3 credits

Fall and Spring Semesters

The study of economic analysis in theory and practice. The structure and determinants of a nation's income, employment, investment, and balanced growth. Required for Business Management majors and minors. *This course meets the General Education Social Science Breadth and Quantitative Literacy Enhancement requirements.*

Prerequisite: Math Assessment.

MGT 1611 Economics: Micro 3 credits

Fall and Spring Semesters

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

MIS 2010 Designing Business Information Systems 3 credits

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

Prerequisite: MGT 1500 or MGT 1510.

MIS 2020 Business Intelligence, Web and Social Media Analytics 3 credits

In this course we focus on analyzing certain types of big data captured on the web such as social media data, website traffic data and data about mobile application usage. We then learn how to apply the insight gathered from the analysis of data to marketing, product development, customer engagement etc. We apply a cutting edge technique called Social Network Theory to analyze data imported from online social networks. 4/5 Social Media Analysts and 9/10 Social Media Producers do not know about social network theory and so learning about this growing new area can help set students apart in the workplace. Students will also learn about website analytics and how to gain insight that can help you make better business decisions. We will focus on understanding the audience that come to your website, their interests, behavior and learn about measuring the return on investment for the different channels that bring visitors to your website. Analysis of mobile application usage will also be covered. There will be a semester long client project where students will interview clients periodically and present their recommendations at the end of the semester.

Prerequisite: MIS 1010.

Business Management

MIS 2030 Electronic Commerce 3 credits

This course provides a strong grounding in the concepts of electronic commerce and the process of selling products and services online. We will examine the technology of the internet and the emerging business models enabled by the Internet. This course will also teach students who are not programmers how to design and develop a simple e-commerce web application so that they have a better understanding of the issues associated with web development. Students will also learn about the key dimensions of e-commerce security and how technology can help secure internet communications channels and organizational data. We will discuss the features and functionality of electronic billing payment systems and consider the ethical, social and political issues raised by e-commerce. Through this experience students will gain an appreciation of the critical role that technology plays in bringing innovative products and services to the digital marketplace and enhancing the digital customer experience.

MIS 2040 Data Mining and Management 3 credits

Data that has relevance for managerial decisions is being collected at an incredible rate due to a variety of technological advances. Electronic data capture has become inexpensive as a by-product of innovations such as the internet, e-commerce, the 'internet of things', electronic banking, bar-code readers, and intelligent machines. Such data is often stored in data warehouses and data marts specifically intended for management decision support. Data mining is a rapidly growing field that is concerned with developing techniques to assist managers to make intelligent use of these repositories. This course provides a comprehensive introduction to data mining problems and tools to enhance managerial decision making at all levels of the organization and across business units. We discuss scenarios from a variety of business disciplines, including the use of data mining to support customer relationship management (CRM) decisions, decisions in the entertainment industry, and professional sports teams. We will also explore techniques for using relational database applications in management environments. Students will learn basic database design, usage and analysis.

MGT 2100 Small Business Concepts 3 credits

Fall Semester

Examines various forms for business ownership, long and short term financing, risk management, human resource management, marketing and information systems required to establish successful small businesses. Includes a review of accounting principles, budgeting and economic trends that affect small businesses.

Prerequisite: ACNT 1010.

MGT 2110 Sales Management 3 credits

Spring Semester

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

Prerequisite: MGT 1500 or MGT 1510.

MGT 2120 Retailing Management 3 credits

Fall Semester

An in-depth look at the retailing industry: a seven trillion dollar worldwide market. Retailing is the last step in the chain between manufacturer, wholesaler and customer. Examined is the importance of retailing in our lives, the monetary and social aspects of this marketplace, the opportunities for employment and management, and the inclusion and impact of the Internet on retail practices. Designed to teach the theory and practice of buying, merchandising, pricing, promotion, inventory management, customer service, location, and design of display and lighting that triggers customer interest and buying desire. Students will be asked to analyze many competitive chains, the look of the store, its pricing, the professionalism and training of its staff and to analyze web sites that are meant to mirror their bricks and mortar counterparts.

Prerequisite: MGT 1500 or MGT 1510.

MGT 2150 Quantitative Methods and Analytics for Business 3 credits

Fall and Spring Semesters

This course covers a number of quantitative techniques used to solve business problems. Topics range from network analysis as applied to project management and financial methods to techniques such as decision analysis and simulation. The objectives of the course are for the students to learn to apply the techniques discussed and for them to improve their general problem solving abilities. Required for Business Management majors.

Prerequisite: MATH 1150, AC 2120, MGT 1611, and Junior standing.

MGT 2160 Consumer Behavior 3 credits
Offered periodically within a three-year academic cycle
This course will introduce the student to the field of consumer behavior and thus the roles that consumers play in the market place. Marketers who understand the needs and wants of the consumer along with their decision making process can create a marketing mix that will best serve the market, while increasing sales and profitability. The course will introduce the consumer decision process, with emphasis on consumer decision making, product/brand perception, learning, group influences, and marketing strategy implications.
Prerequisite: MGT 1500 or MGT 1510, MGT 2520.

MGT 2250 Business Law 3 credits
Fall and Spring Semesters
Begins with a study of the historical background and sources of law, and examines the civil and criminal justice systems. Torts, contracts, government regulation of the competitive process, and consumerism are the main topics covered. Required for Business Management majors.
Prerequisite: MGT 1500 or MGT 1510.

MGT 2262 Employment and Labor Law 3 credits
Alternate Fall Semesters
An examination of the legal and economic relationships between employers and employees. Labor unions and collective bargaining are addressed in depth as are the areas of at-will employment, wrongful termination, downsizing/restructuring and employee benefits. The balance between an employee's rights to privacy and employer's right to effectively manage the business enterprise are discussed, as are discrimination laws and affirmative action.
Prerequisite: MGT 1500 or MGT 1510.

MGT 2263 Health Care Law 3 credits
Summer Semester
Examines legal and regulatory issues confronted by the health care professional in today's changing environment. Specific issues addressed include health care facility liability, staff and nursing liability, patient consent, law and the mental health patient, reporting obligations, patient rights, medical records, labor relations and hospital reorganization.
Prerequisite: MGT 2250.

MGT 2264 Sports and Recreation Law 3 credits
Alternate Spring Semesters
An examination of the law as applied to sports and recreation management. Topics addressed include contracts, player agency requirements, antitrust and exemptions, deferred compensation, workman's compensation, insurance and torts, and liability.
Prerequisite: MGT 1500 or MGT 1510.

MGT 2265 Collective Bargaining and Labor Relations 3 credits
Spring Semester
Explores the relationships between organized labor, the employees it represents, and management. Focuses on how the objectives of management and labor are influenced and determined by the existing structures and processes of collective bargaining. Using case studies and classroom exercises, students consider methods of responding to industrial disputes and controversies that challenge the management of the enterprise, and union-management perspectives on preparing, negotiating and administering the collective bargaining agreement. A main objective is to understand how various labor-management relationships affect company policy, economic status and organizational behavior.
Prerequisite: MGT 1500 or MGT 1510.

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

MGT 2320 Residential Property Management II 3 credits
Spring Semester
This course is the second part of an introduction to basic residential property management. Examination of operational and financial aspects of residential property management including budgeting and purchasing decisions, maintenance management, optimizing rents and apartment evaluation are included.
Prerequisite: MGT 2310.

MGT 2410 Sports and Recreation Management 3 credits
Fall Semester
An in-depth examination of management principles and practices applied to the sports and recreation industries including "lifestyle sports", such as health and fitness, within the recreational sports industry. The course begins with a focus on the wide scope of the sports and recreation business, and the "off field" role managers play to create value and suc-

cess for their program or business. Students will learn how to analyze, evaluate, and solve problems by applying prior training in management, marketing, finance and ethics to readings, in-class exercises, case studies, and research projects.
Pre- or corequisite: MGT 1500 or MGT 1510.

MGT 2420 Sports Facilities and Event Management **3 credits** *Spring Semester*
This course provides students with fundamental knowledge and skills in designing and managing sport and recreational facilities and organizing events. This course includes facility requirement and enhancements for both indoor and outdoor areas, planning for events from routine athletic schedules to special events and tournaments, and scheduling of facilities.
Pre- or corequisite: MGT 1500 or MGT 1510.

MGT 2500 Human Resource Management **3 credits** *Spring Semester*
A survey of the human resources management and development function. Examines how organizations plan, staff, motivate, evaluate, and develop employees to enhance productivity, advance the quality of work life, and guarantee that organizations are in legal compliance with the management of employee relations. Class topics include human resource planning, job analysis and design, recruitment and selection of personnel, administration of wages and fringe benefits, collective bargaining, and labor relations. Required for returning, transfer, and Continuing Education Management majors.
Prerequisite: MGT 1500 or MGT 1510.
Corequisite: AC 2764.

MGT 2510 Organizational Systems and Processes **3 credits** *Fall and Spring Semesters*
Analyzes the management of organizational systems, and processes. An original, field-based, team research project and presentation focused on how a "live" organization integrates systems, processes, and best practices is required. Organizational design and development concepts to facilitate effective team work, cross-functional team decision-making, and conflict resolution are examined. *Required for Business Management majors.*
Prerequisite: MGT 1500 or MGT 1510.

MGT 2511 Public Administration **3 credits** *Alternate Spring Semesters*
An overview of public organizations and their responses to the expectations and demands of the public. The managerial and organizational dimensions of government agencies, including organizational structures, personnel systems, budgeting, program evaluation and public relations are analyzed. Ethical, political and social considerations affecting operational and decision-making processes are also examined.
Prerequisite: MGT 1500 or MGT 1510.

MGT 2520 Marketing Management **3 credits** *Fall and Spring Semesters*
Develops an understanding of marketing problems and emphasizes the dynamics of successful decision-making. The vital relationships of selling, advertising, pricing, and channels of distribution are analyzed in the light of consumer and marketing behavior. *Required for Business Management majors.*
Prerequisite: MGT 1500 or MGT 1510.

MGT 2540 Employee Recruitment, Selection and Retention **3 credits**
The curriculum focuses on examining various situations, contingencies, practical tactics and techniques as they relate to your roles within a business. Students will gain an understanding of the strength and weaknesses of strategies used by business leaders and learn to assess a variety of situations regarding the most appropriate approaches in maximizing employees' performance and methods to set organizational models and strategies, thus leading to great performance. This is a practice-oriented, team based learning course.
Prerequisite: MGT 2500.

MGT 2550 Operations Management **3 credits** *Alternate Spring Semesters*
Operations management examines the way in which the work of an organization is accomplished, that is: How is a service provided? How is a product made? Process analysis is applied to both manufacturing and service businesses; alternate process structures, job shops, batch flow, assembly lines, and continuous process are examined.
Prerequisite: MGT 1500 or MGT 1510.

MGT 2570 Financial Management **3 credits** *Fall and Spring Semesters*
Studies the principles and practices of corporate financial management. Examines various analytical and forecasting techniques, the time value of money concepts, cost of capital, management of working capital, capital budgeting, evaluation of capital projects using discounted cash flow, short and long-term financing, sources and uses of cash, and current asset management. Problem solving and cases are used. *Required for Business Management majors.*
Prerequisites: : ACNT 1010 and MGT 1610.

MGT 2610 Crisis Management 3 credits

Offered periodically within a three-year academic cycle

Course will examine the challenge posed by rapid and uncertain change, particularly as a response to threats posed by domestic and international terrorism and internal crises in the workplace. Through analyzing risk, decision-making, and planning, students will use structured exercises to strategically react and plan solutions in rapid change situations. Skills needed for situational analysis, forecasting, and managing organizational responses to dramatic change will be identified.

MGT 2790 Principles of Public Relations 3 credits

Fall and Spring Semesters

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

MGT 2820 Personal Finance 3 credits

Fall and Spring Semesters

An in-depth study of personal financial decisions, which the average person can expect to confront using the life-cycle approach. Emphasis throughout the course is given to applying theoretical knowledge to practical consumer-oriented problems in financial planning which must be addressed in an attempt to achieve a chosen life style.

Prerequisite: Math Assessment.

MGT 2850 Financial Markets and Institutions 3 credits

Fall Semester

For Management students concentrating in finance who are considering careers in investment banking, money management, corporate finance or professional accounting. Will also serve students destined for other positions who need a working knowledge of financial markets and financial institutions. Combines study of institutional backgrounds and theory, with real-world applications of financial instruments and the markets they trade on.

Prerequisite: MGT 1610.

MGT 2900 Peer Tutor/Group Facilitator 3 credits

Fall and Spring Semesters

Peer Tutors/Group Facilitators participate in MGT 1510/11 and ACNT 1010/1011 classes and work with assigned groups on teambuilding; problem analysis; written reports and papers; exercise and case preparation; class presentations; and World Wide Web research during required weekly out-of-class meetings. May be repeated.

Prerequisite: Permission of A. Fabrizio.

MIS 3050 Enterprise Systems Project Management 3 credits

This course is designed to provide the student with a thorough understanding of the role that enterprise systems play in an organization. Enterprise systems are now essential infrastructure to both large corporate entitites, as well as to small-to-medium (SME) organizations, as they remove the need to have a large number of separate individual computer-based applications. Enterprise systems include Enterprise Resource Planning (ERP) systems, Supply Chain Management (SCM) systems, Customer Relationship Management (CRM) systems, Business Analytics, and other business process applications, that integrate a range of various applications into a single package. In this course students will learn how to plan, implement, and manage the integration of enterprise IS. Students will also learn to manage enterprise IS projects including how to put together a project charter, define project goals, and develop project teams, schedules, and budgets.

Prerequisites: MGT 2050 or ACT 2050 or IT 1010.

MGT 3100 Advertising Management 3 credits

Spring Semester

A study of the business and creative aspects of marketing communication as practiced in the United States and around the world. Examined are the purpose, methodology and social considerations of advertising as it impacts various media, and the public at large. Designed to teach theory and practice of advertising strategy, copy, production and media placement of television, radio, print and outdoor. Students will analyze current advertising; learn the roles and responsibilities of brand-managers, account executives, and the various departments inside corporate and agency headquarters. As a final project, students will be asked to create an advertising campaign.

Prerequisite: MGT 2520.

Business Management

MGT 3310 Advanced Property Management 3 credits

Offered periodically within a three-year academic cycle

This course examines property management considerations for condominiums, community associations, office, industrial and retail (commercial) space. It also covers lease management and negotiations, maintenance and marketing practices, and legal and fiduciary responsibilities of the commercial property manager.

Prerequisite: MGT 2320.

MGT 3320 Contemporary Issues in Property Management 3 credits

Offered periodically within a three-year academic cycle

This is the capstone course in residential property management. It will examine current issues affecting the property manager, marketing trends, demographics, legal issues and economic factors. The course culminates in the analysis of an apartment community and development of a comprehensive operational, marketing and cash flow plan

Prerequisite: MGT 3310.

MGT 3450 Business Management Internship Field Experience 1-9 credits

Fall and Spring Semesters

Provides students with "hands-on" experience working in a field placement. A learning contract and a reflection paper are required, as well as weekly meetings with on-campus supervisors, and participation in a weekly seminar. (Prior to registration for MGT 3450 an Internship application must be submitted.) *This course meets the General Education Active Learning requirement.*

Prerequisites: EXP 2340 with a grade of C, an application, and permission of A. Fabrizio/M. Perrault.

Corequisite: MGT 3450 SM.

MGT 3450SM Business Management Internship Seminar 0 credit

Fall and Spring Semesters

In weekly seminars, Interns examine job requirements, skills and abilities, create individual performance plans, and share experiences. The systems, processes, policies, and structures needed to maintain a firm's competitive advantages are also examined. Required for Management interns.

Corequisite: MGT 3450

Prerequisite: permission of A. Fabrizio/M. Perrault.

MGT 3500 Employee Training and Development 3 credits

Offered periodically within a three-year academic cycle

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

Prerequisite: MGT 2500 or MGT 2510.

MGT 3510 Leadership 3 credits

Offered periodically within a three-year academic cycle

Focuses on the nature and impact of leadership within organizations. Contemporary and historical theories of leadership are presented. Students develop their own personal philosophy of leadership. Examines how leadership can be initiated within organizations, the policy-making process, and the relationship between leaders and followers. The course is interactive; students undertake exercises and personal examination to gauge their inclinations toward various behaviors within leadership relationships; examines case studies in light of various theories and research.

Prerequisite: MGT 2500 or MGT 2510.

MGT 3530 Total Compensation 3 credits

Offered periodically within a three-year academic cycle

This course focuses on examining various situations, contingencies, practical tactics and techniques as they relate to the roles within a business. Thinking like a compensation manager, the student will gain an understanding of the strengths and weaknesses of strategies used by business leaders and learn to assess a variety of situations regarding the most appropriate approaches in maximizing employees' performance and methods to train them to great performance.

Prerequisite: MGT 2500.

MGT 3560 Global Marketing Management 3 credits

Offered periodically within a three-year academic cycle

This course will explore the opportunities and challenges in developing marketing strategies and programs for the worldwide marketplace. We will study how a firm must adapt the process of planning, producing, placing, and promoting its products globally, responding to factors like culture, macro and political climate, infrastructure and demographics. We will cover the material using a combination of lectures, case discussions, and current readings.

Prerequisites:. MGT 1610 and MGT 2520.

MGT 3700 Financial Modeling 3 credits

Offered periodically within a three-year academic cycle

This course is focused on corporate financial modeling and Is designed for students planning careers in areas such as corporate finance, private equity, venture capital, and mergers and acquisitions. the primary focus of the course is to relate the theory of finance to practical and usable spreadsheet models that will assist a financial manager with a firm's Investment and financing decisions. Students will be introduced to both simulation and optimization models as well as various forecasting techniques.

Prerequisite: MGT 2570.

MGT 3820 Investments 3 credits

Spring Semester

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

Prerequisite: MGT 2570.

MGT 3830 International Finance 3 credits

Offered periodically within a three-year academic cycle

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

Prerequisite: MGT 2570.

MGT 3900 Special Project in Business Management 3 credits

Fall and Spring Semesters

Designed to provide individuals or teams the opportunity for in-depth investigation of a special topic or final project within the context of a Business Management concentration. May be linked to a Business Management internship.

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

Prerequisite: An approved proposal and permission of A. Fabrizio.

MGT 3901 Capstone Fieldwork/Project in RPM

Offered periodically within a three-year academic cycle

This capstone course is the final required course in the RPM program. It will be scheduled during either the 15-week traditional fall semester or the 14-week summer semester. Students must file an application for the course in advance so that arrangements for the fieldwork/project can be made. The application will outline the student's learning goals, which may take the form of a special project for the company, a structured overview of company functions and departments, or a work experience within a specific department or functional area. The instructor and Program Director will match student applications with companies that have indicated a willingness to sponsor a fieldwork/project experience. The course requires students to complete a Community Assessment project, which serves as a main component of the course grade and also meets a portion of the requirements for the National Apartment Association's Certified Apartment Manager examination. Students will meet together with the instructor every other week, and will in addition spend time at their company placements working on their projects.

Prerequisites: MGT 2310, 2320, 3310, and 3320.

Note: Students who have no prior work experience may petition to substitute a traditional 120 hour internship for this fieldwork/project course. This option makes sense for students who have no prior work experience. These individuals would follow the established Curry College procedures for experiential education including taking the required prerequisite course - Introduction to Experiential Learning (3 credits) and the Management Internship and Seminar (3 credits).

MGT 3930 Management of International Business 3 credits

Fall and Spring Semesters

Focuses on the principles of international business and the characteristics, which distinguish it from domestic business. Presents a broad overview of the organizations and institutions that comprise the global economy. Topics include international trade theory and practice; international law and multilateral institutions; foreign direct investment; regional integration and trade blocks; the global monetary system and its institutions; culture and politics. Required for Business Management majors. *This course meets the General Education International/Global Interdependence requirement.*

Prerequisites: MGT 1500 or MGT 1511; MGT 1610.

MGT 3950 Business Ethics 3 credits

Fall and Spring Semesters

Explores ethical concepts and issues related to management. Case analysis and problem-solving skills are further developed in order to comprehend the ethical and legal dimensions of business relationships: employer to employee, manager to stockholder, producer to consumer, corporation to the environment. Be forewarned: this is a journey that will cross into the dark side of business and management practices. Individual goals within the context of MGT 3950 include:

- To gain insight into the impact of your values/ethics on peers;
- To learn to explain and defend positions taken by means of solid case analysis, synthesis of facts, logical thinking and persuasion;
- To develop a tolerance for diverse values or ethics.

Required for Business Management majors.

Prerequisites: Most 2000-level prerequisite and major core requirements. (May be taken concurrently with MGT 3930 and MGT 3980).

MGT 3980 Senior Capstone Seminar: Business Management Policy 3 credits

Fall and Spring Semesters

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

Prerequisites: 2000-level prerequisite and major core requirements. (May be taken concurrently with MGT 3930 and MGT 3950). Department approval required.

Chemistry

Chemistry at Curry supports and gives added dimension and background to understand the concepts involved in the study of the environment and of life itself. Chemistry courses strongly support those majoring in Biology and Biochemistry, as well as those preparing for careers in nursing, medicine and technology.

Requirements for the Biochemistry major:
See Biochemistry.

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

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

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

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

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

CHEM 1020 Introductory Chemistry II 3 credits
Spring Semester
CHEM 1120 is the second semester of a two-semester Introductory Chemistry course for science majors. This course designed to introduce students to the fundamental principles of general chemistry. We will begin with an overview of thermochemistry, with an emphasis on heats of reactions, stoichiometry, and Hess's Law. We will discuss solutions and colligative properties and examine the principles and applications of kinetics, chemical equilibrium including acid-base chemistry (buffers), free energy, redox reactions, electrochemistry and nuclear chemistry. We will end the semester reviewing the VSEPR theory and discussing hybridization.
Corequisite: CHEM 1120.
Prerequisite: CHEM 1010.

CHEM 1110 Laboratory for Introductory Chemistry I 1 credit
Fall Semester
CHEM 1110 is designed to provide hands-on laboratory experience using appropriate experiments for science majors. The laboratory exercises have been carefully selected to (1) reinforce your understanding of chemistry principles dis-

cussed in lecture, and (2) help you establish strong laboratory skills. Students will develop several laboratory techniques including gravity filtration, centrifugation, vacuum filtration and titration as they collect, analyze and evaluate experimental data and present their results in a written format. **Fee.**
Corequisite: CHEM 1010.

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

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

CHEM 2030 Analytical Chemistry **3 credits**
Alternate Years

A study of the separation, identification, and quantization of matter using wet chemical, electroanalytical, spectroscopic, and separation methods and their application to modern problem solving. Aspects of qualitative and quantitative analysis are presented for the chemical characterization of matter.
Corequisite: CHEM 2130.
Prerequisites: CHEM 1010, CHEM 1110, CHEM 1020, and CHEM 1120.

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

An introduction to laboratory techniques and principles for Analytical Chemistry. **Fee.**
Corequisite: CHEM 2030.

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

CHEM 2150 is designed to introduce students to the fundamental principles of organic chemistry. We will begin with a review of the carbon atom and its modes of bonding, followed by acids and bases as it is related to organic compounds, an overview of organic molecules and their functional groups, structure and bonding in alkanes and cycloalkanes and stereochemistry. After our study of hydrocarbons, we will study the structure, bonding and nomenclature of alkenes, dienes and aromatic hydrocarbons. We will also discuss methods of purification and characterization of organic compounds including chromatography and spectroscopy and end the semester with the study of organic reactions and introduce the mechanisms involved in SN1/SN2, and E1/E2 reactions.
Corequisite: CHEM 2610.
Prerequisites: CHEM 1010, CHEM 1110, CHEM 1020, and CHEM 1120.

CHEM 2520 Organic Chemistry II **3 credits**
Spring Semester

CHEM 2520 is the second semester of a two-semester sequence of organic chemistry designed to introduce students to the fundamental principles of organic chemistry. We will explore mechanisms, synthesis and functional groups transformation in organic chemistry focusing on nucleophilic substitution, elimination, dehydration, additions to carbon-carbon multiple bonds and electrophilic aromatic and nucleophilic aromatic substitution reactions. We will also study addition and substitution at carbonyls, substitution alpha to carbonyls, rearrangements, and polymerizations. Throughout the semester, we will discuss the characterization of each class of organic molecules studied using the spectroscopic methods NMR, IR and GC-MS.
Corequisite: CHEM 2620.
Prerequisite: CHEM 2510.

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

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

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

The second semester of a two-semester sequence of organic chemistry, this course is designed to enhance students' practical skills in the organic laboratory. We will focus on techniques, synthesis and transformation of organic molecules, qualitative analysis and applications of spectroscopy to deduce the structures of organic molecules. **Fee.**
Corequisite: CHEM 2520.
Prerequisite: CHEM 2610.

CHEM 2700 Introduction to Forensic Science **3 credits**
Fall or Spring Semester

This course will cover a variety of subjects within the field of forensic science. Topics will include: the identification and collection of evidence; the scientific methods used to identify biological and drug evidence; the use of PCR technol-

ogy in evidentiary DNA testing; and the principles behind the chemical analysis of firearms and trace evidence. Lectures will focus on scientific analysis and the application of forensic techniques to actual casework. (Same course as BIOL 2700).
Prerequisite: Any SCI or BIOL course or permission of instructor.

CHEM 2710 Physical Chemistry 3 credits
Alternate Fall or Spring Semesters
This course covers the fundamental concepts of thermodynamics, kinetics, enzyme catalysis and electrochemistry as applicable to the life sciences. Properties of solutions are covered in the context of biological systems. Concepts are reinforced and students' critical thinking skills is furthered through rigorous quantitative problem solving.
Co-requisite: CHEM 2810
Prerequisite: CHEM 1020.

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

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

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

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

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

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

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

CHEM 3800 Special Topics in Biochemistry 3 credits
Examination of advanced topics in biochemistry, particularly those from the current literature. The course content will vary according to the interests of the students and the instructor; topics covered may include enzymology and mechanisms of signaling pathways, medicinal chemistry and drug discovery, toxicology, and modern biochemical techniques.
Prerequisites: CHEM 3570 and CHEM 3580.

CHEM 4010 Independent Research in Biochemistry and Chemistry 3 credits
Fall and Spring Semesters
Independent research on a topic of current interest. Principles of both literature and experimental (field or laboratory)

and/or theoretical research are performed under a faculty member's supervision. The student will be required to investigate previous literature in the field and gain understanding of the nature of the problem/question and methodology that will be used in the investigation. Student will be required to do actual research in libraries or labs, on or off-campus; to write up a research report; to give a public oral presentation to the science division faculty and interested students. Signature of faculty supervisor and Department Chair required.
Prerequisites: Permission of area instructor. The project must begin no later than the fall of the student's senior year.

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

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

Curry Radio

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

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

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

Curry Theatre

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

Curry Speaking Center

The Curry Speaking Center is a facility where students can work with a faculty member or peer facilitator to learn and reinforce speaking skills. The Curry College Speaking Center is one of approximately 25 centers to be certified by the National Association of Communication Centers, with endorsement from the National Communication Association. The Speaking Center provides individual assistance to students at all stages in the speech preparation process. Students preparing a speech or presentation for any class may work on it at the Speaking Center. A key element in the success of the Speaking Center is the staffing by carefully selected, trained peer tutors known as Speech Associates who work one-on-one with students by videotaping practice sessions, giving feedback, and aiding students in polishing their presentations. The Speaking Center is open to any students in any course, regardless of major. It is located on the top floor of AAPC across from the elevators.

Communication

Curry College Television and Digital Video

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

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

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

Curry Film Production

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

Curry College Public Relations Student Association

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

Lambda Pi Eta

The Curry College Communication Department is proud to host a chapter of Lambda Pi Eta, the national honor society for Communication students. Lambda Pi Eta is sponsored by the National Communication Association and is an accredited member of the Association of College Honor Societies. There are currently over 400 chapters of Lambda Pi Eta worldwide.

Membership in Lambda Pi Eta is competitive, with minimum standards set nationally. At Curry College, students qualify for membership after meeting the following requirements:

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

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

Communication Scholars Program

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

COMMUNICATION MAJOR

Core Requirements:		**Credits**
COM 1010	Fundamentals of Communication	3
COM 1030	Career Speech: Voice & Articulation	3
COM 1300	Introduction to Mass Communication	3
COM 2230	Writing for Communication	3
COM 2290	Media Literacy	3
COM 3970	Communication Research & Theory	3
COM 3902	Communication Issues Seminar	3
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In the following areas, students should be guided by the concentration requirements.

Oral Communication

Choose *one* of the following:

COM 1410	Acting I	3
COM 2010	Public Speaking	3
COM 2030	Oral Interpretation	3
COM 2100	Managerial Communication	3

Written Communication

Choose *one* of the following:

COM 2200	Writing for Broadcast Media	3
COM 2210	Writing for Online and Print Media	3
COM 2220	Screenwriting for Film and Television	3
COM 2476	Scriptwriting	3
COM 2800	Publicity Techniques	3
COM 2900	Multimedia Journalism	3

Introductory Courses

Choose *one* of the following:

COM 1710	Introduction to Broadcasting	3
COM 2120	Rhetorical Criticism	3
COM 2390	Writing About Sports	3
COM 2400	Dramatic Literature	3
COM 2492	Introduction to Film: The History of Film	3
COM 2640	Video Games: A Cultural History	3
COM 2740	Television Producing and Production	3
COM 2790	Principles of Public Relations	3

Electives*:

A. 2000-level in COM___		3
B. 2000/3000/4000-level in COM___		3
C. 3000/4000-level in COM___		3
D. 3000/4000-level in COM___		3
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* A total of up to 3 credits of Practica/Directorship/Internship/Independent Studio/Improvisation may be applied to the COM Electives category.

All COM majors are required to complete an internship or to work in a departmentally-approved experiential learning position, which would also fulfill the Gen Ed Active Learning requirement. Internships require completion of EXP 2340: Intro to Experiential Learning with a grade of C or better as a prerequisite.

COMMUNICATION AREA CONCENTRATIONS

All Communication majors must declare a concentration by the time they reach the end of their third semester (must have earned a minimum of 40 credits). Suggested course groupings for each specific concentration are listed on the following pages. Students may use appropriate courses, among the courses required for the major, to meet the requirements for a specific concentration.

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

Students who have a career interest in an area not included in our concentrations may choose to pursue an Individual Initiated Concentration, and will work with a faculty advisor to craft the necessary selection of courses. See the description on page 72 on how to launch an IIC.

CONCENTRATION AREAS WITH ADVISORS

Communication Studies	Professor Barrett
Corporate Communication	Professor Sinnott
Film	Professor Ritch
Multimedia Sports Journalism	Professor Lemberg
Public Relations	Professor Wrigley
Radio/Audio Production	Professor Frank
Television/Digital Video	Professor Gibbs
Theatre	Professor Holbrook
Video Game Studies	Professor MacDougall

COMMUNICATION STUDIES Concentration

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

Required courses:		**9 credits**
COM 2020	Intercultural Communication	3
COM 2120	Rhetorical Criticism	3
COM 3650	Media, Culture and Society	3
Choose *two* of the following:		**6 credits**
COM 2112	Conflict Management	3
COM 2180	Leadership Communication	3
COM 3015	Advanced Public Speaking	3
COM 3040	Persuasion	3
Choose *one* of the following:		**3 credits**
COM 2498	Film Criticism	3
COM 2640	Video Games: A Cultural History	3
COM 3651	Sports Media	3
COM 3652	Gender Communication	3
	Total:	**18 credits**

CORPORATE COMMUNICATION Concentration

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

Required:		**15 credits**
COM 2010	Public Speaking	3
COM 2100	Managerial Communication	3
COM 2180	Leadership Communication	3
COM 2790	Principles of Public Relations	3
COM 3040	Persuasion	3
Choose *two* of the following:		**6 credits**
COM 2112	Conflict Management	3
COM 2130	Nonverbal Communication	3
COM 2320	Effective Listening	3
COM 3010	Small Group Discussion	3
COM 3015	Advanced Public Speaking	3
		Total: 21 credits

FILM Concentration

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

Required:		**9 credits**
COM 2492	Introduction to Film: The History of Film	3
COM 2493	Introduction to Film: Art and Form	3
COM 2498	Film Criticism	3
Choose *two* of the following:		**6 credits**
COM 2220	Screenwriting for Film and Television	3
COM 2700	The Business of Hollywood	3
COM 2760	Video Field Production	3
COM 2761	Digital Video Editing	3
COM 2780	Digital Documentary and Moviemaking	3
Choose *one* of the following:		**3 credits**
COM 3650	Media, Culture and Society	3
COM 3760	RED Camera Film Production	3
COM 3805	Film Topics	3
Choose *one* of the following:		**3 credits**
COM 3450	Internship in Film Production or Film Studies	3
COM 4050	Independent Studio	3
COM 4100	Independent Reading	3
		Total: 21 credits

MULTIMEDIA SPORTS JOURNALISM Concentration

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

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

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

Total: 24 credits

PUBLIC RELATIONS Concentration

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

Required:		**15 credits**
COM 2790	Principles of Public Relations	3
COM 2800	Publicity Techniques	3
COM 2900	Multimedia Journalism	3
COM 3440	Public Relations Case Studies	3
COM 3450	Field Experience in Public Relations	3

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

Choose *one* of the following		**3 credits**
COM 2769	Desktop Publishing: Adobe InDesign	3
AC 2768	HTML and Design	3

Total: 21 credits

RADIO/AUDIO PRODUCTION Concentration

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

Choose *three* of the following:		**9 credits**
COM 1710	Introduction to Broadcasting	3
COM 2200	Writing for Broadcast Media	3
COM 2762	Digital Audio Production: Pro Tools	3

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

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

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

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

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

Total: 21 credits

TELEVISION/DIGITAL VIDEO Concentration

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

Required:		**12 credits**
COM 2200	Writing for Broadcast Media	3
COM 2740	Television Producing and Production	3
COM 2760	Video Field Production	3
COM 2761	Digital Video Editing	3

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

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

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

COM 3506	Media Law and Ethics	3
COM 3550	Radio and Television Station Management	3
COM 3600	Broadcast Law	3
COM 3900	American Broadcasting Issues	3

Total: 21 credits

THEATRE Concentration

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

Required:		**17 credits**
COM 1410	Acting One	3
COM 2450	Stagecraft Concepts	3
COM 2475	Stage Crew	2
COM 2476	Scriptwriting	3
COM 3480	Theatre Supervisory Board	3
COM 3490	Directing Seminar	3
Choose *one* of the following:		**1 credit**
COM 2471	Theatre Practicum: Main Stage	1
COM 2472	Theatre Practicum: Black Box	1
Choose *one* of the following:		**3 credits**
COM 2400	Dramatic Literature	3
COM 3545	Modern Drama	3
Choose *one* of the following:		**3 credits**
COM 2410	Acting Two	3
COM 3471	Acting Behind the Mask	3
COM 3472	Children's Theatre	3
COM 3474	Musical Theatre	3
COM 3475	Stage Combat	3
COM 3470	Acting Styles	3

Total: 23 credits

VIDEO GAME STUDIES Concentration

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

Required:		**18 credits**
COM 2640	Video Games: A Cultural History	3
COM 3645	Video Games: Theory and Analysis	3
COM 2761	Digital Video Editing	3
COM 2762	Digital Audio Production: Pro Tools	3
AC 2250	Game Creation I	3
COM 3450	Internship in Video Gaming	3
Choose *one* of the following:		**3 credits**
COM 2220	Screenwriting for Film and Television	3
COM 2476	Scriptwriting	3

Total: 21 credits

INDIVIDUALLY INITIATED Concentration (IIC)

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

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

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

MINORS:

Many students like to add a Communication minor while pursuing studies in another major. This is often a good idea for students, especially in areas like Business Management, Psychology, Education, Criminal Justice, and Nursing to name a few. A minor in Communication involves taking a minimum of 15 credit hours in Communication courses at the 2000/3000 levels with at least three credits at the 3000-level.

Minoring in Communication with a Concentration:

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

Minoring in Theatre requirements:

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

COM 1010 Fundamentals of Communication **3 credits**
Fall and Spring Semesters

The theory and practice of communication from one person to another, in small groups, and before larger audiences. This course allows students to gain a basic understanding of the field of communication and develop skills and self-confidence in a variety of settings. *This course meets the General Education First Year Core Communication requirement.*

COM 1030 Career Speech: Voice & Articulation **3 credits**
Fall and Spring Semesters

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

COM 1300 Introduction to Mass Communication **3 credits**
Fall and Spring Semesters

The historical, political, and social background of the mass media. Reviews organization, current status, and future trends.

COM 1410 Acting I **3 credits**
Fall and Spring Semesters

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

COM 1510 Beginning Radio Practicum **1 credit**
Fall and Spring Semesters

Provides students with the opportunity to work on various assignments at the College radio station, WMLN-FM. Hours to be arranged outside of class. **Fee.**

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

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

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

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

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

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

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

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

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

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

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

COM 2120 Rhetorical Criticism 3 credits
Rhetoric is the study of how communication happens. As human beings, we use rhetoric all the time – whether we are aware of it or not. This course looks at rhetorical "texts" broadly speaking – advertisements, political speeches, judicial opinions, mass media, photographs, spaces and places– anything that communicates something. It explores how they construct messages that persuade, create identities, create community, and in essence, create our world.

COM 2130 Nonverbal Communication 3 credits
Alternate Years
This course will help the student develop an awareness of how nonverbal cues are used in both the sending and receiving of communication messages. Students will examine nonverbal topics such as physical appearance, movement, gestures, artifacts, facial expressions, eye contact, vocal cues, time and touch.
Prerequisite: COM 1010.

COM 2140 Social Media Communication 3 credits
Alternate Fall Semesters
Social media has taken a lead role in today's communication activities. No longer is the printed or spoken word the only means of delivering messages, inspiring thought, and shaping opinion. This course will explore the evolution of social media from email to video games and beyond. Hands-on exercises will familiarize students with the various social media platforms and foster an understanding of how social media impacts and influences all aspects of our lives.
Prerequisite: WRIT 1400.

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

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

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

COM 2210 Writing for Online and Print Media 3 credits
Fall Semester
Examines the role and history of print and online media in American society. Provides students with the opportunity to write for a variety of media, including newspapers, magazines, and the Internet. Students research and write an article for submission to a publication.
Prerequisite: Six (6) credits of 1000-level Writing/English, including WRIT 1400.

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

COM 2230 Writing for Communication 3 credits
Fall and Spring Semesters
The communication field requires specialized reading and writing skills. This course will equip students to thrive in any of the varied fields within the area of communication. Students will sharpen skills used in absorbing, analyzing, and processing information, and develop a clean and clear writing style.
Prerequisite: WRIT 1500.

COM 2290 Media Literacy 3 credits
Fall and Spring Semesters
This course is designed to teach students the knowledge and skills needed to become media literate. These skills include the ability to access, analyze and evaluate media, as well as produce specific media. This course also explores the relationship between media and economics, politics, society, and popular culture. Students will learn about different effects, theories, and issues involving media, while also examining their own views and consumption of news, information and entertainment.
Prerequisites: COM 1010 and COM 1300.

COM 2300 Mass Media Criticism 3 credits
Offered periodically within a three-year academic cycle
A critical study of the mass media, including electronic, print, and non-traditional forms of media. Focus will be on the application of principles of broadcasting, journalism, film and emerging media.
Prerequisite: COM 1300.

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

COM 2320 Effective Listening 3 credits
Alternate Fall Semesters
Examine the importance of listening in daily life. Learn to set appropriate listening goals for various content and relational communication situations. Identify, analyze and appreciate your own personal strengths. Work on ways to minimize weaknesses. Learn to cope with anxiety, listener apprehension and negative self-fulfilling prophesies. Learn the healthy communication techniques of breathing for relaxation, changing personal negative self-talk and using positive visualization.
Prerequisite: COM 1010.

COM 2330 Communication in Relationships 3 credits
Spring Semester
Students will develop knowledge and skills for better relationships at home, work and in the community. They will explore beliefs and expectations from past to present and how they affect them in the relationships they have now. Participants will learn to respond in their current relationships with more options, more awareness, greater confidence and more control. This course will use creative classroom activities such as relaxation exercises, discussion based on videos, dramatic role-playing and interviewing.
Prerequisite: COM 1010.

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

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

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

COM 2410 Acting II 3 credits
Alternate Fall Semesters
Through a series of exercises and scenes, this workshop focuses on character development, comic timing, and meaningful dialogue.
Prerequisite: COM 1410.

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

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

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

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

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

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

COM 2476 Scriptwriting **3 credits** *Fall and Spring semesters*
Employing effective approaches to comic and dramatic dialogue students will explore some of the basic components of writing for the stage, including format, treatment and storyline, learning to distinguish between the spoken and the unspoken. Scenes and short one-acts will be presented live, during Finale, at the end of the semester. (Same course as ENG 2476.)
Prerequisite: WRIT 1280 or WRIT 1400.

COM 2492 Introduction to Film: The History of Film **3 credits** *Fall Semester*
An introductory course in film, as an art form and an industry. Through the screening and analysis of several films, students will be introduced to various genres (film noir, the western, the gangster film, documentary, suspense, the musical, etc.). The major focus of the course will be the history and development of film from 1895 to the present, especially in the United States, and significant advances in film technology. *This course meets the General Education Humanities Breadth requirement and the Information Literacy Enhancement requirement.*

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

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

COM 2498 Film Criticism **3 credits** *Alternate Years*
Surveys representative examples of various styles and genres of motion pictures to enable students to recognize and evaluate the creative processes and criticism that are unique to film. (Same course as SA 2498). *This course meets the General Education Humanities Breadth requirement and the Reading/ Writing Enhancement requirement.*

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

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

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

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

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

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

COM 2580 WMLN-FM Director/ Assistant Director 2 credits
Fall and Spring Semesters
Open only to students appointed to the position of director or assistant director at WMLN-FM. Students may not enroll in practica at the same time. **Fee.**
Prerequisites: COM 2570 and permission of the Director of Radio.

COM 2590 WMLN-FM Director/ Assistant Director 2 credits
Fall and Spring Semesters
Open only to students appointed to the position of director or assistant director of WMLN-FM. Students may not enroll in practica at the same time. **Fee.**
Prerequisites: COM 2580 and permission of the Director of Radio.

COM 2620 Broadcast Sales and Marketing Research 3 credits
Offered periodically within a three-year academic cycle
A comprehensive examination of broadcast and cable advertising methods. This course covers account development, effective selling strategies, and client relations. There is also discussion of audience analysis, campaign planning, and promotion. Students will prepare sales presentations for classroom analysis.

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

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

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

COM 2740 Television Producing and Production 3 credits
Fall and Spring Semesters
Students are introduced to the basic theories of television

production while practicing production skills in the television studio. Students will produce, script, and serve as crew members on talk show programming that will air on CC8.
This course meets the General Education Arts Breadth requirement, beginning in Spring 2019.
Prerequisite: COM 1010 or permission of instructor.

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

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

COM 2761 Digital Video Editing 3 credits
Fall and Spring Semesters
This course introduces the student to the equipment and procedures used to manipulate video and audio with a computer. Hands-on projects allow students to create, mix and edit still and animated images, sounds, and video into presentations of the type and design suitable for educational, commercial and corporate use. (Same course as AC 2761).
AC 1000, COM 1010 or permission of instructor.

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

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

COM 2780 Digital Documentary and Moviemaking 3 credits
Offered periodically within a three-year academic cycle
Students will produce documentaries and movie shorts using HD and 3D digital video field equipment. They will research, script, storyboard, shoot, and edit projects while learning specific production techniques unique to these genres.
Prerequisite: AC/COM 2761.

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

COM 2800 Publicity Techniques 3 credits
Fall Semester
The ability to conceptualize and produce a variety of written materials for print, broadcast, and Internet-based media is crucial if you wish to succeed in public relations. This course focuses on "hands-on" application of public relations principles through training and practice in preparing basic public relations materials such as news releases, fact sheets, pitch letters and position papers. Students will

create messages in a variety of formats for selected clients and create a plan for the dissemination of these messages through a network of mass and other media options.
Prerequisite: COM 2790.

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

COM 3007 Sign Language II 3 credits
Spring Semester
In this continuation of COM 2007: Sign Language, students will advance their comprehension and signing skills, achieving conversational level. This course is designed to increase the student's ability to communicate effectively with Deaf American signers. Students will engage in a more in-depth exploration and discussion of the American deaf experience and Deaf culture.
Prerequisite: COM 2007.

COM 3010 Small Group Discussion 3 credits
Alternate Spring Semesters
Presents and encourages the use of theory and research dealing with factors that influence the effectiveness of groups of people communicating face-to-face for a shared purpose. Included is the presentation of practical techniques for maximizing one's effectiveness in the small group setting, and one long-term group task designed to simulate the structure and working conditions of committees or task groups.
Prerequisite: COM 1010 or permission of instructor.

COM 3015 Advanced Public Speaking 3 credits
Alternate Spring Semesters
This course is designed to build and expand upon COM 2010: Public Speaking. The chief emphasis is placed upon the understanding and application of the principles of effective speech communication and public speaking by preparing carefully delivered speeches that are appropriate for your audience, the speech purpose, and the assignment. Attention will be given to public speaking strategies, research, the "3 Vs" of message impact (visual, vocal, verbal), supplemental media use (e.g. PowerPoint), and the effective delivery of different types of speeches used extensively in business and the professions.
Prerequisite: COM 2010 or permission of instructor.

COM 3040 Persuasion 3 credits
Fall Semester
Applies and investigates the various modes of persuasion including propaganda, mass communication, and public speaking with an emphasis on application and analysis of persuasive techniques.
Prerequisite: COM 1010 or COM 2100 or permission of instructor.

COM 3050 Crisis Communications 3 credits
Alternate Spring Semesters
Students will analyze case studies and current events to explore how corporations and organizations respond to an operational or management crisis and how those organizations manage and resolve the crisis through effective communication with the media and other public audiences.
Prerequisite: COM 2790 or COM 2900 or permission of instructor.

COM 3100 Argumentation and Debate 3 credits
Alternate Years
The study and practice of using logical appeals to achieve rational decisions. Course includes case studies, speaking, and videotaped feedback to enable one to: (1) argue persuasively, (2) refute arguments, (3) think on one's feet, (4) increase efficiency in research, (5) expose fallacies, and (6) make more rational personal decisions.
Prerequisite: COM 1010.

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

COM 3430 Corporate Social Responsibility 3 credits
Offered periodically within a three-year academic cycle
Corporate social responsibility (CSR) is the continuing commitment by business to contribute to economic development while improving the quality of life of the workforce and their families as well as of the community and society

at large. In this course, you will study the theory and practice of CSR and its role in the corporate communications function of an organization. A combination of classroom text and discussion, case studies (including current news discussion), web-based examples, and guest speakers will be used.
Prerequisite: COM 2790.

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

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

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

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

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

Improvisation
(Prerequisite: COM 1410)

Musical Theatre
(Prerequisite: Sophomore Standing)

Stage Combat
(Prerequisite: COM 1410)

Theatrical Design
(Prerequisite: COM 1410)

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

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

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

COM 3506 Media Law and Ethics 3 credits
Alternate Spring Semesters
Examines legal and ethical issues journalists face while reporting for print, broadcast or online media organizations. Topics will include previous judicial decisions affecting current trends in newsrooms and in courtrooms.
Prerequisite: COM 1300 and any 2000-level Communication course.

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

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

COM 3525 Advanced Radio Announcing 3 credits
Offered periodically within a three-year academic cycle
Continues the development and expansion of on-air presentations, utilizing different radio formats. Must be prepared to host a weekly or biweekly program on WMLN-FM.
Prerequisite: COM 2050 with a grade of "B–" or better.
Co-requisite: Registration in a radio practicum.

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

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

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

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

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

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

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

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

COM 3650 Media, Culture and Society 3 credits
Offered periodically within a three-year academic cycle
This course introduces students to critical analysis of the role of mass media in modern industrial society. Students will be sensitized to the ways in which media images contribute to our everyday knowledge regarding the nature of the social world and the differing positions of men, women, and children in that world. Of special importance will be the development of visual literacy skills which will facilitate an aware and informed reading of symbolic representations of reality.
Prerequisite: COM 2290 or permission of instructor.

COM 3651 Sports and Media 3 credits
Alternate Years
Students will critically examine the historical and evolving relationship between sports and the media in American society, including its influence on race, gender, violence, celebrity, entertainment and business. From the Tweets of Chad Johnson to the news coverage that helped integrate professional baseball, students will explore how the media

has changed the way sports are consumed, celebrated and understood.
Prerequisite: Any one of the following: COM 2900, COM 2390, MGT 2520, or MGT 2264.

COM 3652 Gender Communication 3 credits
Alternate Years
Explores ways women and men accept, reject, and negotiate their social roles through communication. It looks at commonly-held stereotypes about femininity and masculinity, shows how language reinforces these, and offers strategies for change. (Same course as WGS 3652).

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

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

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

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

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

COM 3754 Golden Age of Television 3 credits
Offered periodically within a three-year academic cycle
The course will examine the transition that occurred when television exploded onto the scene in the 1950s and early 1960s. This is considered to be television's "golden age." Emphasis will be placed on how television's arrival forced the radio, movie and journalism industries to change their economic models to survive. The changes in the American psyche, and its impact on the culture as a result of television will be analyzed. Programming samples will be provided for discussion and review.

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

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

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

Documentary Film **3 credits**

Offered periodically within a three-year academic cycle

Documentaries were among the earliest films made, attempts to capture and preserve real life events. From Robert Flaherty's *Nanook of the North to Spike Lee's The Day the Levees Broke*, the documentary has played a critical role in preserving the people, places, and events in our society. Through screenings and discussions, this course examines the documentary genre from the late 1800's to the present, focusing on its creative, social, political, and entertainment influences.

Prerequisite: Any film course or junior standing.

Film Directing **3 credits**

Offered periodically within a three-year academic cycle

Students will learn basic to intermediate film directing techniques for narrative filmmaking projects. Students will shoot projects with DSLR high-definition cameras and have access to other filmmaking accessories. Lighting, audio, working with actors and scripting techniques will also be discussed.

Prerequisite: AC/COM 2761 or permission of instructor.

COM 3900 American Broadcasting Issues 3 credits

Offered periodically within a three-year academic cycle

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

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

Course will cover historic and current issues in the communications business. Students will present abstracts on a chosen topic, demonstrate competent use of electronic and traditional research techniques, and complete a major paper. This is the only required senior seminar for communication majors.

Prerequisites: Senior Standing, COM 2230 and COM 3970.

COM 3970 Communication 3 credits
Theory and Research

Fall and Spring Semesters

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

Prerequisites: COM 2230 and COM 2290.

COM 4050 Independent Studio 1-8 credit

Fall and Spring Semesters

Within the first ten days of the semester, a student of at least junior class standing contracts in writing with a faculty tutor in the communication area for a supervised individual project. A copy of any tape, film, or written work produced for the studio is deposited permanently in the office of the area coordinator before the final grade is given.

Prerequisites: Junior class standing declared communication major or minor, 2.8 cumulative average in communication, nine credits at the 2000- or 3000-level in communication, and permission of the communication area chairperson and the tutor.

COM 4100 Independent Reading 1-3 credits

Fall and Spring Semesters

Students who wish to do a reading in a special topic not covered by any course or wish to deal in depth with a specific topic may, under the guidance of a faculty member from that area, elect Independent Readings.

Prerequisites: Sophomore, junior, or senior standing, a 3.0 average in the subject area, and at least a 2.7 cumulative average.

COM 4560 Practical Internship 3-12 credits

Fall and Spring Semesters

Provides experience in the media in a specific position. Required are a contract, a journal, a critical paper, and regular meetings with the on-campus supervisor.

Prerequisites: EXP 2340, appropriate cumulative average, and signature of director of field experience.

COMMUNITY HEALTH & WELLNESS MAJOR

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

Co-requisites:

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

		Credits
BIOL 1075	Anatomy & Physiology I	3
BIOL 1085	Anatomy & Physiology II	3
BIOL 1175	Anatomy & Physiology I Lab	1
BIOL 1185	Anatomy & Physiology II Lab	1
CHEM 1001	Chemical Concepts*	3
CHEM 1002	Chemical Concepts Lab*	1
HW 1000	Personal Health	3
MATH 1150	Statistics I	3
** May be taken pass/fail*		**18**

Requirements for Community Health & Wellness Major:

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

Major Requirements:

HW 1001	Principles of Public Health & Wellness	3
HW 2000	Foundations of Community Health	3
HW 2010	Health Behavior, Education, and Promotion	3
HW 2200	Social Determinants	3
HW 3000	Introduction to Epidemiology	3
HW 3010	Senior Seminar in Health & Wellness	3
		18

Electives: 15 credits from the following courses:

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

Academic Enrichment

AE 2000	Peer Teaching in the Disciplines	3
AE 2150	Study Abroad Seminar	3

African-American Studies

AFAM 2012	Race and Religion in America	3
AFAM 2330	African-American History	3
AFAM 3050	Race, Class, Gender, and Health	3

Community Health and Wellness

Biology

BIOL 2010	Microbiology	4
BIOL 2120	Biology of the Mind	3
BIOL 2030	Human Disease	3
BIOL 2060	Introduction to Exercise Science Physiology	3

Business Management

MGT 2263	Health Care Law	3
MGT 2410	Sports and Recreation Management	3

Communication

COM 2020	Intercultural Communication	3
COM 2150	Health Communication	3

Community Health and Wellness

HW 1500	Stress Reduction Based on Mindfulness	3
HW 2150	Introduction to Holistic Health	3
HW 2520	Nutrition	3
HW 3020	Current issues in Health & Wellness	3
HW 3030	Introduction to Public Health	3
HW 3050	Race, Class, and Gender	3

Criminal Justice

CJ 2120	Social Justice and Incarceration	3
CJ 2402	Domestic Violence	3
CJ 3404	Sociology of Violence	3

Physical Education

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

Philosophy and Religious Studies

PRS 2410	Environmental Ethics	3

Psychology

PSY 2060	Aging and the Life Cycle	3
PSY 2070	Motivation	3
PSY 2100	Adolescent Psychology	3
PSY 2106	Psychology of Women	3
PSY 2115	Men, Self & Society	3
PSY 2125	Substance Use Counseling	3
PSY 2200	Behavior Disorders in Children	3
PSY 2220	Death, Dying and Bereavement	3
PSY 2330	Drugs and Behavior	3
PSY 2400	Human Development	3
PSY 2450	Human Sexuality	3
PSY 2500	Behavior Change: Theory and Practice	3
PSY 2800	Social Psychology	3
PSY 3100	Psychology of Learning	3
PSY 3120	Counseling Theory	3
PSY 3130	Brain and Behavior	3
PSY 3350	Health Psychology	3

Sociology

SOC 2060	Aging and the Life Cycle	3
SOC 2115	Men, Self & Society	3
SOC 2220	Death, Dying and Bereavement	3
SOC 2310	Intro to Social Work Practice	3

SOC 2402	Domestic Violence	3
SOC 2410	Working with Individuals	3
SOC 2420	Working with Groups	3
SOC 2452	Sex & Gender	3
SOC 2650	Sociology of Health and Health Care	3
SOC 2660	Sociology of Women	3
SOC 3390	Crisis Intervention	3
SOC 3404	Sociology of Violence	3
SOC 3610	Communities	3

Women's and Gender Studies

WGS 2000	Gendered Lives	3

The following policies apply to students in the Community Health & Wellness program:

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

COMMUNITY HEALTH & WELLNESS MINOR

The Community Health & Wellness department offers a minor which is open to all Curry College students. As with the Community Health & Wellness major, the health minor provides students an opportunity to combine the study of health with a major in any discipline.

The Community Health & Wellness minor is a program with foundations in the biological, psychological, social, and behavioral sciences. Our goal is to prepare students who are interested in entering in the growing health industry for careers working with individuals, hospitals, communities, worksites, wellness centers, or in the local, state, or federal government. We educate our students with the necessary transferrable skills that are needed to thrive in their chosen careers which have included but are not limited to Public Health, Health Education/Promotion, Community Health Education, Substance/Alcohol Abuse, Occupational Therapy, Nursing, and Medicine.

Co-requisites:

HW 1000	Personal Health
SCI 1020	Human Body*

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

Requirements for the Community Health & Wellness Minor (select 2 of the following):

HW 2000	Foundations of Community Health
HW 2010	Health Behavior, Education, and Promotion
HW 2200	Social Determinants
HW 3000	Epidemiology

In addition, students must select 6 credits from the list of Community Health & Wellness electives:

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

Community Health and Wellness

HW 1000 Personal Health 3 credits

Fall and Spring Semesters

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

HW 1001 Principles of Public Health & Wellness 3 credits

Fall Semester

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

HW 1500 Stress Reduction Based Mindfulness 3 credits

Fall and Spring Semesters

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

HW 2000 Foundations of Community Health 3 credits

Fall Semester

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

Prerequisite: HW 1000.

HW 2010 Health Behavior, Education, and Promotion 3 credits

Spring Semester

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

Prerequisite: HW 1000.

HW 2150 Introduction to Holistic Health 3 credits

Offered periodically within a three-year academic cycle.

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

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

HW 2200 Social Determinants of Health 3 credits

Every Year

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

Prerequisite: HW 1000 or junior standing.

HW 2520 Nutrition 3 credits

Fall and Spring Semesters

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

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

HW 3000 Introduction to Epidemiology 3 credits

Fall Semester

This course introduces the student to the distribution, frequency, and determinants of patterns of disease and health conditions in various human populations.

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

HW 3010 Senior Seminar in Health and Wellness 3 credits

Spring Semester

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

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

HW 3020 Current Issues in Health & Wellness 3 credits

Offered periodically within a three-year academic cycle.

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

Prerequisite: HW 1000.

HW 3030 Introduction to Public Health 3 credits

Offered periodically within a three-year academic cycle.

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

Pre or Co-requisite: HW 3000 or NSG 3041.

HE 3050 Race, Class, Gender and Health 3 credits

Fall Semester

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

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

HW 4560 Senior Practicum in Health 3-9 credits

Spring Semester

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

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

HW 4560SM Senior Practicum in Health 0 credits

Spring Semester

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

Criminal Justice

Mission statement

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

Curriculum

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

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

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

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

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

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

Prerequisite:		
CJ 1000	Introduction to Criminal Justice Systems and the Administration of Justice	3
Core Requirements:		
CJ 2000	Criminology	3
CJ 2020	Criminal Law	3
CJ 2030	Criminal Procedure	3
CJ 2100	Corrections	3
CJ 2212	Policing	3
CJ/SOC 2350	Human Diversity in Criminal Justice	3
CJ/SOC 2600	Methods in Social Research	3
CJ 3300	Justice and Human Rights Advocacy	3
CJ 3900	Capstone Seminar: Criminal Justice	3
Criminal Justice Electives:		
Six credits, one each at the 2000- and 3000- level. (May also be used to fill a concentration.)		6
		33
Requirements in Related Areas:		
MATH 1150	Statistics I	3
Related requirements outside of the Criminal Justice Major		6

Two related requirements (six credits) outside the major. May also be used to fulfill a concentration.
The six credits must be from two different academic disciplines except for foreign language sequences. Students who, in addition to the Criminal Justice major, are also a major or minor in another discipline are exempt from Criminal Justice Related Requirements.

AC 2010	Identity Theft
AFAM/SOC 2000	Contemporary Black Worlds
AFAM/P&H 2330	African-American History
AFAM/P&H 2450	Introduction to African-American Cultures
BIOL/CHEM 2700	Intro to Forensic Science
COM 2010	Public Speaking
COM 2020	Intercultural Communication
COM 2100	Managerial Communication
COM 2112	Conflict Management
COM 2130	Nonverbal Communication
COM 2180	Leadership Communication
COM 2230	Writing for Communication
COM 3040	Persuasion
ED 2455	Programming for Positive Youth Development
ED 2600	Children with Special Needs

Criminal Justice

ENG 2480	Writing for the Professions
IT 2215	Information Technology Security
P&H 2200	Political Tactics
P&H 2310	American Constitutional Law
P&H 2380	U.S. Immigration History
P&H 2390	American Constitutional Issues
P&H 2400	Politics of Deception
P&H 2500	State and Local Politics
P&H 3590	Capitalism, Socialism, and Democracy
PRS 2400	The Ethics of War and Peace
PRS 2530	Faith and Fanaticism
PRS 3100	Social and Political Philosophy
PSY 2100	Adolescent Psychology
PSY/SOC/WGS 2115	Men, Self, and Society
PSY 2125	Substance Use Counseling
PSY 2200	Behavior Disorders in Children
PSY 2205	Dysfunctional Families
PSY 2310	Psychology of Criminal Behavior
PSY 2320	Psychology and the Law
PSY 2330	Drugs and Behavior
PSY 3130	Brain and Behavior
PSY 3200	Stress, Coping and Adaptation
PSY 3210	Stereotypes and Prejudice
PSY 3260	Psychology of Violence and Terror
SOC 2050	Social Problems
SOC 2200	Race and Ethnicity
SWK 2310	Introduction to Social Work
SWK/WGS 2410	Working with Individuals
SOC/SWK 2420	Working with Groups
SOC/WGS 2470	Sex, Gender & Sexuality
SOC/WGS 2760	Wealth, Poverty, and Social Class
SOC/SWK 3390	Crisis Intervention
SOC 3610	Communities
WGS 2000	Gendered Lives
Any foreign language course	

CONCENTRATIONS IN CRIMINAL JUSTICE

Courses may be used to meet elective and related requirements.

Survivor/Witness/Victim Advocacy Concentration

The concentration, by promoting empathy and human rights, helps prepare students for careers in informed advocacy for people who have witnessed or have been victimized by crime.

Required:		**12 credits**
CJ/SOC 2350	Human Diversity in Criminal Justice	3
CJ 3300	Justice and Human Rights Advocacy	3
SWK 2310	Introduction to Social Work	3
SOC/SWK 3390	Crisis Intervention	3
Choose *one* of the following:		**3 credits**
CJ/SOC 2160	Urban Life: Culture and change	3
CJ 2170	Population, Immigration, and Crime	3
CJ/SOC 2402	Domestic Violence	3
SWK 2410	Working with Individuals	3
SOC/SWK 2420	Working with Groups and Communities	3
CJ 3212	Community Policing: Case Studies and Problem Solving	3
CJ/SOC 3404	Sociology of Violence	3
CJ/SOC 3640	Deviance and Social Control	3
		Total: 15 credits

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

Students can earn a minor in Criminal Justice by taking CJ 1000 and four courses in the Criminal Justice curriculum at the 2000-level or above, with at least one course at the 3000-level.

Internships:

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

Prerequisites for an internship include:

Completion of EXP 2340 with a grade of C or better;
A 2.75 cumulative academic average;
A 3.0 cumulative academic average in the CJ major;
And, no outstanding "Incomplete" in a previous field placement.

CRIMINAL JUSTICE MAJORS SUGGESTED/SAMPLE CURRICULUM PLAN

FIRST YEAR

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

SOPHOMORE YEAR

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

JUNIOR YEAR

Must officially declare major

CJ 2030 Criminal Procedure * *Fall Only*
(Prerequisites: CJ 2000, CJ 2020, CJ 2100, CJ/SOC 2350 and Junior standing)
CJ 2212 Policing *(Prerequisite: CJ 1000)*
Criminal Justice Related Requirement
Criminal Justice Related Requirement

SENIOR YEAR

CJ 3---- Elective
CJ 2600 Research Methods *(Prerequisites: MATH 1150 and CJ 2000)*
CJ 3300 Justice and Human Rights Advocacy *(Prerequisite: CJ 2350)*
CJ 3900 Capstone: Senior Seminar
(Prerequisites: CJ 2000, CJ 2600 and 9 credits of 2000 or 3000-level CJ courses, Senior standing). Should be taken Spring term.

This is a sample plan. Individual progress through the major will vary. Students should work closely with their Academic Advisors to chart academic progress through the major.

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

Fall and Spring Semesters

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

CJ 2000 Criminology **3 credits**

Fall and Spring Semesters

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

CJ 2018 Ethics and Law Enforcement **3 credits**

Offered periodically within a three-year academic cycle

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

CJ 2020 Criminal Law **3 credits**

Spring Semester

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

CJ 2030 Criminal Procedure **3 credits**

Fall Semester

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

CJ 2100 Corrections **3 credits**

Fall and Spring Semesters

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

CJ 2110 Probation and Parole **3 credits**

Offered periodically within a three-year academic cycle

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

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

Every Year

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

gration policy, Native American history and incarceration. (Same course as SOC 2120).

CJ 2160 Urban Life: Culture and Change 3 credits

Offered periodically within a three-year academic cycle

An analysis of urban social systems with a focus on life-styles and change in contemporary American society. The course will center on ethnicity and ethnic groups, using cross-cultural case studies, data on immigrants, and life-styles and family framework. Emphasis will be placed on strategies groups employ to manage and effect political and economic change in an urban ethnic setting. (Same course as SOC 2160). *This course meets the General Education Diversity requirement.*

CJ 2170 Population, Immigration, and Crime 3 credits

Offered periodically within a three-year academic cycle

Explores the relationship between the natural environment, patterns of population distribution, the political economy, and crime. Focus will be on sociological factors that influence strategies of population control, with special reference to developing countries, and look at the effects of immigration and emigration on crime, especially in cities.
Prerequisite: CJ 1000.

CJ 2190 Transnational Crime and Corruption 3 credits

Offered periodically within a three-year academic cycle

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

CJ 2204 Adjudication, Courts and Conflict Resolution 3 credits

Offered periodically within a three-year academic cycle

A study of judicial procedure, the appellate process, alternative sentencing, and mediation designed to resolve conflicts outside of the traditional court system.
Prerequisite: CJ 1000.

CJ 2212 Policing 3 credits

Fall and Spring Semesters

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

CJ 2301 Juvenile Justice 3 credits

Offered periodically within a three-year academic cycle

This course will provide a review of how society and the juvenile justice system have dealt with minors, including delinquents, dependents and status offenders. Students will review the historical and contemporary administration of juvenile justice. Delinquency prevention, intervention, and treatment through both public and private services will be explored. Recent trends and transnational responses, and ethical issues will be considered.
Prerequisite: CJ 1000.

CJ 2350 Human Diversity in Criminal Justice 3 credits

Fall and Spring Semesters

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

CJ 2402 Domestic Violence 3 credits

Every Year

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

CJ 2500 Cyber Crime and the Terrorist Threat 3 credits

Offered periodically within a three-year academic cycle

This course is designed to expose students to crimes involving the use of computers, involving fraud and high-tech crimes in business and government, and the emerging role of computers and the Internet in international terrorism. Students will review case studies and investigations and examine emerging law enforcement strategies to fight this crime at home and internationally. (Same course as AC 2500, IT 2500).

Prerequisite: CJ 1000.

CJ 2600 Methods in Social Research 3 credits

Fall and Spring Semesters

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

Prerequisites: MATH 1150 and CJ 2000 or SOC 1000.

CJ 2620 Computer Forensic Investigations and Tools 3 credits

Offered periodically within a three-year academic cycle.

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

CJ 2697 Terrorism and Homeland Defense 3 credits

Offered periodically within a three-year academic cycle.

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

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

CJ 3205 Law and Society 3 credits

Offered periodically within a three-year academic cycle

Examines the origin, development, and enforcement of law in social and cultural context and critically considers the relation of law to social change. Emphasis will be given to the relationship of law to social and public policy, historically and contemporaneously.

Prerequisite: Any 2000-level Criminal Justice course.

CJ 3212 Community Policing: Case Studies and Problems Solving 3 credits

Offered periodically within a three-year academic cycle

Advanced level course designed to develop and apply problem solving skills and processes to specific community problems, such as drug trafficking and youth violence, and consider quality of life issues in various settings. Case studies will evaluate existing community policing strategies and suggest new models of intervention.

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

CJ 3300 Justice and Human Rights Advocacy **3 credits**
Fall and Spring Semesters
Explores victimization and human rights violations globally and considers the strategies of human rights advocacy. The course also will focus on the role of victims/survivors, justice officials, and human rights advocates, as they respond to such atrocities as genocide and human trafficking, and attempt to mitigate these problems and promote social justice and human rights. Students will explore retributive, rehabilitative, deterrence-based, and restorative models of justice and consider each from an ethical perspective, in particular how each incorporates or affects the role of the survivor. Alternative resolution models, such as arbitration and mediation, will be examined. *This course meets the General Education International/Global Interdependence requirement.*
Prerequisite: Junior Status and CJ/SOC 2350.

CJ 3404 Sociology of Violence **3 credits**
Every Year
Study and evaluation of the major sociological theories and research regarding violence, including interpersonal, family, criminal, and institutionalized violence. Contexts regarding how persons are affected as perpetrators of violence and victims of violence are analyzed. Specific topics include cross-cultural and contemporary forms of violence, and social responses to violence. Analysis to social responses includes prevention, treatment intervention strategies, criminalization, and public policies. (Same course as SOC 3404, WGS 3404).
Prerequisite: Any 2000-level Criminal Justice or Sociology course.

CJ 3450 Criminal Justice Experiential Learning (Internships) **3 credits**
Requires students to work weekly in field placement and to participate in a seminar or conferences with faculty supervisor. Field experience sites are selected jointly by the student and instructor. *This course meets the General Education Active Learning requirement.*
Co-requisite: CJ 3450SM. Completion of EXP 2340 with a grade of C or better;
A 2.75 cumulative academic average;
A 3.0 cumulative academic average in the CJ major;
And, no outstanding "Incomplete" in a previous field placement.

CJ 3450 SM Criminal Justice Internship Seminar **0 credits**
This course is required for all students doing an internship in Criminal Justice settings and must be taken during the semester of the internship. Students must arrange an internship with the guidance of the Sociology and Criminal Justice Internship Coordinator. In addition to spending time each week in the field supervised by placement personnel and the faculty member/course instructor students will integrate that learning with weekly on campus course meetings and assignments, discussing practice based learning, reviewing their field experiences, and documenting their learning.
Co-requisite: CJ 3450.

CJ 3500 Comparative Justice Systems **3 credits**
Offered periodically within a three-year academic cycle
Cross-cultural study of the models of criminal justice systems and the administration of justice and conflict resolution in various contemporary societies. Attention given to what constitutes crime and criminal behavior, the profile of crime rates, criminal adjudication procedures, incarceration patterns, and crime prevention programs.
Prerequisite: Any 2000-level Criminal Justice course.

CJ 3640 Deviance and Social Control **3 credits**
Offered periodically within a three-year academic cycle
Examines people's behaviors and attributes that others come to believe are deviant. Reviews sociological theories that account for deviance. Explores different forms of social control that define and aim to prevent and inhibit deviance. Analyzes deviance as both a violation of social norms and a possible prelude to social change. The importance of deviance and social control theory to crime and criminal justice will be reviewed. Race, gender, and social class will be considered as factors that influence people's perceptions of people as deviant and how those people are treated. (Same course as SOC 3640, WGS 3640).
Prerequisite: Any 2000-level Criminal Justice or Sociology course.

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

CJ 3800 Seminar: Selected Topics in Criminal Justice **3 credits**
Offered periodically within a three-year academic cycle
Selected criminal justice and justice administration themes will be explored in a seminar format.
Prerequisite: Any 2000-level Criminal Justice course.

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

Fall and Spring Semesters

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

Prerequisites: CJ 2600, 21 credits of 2000 or 3000-level CJ courses and Senior Status.

Dance

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

DANCE MINOR

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

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

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

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

Requirements for the Dance Minor		**Credits**
FA 1000	Introduction to Fine Arts	3
DANC____	Dance electives at the 1000-level or above	6
DANC____	Dance electives at the 2000-level or above	9
		18

DANC 1010 Introduction to Ballet 3 credits

Offered Periodically

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

DANC 1200 The Language of Movement 3 credits

Fall Semester

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

DANC 1302, 2302, 3302 Private Instruction in Ballet 1.5 credits
Fall and Spring Semesters
Weekly private instruction in dance, 45 minutes in length, beginning the first full week of classes. Instruction based on the individual student's strengths, requirements and goals. Pointe work will be available for students when appropriate. Enrollment is limited. After registering for this course, the student initiates contact with dance faculty through the Fine and Applied Arts office to determine section and arrange lesson times. Registration at the 2000 and/or 3000 level additionally requires at least two registrations at the previous level and permission of the instructor.
This course may be repeated for credit. **Fee.**

DANC 2030 Modern Dance 3 credits
Fall and Spring Semesters
A release-based contemporary dance class building strength, flexibility, and coordination while increasing body awareness, and efficient movement patterning for dynamic range. Movement sequences will encourage sensing weight, moving on and off balance, traveling through space and in and out of the floor. Creative improvisation, image-based movement, musicality and phrase-work will be appropriately integrated. (Live Accompaniment). *This course meets the General Education Wellness requirement or the General Education Arts Breadth requirement.*

DANC 2050 Ballet I 3 credits
Fall Semester
Ballet is the foundation training for all performance dance. Ballet I develops the student's technical ability to master the steps and movement patterns of ballet and develop strength, speed, artistic sensitivity and expressiveness. A kinesthetic approach to the relation between muscle control and technique is used to intensify the effectiveness of training. This course, therefore, is beneficial from a fitness as well as a dance perspective. Live piano accompaniment in class allows students to observe the interdisciplinary communication between the musician and the dancer. Through class discussion and class research, students will learn about and write about the history of ballet and its social, political and artistic relevance. The combined physical participation in class work and research about dance history is intended to create dancers who are moving towards achieving technical proficiency and who are enriched artistically. They will achieve an understanding of how of music, literature, cultural traditions and historic elements are integrated to create a ballet, which is a moving work of art. *This course meets the General Education Wellness requirement or the General Education Arts Breadth requirement.*

DANC 2080 Ballet II 3 credits
Spring Semester
Ballet II is the continuation of Ballet I and further develops the student's technical ability to master more complex movement patterns and develop greater strength, speed, artistic sensitivity and expressiveness. A kinesthetic approach to the relation between muscle control and technique is used to intensify the effectiveness of training. This course, therefore, is beneficial from a fitness as well as a dance perspective. Live piano accompaniment in class allows students to observe the interdisciplinary communication between the musician and the dancer. Through class discussion and class research students will learn about and write about the history of ballet and its social, political and artistic relevance. The combined physical participation in class work and historical research is intended to create dancers who are proficient technically and enriched artistically. They will achieve an understanding of how music, literature, cultural traditions and historic elements are integrated to create a ballet, which is a moving work of art. *This course meets the General Education Wellness requirement or the General Education Arts Breadth requirement.*
Prerequisite: DANC 2050 or permission of instructor.

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

DANC 2300 World Dance History 3 credits
Fall Semester
Dance history from a global perspective highlighting dances significance in cultures from Africa, India, Japan, Europe, Brazil and America. Through readings, viewings and experiencing different types of dance, we will ask questions such as: How do we learn to look at and understand dance forms that are unfamiliar to us? How can we examine the cultural significance of a dance form? Students participate in movement workshops in order to both physically and intellectually engage with course materials. *This course meets the General Education International/Global Interdependence requirement or the General Education Humanities Breadth requirement.*

DANC 2470 Dance Performance 1 credit

Spring Semester

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

DANC 4050 Independent Studio: Dance 1-8 credits

See description on page 29 of this catalog, under Independent Study.

Design

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

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

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

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

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

Prerequisites:		**Credits**
SA 1770	Design Fundamentals	3
SA 1800	Drawing	3
SA 1790	Light and Color	3
DES 2775	Typography Fundamentals	3
AH 2970	History of Graphic Design	3
		15
Major Requirements:		
DES 1600	Adobe Illustrator / Photoshop Basics	3
DES 2770	Design Fundamentals II	3
DES 2769	Desktop Publishing: Adobe InDesign	3
DES 3775	Design and Production	3
DES 3300	Portfolio and Presentation	3
DES 3980	Fine and Applied Arts Seminar (Capstone Course)	3
DES 4050	Independent Studio	3
Major Elective–Choose *three* of the following:		9
DES 2072	Digital Art	
DES 2768	HTML and Design	
DES 2797	Digital Photography	
DES 3740	Elements of Dynamic Media	
		30
Requirements in Related Areas:		
SA 3950	Design Concepts	3
Choose *two* of the following:		6
AH 2720	History of Photography	
AH 2910	History of Studio Arts: Paleolithic to Gothic	
AH 2920	History of Studio Arts: Renaissance to Contemporary	
AH 2930	Contemporary Art	
AH 2935	Modern Art	**9**
Recommended		
DES 3450	Design Internship	3-9

Design

Design Minor

The design minor begins with a foundation in basic design. Further study is in design-specific software currently used in the design profession. It culminates with an advanced course, Typography and Production, that pulls together all of the technical and aesthetic skills that have been taught in previous requirements.

Our state-of-the-art computer facilities meet the demands of changing technology. We have a Macintosh computer lab dedicated solely to courses in the major; software and hardware are continuously updated. In addition, students are able to print their work on an Epson wide-format printer that prints up to 24." This allows for students to produce printed work on a professional level.

The design minor gives an added perspective to majors in information technology and communication.

Requirements:		**Credits**
SA 1770	Design Fundamentals	3
DES 2770	Design Fundamentals II	3
DES 1600	Adobe Illustrator/Photoshop Basics	3
DES 2769	Desktop Publishing: Adobe InDesign	3
DES 3775	Design and Production	3
		15

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

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

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

Explores how the computer can be used as tool to make art. Through class projects, students will create both images that are generated entirely on a computer and images made by integrating traditional art making techniques with digital components. Students are encouraged to think conceptually and creatively. While developing images, students practice formal design principles and communicate their ideas visually. (Same course as AC 2072, SA 2072). Fee.

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

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

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

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

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

Prerequisite: Any 3-credit AC course.

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

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

Prerequisite: SA 1770.

DES 2775 Typography Fundamentals **3 credits**

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

DES 2797 Digital Photography **3 credits** *Alternate Years*

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

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

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

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

Prerequisites: SA 3950, DES 3980, and senior standing.

DES 3740 Elements of Dynamic Media 3 credits

Alternate Spring Semesters

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

Prerequisite: AC/DES 1600.

DES 3775 Design and Production 3 credits

Fall Semester

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

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

DES 3980 Fine and Applied Arts Seminar 3 credits

Fall Semester

The capstone course for the Design and Studio Art majors focus broadly on the nature of an integrated perspective on the arts, with specific attention to the various visual arts, such as graphic design, studio art and photography. It provides an opportunity for students to articulate their own informed philosophies of art while synthesizing their prior learning and experience. The course will focus on contemporary issues in the arts; for instance public art, government funding, censorship, appropriation, and the making of judgments regarding the role of art in society. This course is the required capstone course for Design and Studio Art majors and is open to all other majors. (Same course as SA 3980).

Prerequisites: SA 1770, SA 1790, any 2000 level DES or SA course, and junior standing.

UNDERGRADUATE MAJORS IN EDUCATION

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

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

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

Mathematics: Teacher 5-8 and 9-12
(Teacher of mathematics in middle and high schools in public school settings)
Individuals who complete the Mathematics Education program will be eligible to receive licensure in Massachusetts, but may not enjoy full reciprocity benefits for licensure in other states that have signed the NASDTEC Interstate Agreement with Massachusetts.

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

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

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

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

UNDERGRADUATE EDUCATION CONCENTRATIONS / MINORS

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

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

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

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

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

Education

Curry's Undergraduate Education majors prepare students to work with children and their families in public schools and other community based educational settings. Foundational understanding of children's physical, intellectual, emotional, and social development within a variety of cultural settings is enhanced through coursework and enriched through a variety of supervised field work experiences. Education students are provided many opportunities from which they may gain an appreciation of the complexity of educational organizations and develop the skills and knowledge required to become effective members and leaders in these learning environments.

Graduates meet professional credentials for the State of Massachusetts in the following areas:

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

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

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

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

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

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

APPLYING TO AN EDUCATION MAJOR

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

Requirements for admission are as follows:

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

TRANSFER STUDENTS

Students transferring from another institution will be advised into appropriate courses during the advising process.

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

APPLYING FOR A MINOR IN EDUCATION

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

CONCENTRATIONS AND MINORS IN EDUCATION

Education majors who wish to specialize in an area of interest can do so by completing the requirements of their perspective majors and any additional coursework within a concentration. Students in majors other than Education complete the courses within the concentration and then will apply for an Education minor in the specialized area.

Early Intervention Concentration or Minor

This specialization prepares students to work in family – focused service organizations that support and promote the growth and development of children at risk of or with a diagnosed developmental delay (birth to age three) and their families. A required field experience or internship provides hands-on opportunities to link theory to practice.

Pre-requisite:

PSY 1400 Child Development

Required Coursework:

ED 2160 Foundations in Early Intervention: Principles and Practice
ED 2235 Early Assessment & Intervention
ED 2230 Infants and Toddlers
ED 2420 School, Family, and Community
ED 2600 Introduction to Special Education
ED 4568 Practicum: Community Based Setting (Education majors only)
Or
Complete an Internship via discipline / major

Sports/Youth Recreation Programming Concentration or Minor

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

Required Coursework:

ED 2455 Programming for Positive Youth Development
ED 2600 Introduction to Special Education
ED 3510 Community Leadership
MGT 1500 Principles of Business Mgt.
MGT 2420 Facilities & Event Planning
PSY 2100 Adolescent Psychology
SOC 2420 Working with Groups and Communities

Youth Advocacy Concentration or Minor

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

Required Coursework:

Education

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

Additional Coursework: Choose 9 credits from 3 different areas/disciplines

Psychology

PSY 2100	Adolescent Psychology
PSY 2250	Psychology of Family Life
PSY 2800	Social Psychology

Sociology / Criminal Justice

SOC 2410	Working with Individuals
SOC 2420	Working with Groups and Communities
SOC 3390	Crisis Intervention

Politics and History

P&H 1050	US Politics
P&H 2500	State and Local Politics

Communications

COM 2020	Intercultural Communication
COM 2180	Leadership Communication

Education Minor (General)

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

Choose 15 credits from the following courses:

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

Mathematics Education Minor

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

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

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

Requirements for the Mathematics Education minor:

		Credits
MATH1550	Quantification in School Mathematics	3
MATH2550	Number Theory and Relationships for Teachers	3
MATH3250	Pedagogy and Specialized Instruction in Mathematics	3
MATH 1150	Statistics I	3
	AND	3
MATH 1190	College Algebra	
	OR	
MATH 2130	Calculus I	
	OR	
MATH 2140	Calculus II	

EARLY EDUCATION AND CARE MAJOR

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

Overview:

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

CORE REQUIREMENTS

(See Curriculum Map at the end of this section)

Prerequisite Coursework:		**Credits**
PSY 1400	Child Development	3
ED 1150	Exploring the World of Education	3
ED 2161	Educational Psychology	3

Core Coursework:

ED 2230	Infants and Toddlers	3
ED 2411	Strategies for the Effective Educator Early Childhood	3

ED 2420	School, Family & Community	3
ED 2600	Introduction to Special Education	3
ED 3850	Current Issues in Education (Senior Capstone)	3

Required Coursework and Co-requisite Field Work:

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

Suggested Electives:

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

EARLY CHILDHOOD EDUCATION MAJOR

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

Overview:

- The Early Childhood major broad liberal arts background rich in content and supports the content-specific regulations from the MA DESE.
- Students must pass both subtests (Reading and Writing) of the Communication Literacy Skills Test (CLST) as a requirement for being accepted to the Early Childhood major.
- Students must also pass two additional MTEL exams: Foundations of Reading Test (FOR) and the content specific test (Early Childhood: Early Childhood Subject Matter Test)
- Students must pass ALL required MTEL exams in order to enroll in full practicum/student teaching
- Once a student has successfully completed all college, program/major, and MTEL testing requirements the student may apply to DESE for an Initial License.

INSTITUTIONAL PASS RATES: Massachusetts Tests for Educator Licensure

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students who receive federal financial assistance to prepare annual reports on teacher preparation and licensing. Curry College had a 100% pass rate for all program completersduring the 2015-2016 reporting year. Information about Curry pass rates is available upon request by contacting the Licensure Officer/Title II Coordinator, (617) 333-2196.

The Massachusetts Tests for Educator Licensure are administered Monday-Saturday at designated test centers in Massachusetts and in many states each academic year. Additional information regarding all state testing is available through the Massachusetts Department of Elementary and Secondary Education, Office of Educator Licensure 75 Pleasant Street Malden, MA 02148-9140; Telephone: (781) 338-6600; www.mtel.nesinc.com. For additional information about Curry College's testing requirements, please contact Curry College Licensure Officer at 617-333.2196.

CORE REQUIREMENTS

(See Curriculum Map at the end of this section)

Prerequisite Coursework:		**Credits**
AE 1300	Competencies for the Prospective Educator	1.5
PSY 1400	Child Development	3
ED 1150	Exploring the World of Education	3
ED 2161	Educational Psychology	3
Core Coursework:		
ED 2411	Strategies for the Effective Early Childhood	3
ED 2600	Introduction to Special Education	3
ED 2700	Early Childhood Language Arts and Literacy	3
ED 3190	Classroom Assessment	3
ED 3190L	Assessment Lab: Reading	
ED 3750	Sheltered English Immersion	3
ED 3985	Education Capstone: Integrating Research Based Practices	3
Required Coursework and Co-requisite Field Work:		
ED 3700	The Teaching of Reading / Field Observation	3
ED 3700-L	Teaching of Reading Lab	0
ED 3701	Field Observation and Participation	1
ED 3195	Fundamentals of Curriculum: Instructional Methods in Social Studies and Language Arts	3
ED 3196	Pre-Practicum I: Early Childhood	1
ED 3330	Early Childhood Curriculum: Instructional Methods in Science	3
ED 3331	Pre-Practicum II: Early Childhood	1
ED 4570	Senior Practicum: Early Childhood	9
ED 4570 SM	Senior Practicum Seminar	0
Related Requirements:		
MATH 1550	Quantification in School Mathematics	3
MATH 2550	Number Theory and Relationships for Teachers	3
MATH 3250	Pedagogy and Specialized Instruction in Mathematics	3

ELEMENTARY EDUCATION MAJOR

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

Overview:

- The Elementary Education major provides a broad liberal arts background rich in content and supports the content-specific regulations from the MA DESE.
- Students must pass both subtests (Reading and Writing) of the Communication Literacy Skills Test (CLST) as a requirement for being accepted to the Elementary major.
- Students must also pass two additional MTEL exams: Foundations of Reading Test (FOR) and the Elementary content specific test, General Curriculum (03).
- The General Curriculum MTEL (03) is comprised of a Multi-subject subtest and a Mathematics subtest. A passing score on the Elementary Mathematics MTEL (53) will also satisfy the Mathematics subtest requirement.
- Students must pass ALL required MTEL exams in order to enroll in full practicum/student teaching
- Once a student has successfully completed all college, program/major, and MTEL testing requirements the student may apply to DESE for an Initial License.

INSTITUTIONAL PASS RATES: Massachusetts Tests for Educator Licensure

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students who receive federal financial assistance to prepare annual reports on teacher preparation and licensing. Curry College had a 100% pass rate for all program completers during the 2015-2016 reporting year. Information about Curry pass rates is available upon request by contacting the Licensure Officer/Title II Coordinator, (617) 333-2196.

> The Massachusetts Tests for Educator Licensure are administered Monday-Saturday at designated test centers in Massachusetts and in many states each academic year. Additional information regarding all state testing is available through the Massachusetts Department of Elementary and Secondary Education, Office of Educator Licensure 75 Pleasant Street Malden, MA 02148-9140; Telephone: (781) 338-6600; www.mtel.nesinc.com. For additional information about Curry College's testing requirements, please contact Curry College Licensure Officer at 617-333.2196.

CORE REQUIREMENTS

(See Curriculum Map at the end of this section)

Prerequisite Coursework:		**Credits**
AE 1300	Competencies for the Prospective Educator	1.5
PSY 1400	Child Development	3
ED 1150	Exploring the World of Education	3
ED 2161	Educational Psychology	3

Core Coursework:		
ED 2412	Strategies for the Effective Educator, Elementary - Secondary	3
ED 2600	Introduction to Special Education	3
ED 2700	Early Childhood Language Arts and Literacy	3
ED 3190	Classroom Assessment	3
ED 3190 L	Assessment Lab: Reading	1
ED 3750	Sheltered English Immersion	3
ED 3985	Education Capstone: Integrating Research Based Practices	3

Required Coursework and Co-requisite Field Work:

ED 3700	The Teaching of Reading	3
ED 3701	Field Observation and Participation	1
ED 3195	Fundamentals of Curriculum: Instructional Methods in Social Studies and Language Arts	3
ED 3197	Pre-Practicum I: Elementary	1
ED 3320	Elementary Curriculum: Instructional Methods in Science	3
ED 3332	Pre-Practicum II: Elementary	1
ED 4564	Senior Practicum: Elementary	9
ED 4564 SM	Senior Practicum Seminar	0

Related Requirements:

MATH 1550	Quantification in School Mathematics	3
MATH 2550	Number Theory and Relationships for Teachers	3
MATH 3250	Pedagogy and Specialized Instruction in Mathematics	3

SPECIAL EDUCATION MAJOR

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

Overview:

- The Special Education major provides a broad liberal arts background rich in content and supports the content-specific regulations from the MA DESE.
- Students must pass both subtests (Reading and Writing) of the Communication Literacy Skills Test (CLST) as a requirement for being accepted to the Special Education major.
- Students must also pass two additional MTEL exams: Foundations of Reading Test (FOR) and the Elementary content specific test, General Curriculum (03).
- The General Curriculum MTEL (03) is comprised of a Multi-subject subtest and a Mathematics subtest. A passing score on the Elementary Mathematics MTEL (53) will also satisfy the Mathematics subtest requirement.
- Students must pass ALL required MTEL exams in order to enroll in full practicum/student teaching
- Once a student has successfully completed all college, program/major, and MTEL testing requirements the student may apply to DESE for an Initial License.

Education

INSTITUTIONAL PASS RATES: Massachusetts Tests for Educator Licensure
Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students who receive federal financial assistance to prepare annual reports on teacher preparation and licensing. Curry College had a 100% pass rate for all program completers during the 2015-2016 reporting year. Information about Curry pass rates is available upon request by contacting the Licensure Officer/Title II Coordinator, (617) 333-2196.

The Massachusetts Tests for Educator Licensure are administered Monday-Saturday at designated test centers in Massachusetts and in many states each academic year. Additional information regarding all state testing is available through the Massachusetts Department of Elementary and Secondary Education, Office of Educator Licensure 75 Pleasant Street Malden, MA 02148-9140; Telephone: (781) 338-6600; www.mtel.nesinc.com. For additional information about Curry College's testing requirements, please contact Curry College Licensure Officer at 617-333.2196.

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

Prerequisite Coursework:		**Credits**
AE 1300	Competencies for the Prospective Educator	1.5
PSY 1400	Child Development	3
ED 1150	Exploring the World of Education	3
ED 2161	Educational Psychology	3
Core Coursework:		
ED 2412	Strategies for the Effective Educator	3
ED 2600	Introduction to Special Education	3
ED XXX	Special Education sequence requirement	3
ED 2700	Early Childhood Language Arts and Literacy	3
ED 3105	Institute on Learning Differences	2
ED 3190	Classroom Assessment	3
ED 3190 L	Assessment Lab: Reading	1
ED 3750	Sheltered English Immersion	3
ED 3985	Education Capstone: Integrating Research Based Practices	3
Required Coursework and Co-requisite Field Work:		
ED 3700	The Teaching of Reading / Field Observation	4
ED 3701	Field Observation and Participation	1
ED 3195	Fundamentals of Curriculum: Instructional Methods in Social Studies and Language Arts	3
ED 3197	Pre-Practicum I: Elementary	1
ED 3415	Advanced Curriculum & Assessment for Diverse Learners	3
ED 3455	Pre-Practicum II: Special Education	1
ED 4563	Senior Practicum: Special Education	9
ED 4563 SM	Senior Practicum Seminar	0
Related Requirements:		
MATH 1550	Quantification in School Mathematics	3
MATH 2550	Number Theory and Relationships for Teachers	3
MATH 3250	Pedagogy and Specialized Instruction in Mathematics	3
PSY 2100	Adolescent Psychology	3

OUT OF SCHOOL TIME EDUCATION MAJOR

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

Overview:

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

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

Prerequisite Coursework:		**Credits**
PSY 1400	Child Development	3
ED 1150	Exploring the World of Education	3
ED 2161	Educational Psychology	3

Core Coursework:		
ED 2412	Strategies for the Effective Educator: Elementary and Secondary	3
ED 2420	School, Family & Community	3
ED 2600	Introduction to Special Education	3
ED 3850	Current Issues in Education (Senior Capstone)	3

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

Suggested Electives:

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

COMMUNITY EDUCATION MAJOR

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

Overview:

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

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

Prerequisite Coursework:		**Credits**
PSY 1400	Child Development	3
ED 1150	Exploring the World of Education	3
ED 2161	Educational Psychology	3

Core Coursework:		
ED 2412	Strategies for the Effective Educator: Elementary and Secondary	3
ED 2420	School, Family & Community	3
ED 2600	Introduction to Special Education	3
ED 3510	Community Leadership	3
ED 3850	Current Issues in Education (Senior Capstone)	3

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

Students must minor in a related area that supports their career goals and aspirations

SUGGESTED CURRICULUM MAPS

EARLY EDUCATION AND CARE, OUT OF SCHOOL TIME EDUCATION & COMMUNITY EDUCATION

SEMESTER 1	CR
ED 1150 Exploring the World of Education	3
PSY 1400 Child Development	3
(Social Science Breadth)	
Communication	3
(First Year Core 1)	
Reading Writing & Research I	
(First Year Core 3)	3
Quantitative Literacy / Math	3
(First Year Core 5)	
Total Credits	**15**

SEMESTER 2	CR
ED 2600 Introduction to Special Education	3
Lab Science	4
(Breadth Requirement)	
First Year Inquiry	4
(First Year Core 2)	
Reading Writing & Research II	3
(First Year Core 4)	
Quantitative Literacy/Math	3
Total Credits	**17**

SEMESTER 3	CR
ED 2161 Educational Psychology	3
ED 2411 Strategies for the Effective Educator: Early Childhood	3
ED 2412 Strategies for the Effective Educator:Elementary and Secondary	3
Total Credits	**15**

SEMESTER 4	CR
ED 2410 Strategies for the Effective Ed.	3
Arts	3
(Social Science Breadth)	
Humanities or Social Science	3
International/Global Interdependence	3/4
Elective	3
Total Credits	**15-16**

SEMESTER 5			CR
Early Ed/Care	OST Ed	Community Ed	
ED 2230	Elective	ED 3510	3
ED 2450	ED 2455	ED 2455	3
ED 2342	ED 2344	ED 2344	2
		Minor Req.	3
Junior Inquiry & Integration			4
		Total Credits	**16**

SEMESTER 6			CR
Early Ed/Care	OST Ed	Community Ed	
ED 2420	ED 2420	ED 2420	3
ED 3115	ED 3198	Minor Req.	3
ED 3451	ED 3451	Minor Req.	3
ED 2230	Elective	Elective	3
Junior Inquiry & Integration			4
		Total Credits	**16**

SEMESTER 7			CR
Early Ed/Care	OST	Community Ed	
ED 4560/4561	ED 4566	ED 4568	6
(either semester)	(either semester)	(either semester)	
Elective	Elective	Minor Req.	3
Elective	Elective	Minor Req.	3
		Total Credits	**15**

SEMESTER 8			CR
Early Ed/Care	OST	Community Ed	
ED 3850	ED 3850	ED 3850	3
ED 4560/4561	ED 4566	ED 4568	6
(either semester)	(either semester)	(either semester)	
Elective	Elective	Minor Req.	3
Elective	Elective	Minor Req.	3
		Total Credits	**15**

SAMPLE CURRICULUM PLAN
EARLY CHILDHOOD EDUCATION (LICENSURE PRE-K-GRADE 2)

FIRST YEAR

FALL SEMESTER

		Credits
AE 1300	Competencies for the Prospective Educator (if needed)	1.5
PSY 1400	Child Development (Soc. Sc)	3
ED 1150	Exploring World of Education	3
WRIT 1400	Reading Writing Research 1	3
MATH 1550	College Mathematics: Numbers & Numeration	3
GEN 1000	First Year Inquiry	4
	OR	
BIO 1057	Life Sciences for Educators	4
	Total Credits	**17.5**

SPRING SEMESTER

		Credits
COM 1010	Fundamentals of Communication	3
ED 2600	Introduction to Special Education	3
WRIT 1500	Reading Writing Research 2	3
MATH 2550	College Mathematics: Algebra & Number Theory	3
GEN 1000	First Year Inquiry	4
	OR	
BIO 1057	Life Sciences for Educators	4
		16

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

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

• RWE • QRE • ILE

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

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

General Education Capstone Requirement
- Wellness
- Experiential Learning

SECOND YEAR

FALL SEMESTER

		Credits
ED 2161	Educational Psychology	3
ED 2411	Strategies for the Effective Educator: Early Childhood	3
MATH 3250 (QLE)	College Mathematics: Geometry & Data	3
ENG 1180	Intro to Literary Types (Hum)	3
PH 1010	US History I	3
	Total Credits	**15**

SPRING SEMESTER

		Credits
PH XXXX	Thinking Historically about Cont. US	3
ED 2354	Creative Arts in Early Childhood	3
BIO/PHYS XXXX	Physical Science for Educators	3
ED 2700	Early Childhood Language Arts and Literacy	3
ED 2355	Children's Literature: A Gateway to the World	3
		16

THIRD YEAR

FALL SEMESTER

		Credits
ED 3700	The Teaching of Reading	3
ED 3701	Reading Field Observation & Participation	1
ED 3190	Classroom Assessment	3
ED 3190 L	Assessment Lab: Reading	1
JYI	Junior Year Inquiry	3
	GE Diversity Elective	3
ILE	Gen Ed Requirement	3
	Total Credits	**16**

SPRING SEMESTER

		Credits
ED 3195	Methods in Social Studies and Language Arts	3
ED 3196	Pre-Prac I: EC	2
ED 3105	Institute on Learning Differences	2
ED 3150	Classroom Management	3
Global Elective		3
Gen Ed Arts		3
		17

FOURTH YEAR

FALL SEMESTER

		Credits
ED 3330	Inquiry Based Science Methods	3
ED 3331	Pre-Prac II: EC	3
ED 3750	Sheltered English Immersion	3
ED 3985	Senior Capstone	3
RWE	Gen Ed Requirement	3
	Total Credits	**12**

SPRING SEMESTER

		Credits
ED 4570	Senior Prac: EC	9
ED 4570 SM	Senior Prac Seminar	3
		15

College Wide GEN ED credit load – 51 - 54

Early Childhood total credits – 124.5

SAMPLE CURRICULUM PLAN
ELEMENTARY EDUCATION (GRADES 1-6)

FIRST YEAR

FALL SEMESTER

		Credits
AE 1300	Competencies for the Prospective Educator (if needed)	1.5
PSY 1400	Child Development (Soc. Sc)	3
ED 1150	Exploring World of Education	3
WRIT 1400	Reading Writing Research 1	3
MATH 1550	College Mathematics: Numbers & Numeration	3
GEN 1000	First Year Inquiry	3
	OR	
BIO 1057	Life Sciences for Educators	4
	Total Credits	**17.5**

SPRING SEMESTER

		Credits
COM 1010	Fundamentals of Communication	3
ED 2600	Introduction to Special Education	3
WRIT 1500	Reading Writing Research 2	3
MATH 2550	College Mathematics: Algebra & Number Theory	3
GEN 1000	First Year Inquiry	3
	OR	
BIO 1057	Life Sciences for Educators	4
		16

First Year Core
GEN 1000
WRIT 1400
WRIT 1500
COM 1010
Quantitative Literacy / Math

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

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

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

General Education Capstone Requirement
Wellness
Experiential Learning

SECOND YEAR

FALL SEMESTER

		Credits
ED 2161	Educational Psychology	3
ED 2412	Strategies for the Effective Educator: EL/SEC	3
MATH 3250 (QLE)	College Mathematics: Geometry & Data	3
ENG 1180	Intro to Literary Types (Hum)	3
PH 1010	US History I (Hum)	3
	Total Credits	**16**

SPRING SEMESTER

		Credits
	Gen Ed Arts	3
PH XXXX	Thinking Historically about Cont. US	3
BIO/PHYS	Physical Science for Educators	4
ED 2700	Early Childhood Language Arts and Literacy	3
ED 2355	Children's Literature: A Gateway to the World	3
		15

THIRD YEAR

FALL SEMESTER

		Credits
ED 3700	The Teaching of Reading	3
ED 3701	Reading Field Observation & Participation	1
ED 3190	Classroom Assessment	3
ED 3190 L	Assessment Lab: Reading	1
JYI	Junior Year Inquiry	3
ILE	Gen Ed Requirement	3
	Total Credits	**14**

SPRING SEMESTER

		Credits
ED 3195	Methods in Social Studies and Language Arts	3
ED 3197	Pre-Prac I: EL	2
ED 3150	Classroom Management	3
Diversity Elective		3
Global Elective		3
		14

FOURTH YEAR

FALL SEMESTER

		Credits
ED 3320	EL Curriculum (name change)	3
ED 3332	Pre-Prac II: EL	3
ED 3750	Sheltered English Immersion	3
ED 3985	Senior Capstone	3
RWE	Gen Ed Requirement	3
	Total Credits	**15**

SPRING SEMESTER

		Credits
ED 4564	Senior Prac: EL	9
ED 4564 SM	Senior Prac Seminar	3
		12

College Wide GEN ED credit load – 51 - 54
Elementary total credits – 119.5

SPECIAL EDUCATION (PRE-K-GRADE 8)

FIRST YEAR

FALL SEMESTER

		Credits
AE 1300	Competencies for the Prospective Educator (if needed)	1.5
PSY 1400	Child Development (Soc. Sc)	3
3		
ED 1150	Exploring World of Education	3
WRIT 1400	Reading Writing Research 1	3
MATH 1550	College Mathematics: Numbers & Numeration	3
GEN 1000	First Year Inquiry	4
	OR	
BIO 1057	Life Sciences for Educators	4
	Total Credits	**17.5**

SPRING SEMESTER

		Credits
COM 1010	Fundamentals of Communication	3
ED 2600	Introduction to Special Education	
WRIT 1500	Reading Writing Research 2	3
MATH 2550	College Mathematics: Algebra & Number Theory	3
GEN 1000	First Year Inquiry	4
OR		
BIO 1057	Life Sciences for Educators	4
		16

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

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

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

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

General Education Capstone Requirement

Wellness
Experiential Learning

SECOND YEAR

Fall Semester

ED 2161	Educational Psychology	3
ED 2412	Strategies for the Effective Educator: EL/SEC	3
MATH 3250 (QLE)	College Mathematics: Geometry & Data	3
ENG 1180	Intro to Literature (Hum)	3
PH 1010	US History I	3
	Total Credits	**15**

Spring Semester

	Gen Ed Arts	3
PH XXXX	GOVERNMENT POLITICS (Soc. Sc)	3
BIO/PHYS	Physical Science for Educators	4
ED 2700	Early Childhood Arts and Literacy	3
ED 2355	Children's Literature: A Gateway to the World	3
		16

THIRD YEAR

Fall Semester

ED 3700	The Teaching of Reading	3
ED 3701	Reading Field Observation & Participation	1
ED 3190	Classroom Assessment	3
ED 3190 L	Assessment Lab: Reading	1
JYI	Junior Year Inquiry	3
Diversity Elective		3
ILE	Gen Ed Requirement	3
	Total Credits	**17**

Spring Semester

ED 3350	Teaching Students with Special Needs	3
ED 3190	Pre-Prac I	2
ED 3105	Institute on Learning Differences	2
ED 3520	Positive Behavior Supports	3
Global Elective		3
PSY 2100	Adolescent Psychology	3
		16

FOURTH YEAR

Fall Semester

ED3415	Assessment for Special Educators	3
ED 3455	Pre-Prac II: SP	3
ED 3750	Sheltered English Immersion	3
ED 3985	Senior Capstone	3
RWE	Gen Ed Requirement	3
	Total Credits	**12**

Spring Semester

ED 4563	Senior Prac: SP	9
ED 4563 SM	Senior Prac Seminar	3
		12

College Wide GEN ED credit load – 51 - 54 credits

Special Education total credits – 124.5

ED 1150 Exploring the World of Education **3 credits** *Fall Semester*

This course introduces students to the historical and theoretical influences in the field of education that affect current practice. It provides an overview of educational settings and professional organizations at the local, state and national levels and current trends through engagement in professional readings. This course includes an experiential component, which exposes students to educational settings through on-site observation visits, videos, guest lecturers, and field interviews.

ED 2160 Foundations in Early Intervention: Principles and Practice **3 credits** *Spring Semester*

This course serves as an introduction to the early intervention process including referrals, service delivery, transition to public school services, the role of the service provider, evidence based practice, and family/child-centered services.
Pre-requisite: ED 2230.

ED 2161 Educational Psychology **3 credits** *Fall and Spring Semesters*

This course applies developmental theories and psychological concepts as a basis for informing teaching practice and developing effective learning environments. Topics include: cognitive and social development, individual learning differences, intelligence, factors affecting achievement and motivation. This course is taught from a constructivist perspective with an emphasis on the role of creativity and critical thinking in learning.
Prerequisite: PSY 1400.

ED 2230 Infants and Toddlers **3 credits** *Alternate Fall Semesters*

This course focuses on the care and teaching of infants and toddlers in-group settings. The typical and atypical developmental characteristics of children from birth to age three will be the basis for planning developmentally appropriate learning experiences, organizing the physical environment, and recognizing the importance of the teacher-child relationship. This course will fulfill the DEEC. Coursework requirement for Infant-Toddler Lead Teacher, and also serves as an elective for Education Majors.
Prerequisites: PSY 1400, ED 2161.

ED 2235 Early Assessment and Intervention **3 credits** *Fall Semester*

An introduction to researched based screening and assessment tools and intervention strategies found to be effective in evaluating and supporting the cognitive, linguistic, social, and emotional needs of young children, including children who are at risk of or have been diagnosed with developmental delay birth to age three).
Prerequisites ED 2160, ED 2230.

ED 2342 Field Observation & Participation: Early Education & Care **2 credits** *Fall Semester*

Students complete 6 hour a week field experience in an out-of school time setting. Students work alongside practitioners in the field to better understand the components of effective environments for school age children and/or youth. *This course meets the General Education Active Learning requirement.*
Prerequisites: ED 2600, junior standing in major.
Corequisite: ED 2455.

ED 2344 Field Observation & Participation: Out of School Time Setting **2 credits** *Fall Semester*

Students complete 6 hour a week field experience in an out-of school time setting. Students work alongside practitioners in the field to better understand the components of effective environments for school age children and/or youth. *This course meets the General Education Active Learning requirement.*
Prerequisites: ED 2600, junior standing in major.
Corequisite: ED 2455.

ED 2354 Creative Arts in Early Childhood **3 credits** *Alternate Spring Semesters*

This course provides an overview of developmentally appropriate practices for integrating the creative arts in early education settings. The arts are explored as an important vehicle for enhancing self-esteem, literacy, physical development, and cognitive and socio-emotional development. Students will be expected to design developmentally appropriate activities for young children, and to demonstrate an ability to integrate the arts into all areas of the curriculum.
Pre or Corequisite: ED 2411.

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

This course will delve into the world of children's literature through a comprehensive investigation of genres from picture books to historical fiction (for children birth to age twelve) written by classic and contemporary authors. Students will

gain knowledge of and evaluate literary elements and gain an appreciation for the aesthetic values of literature. Students will explore and evaluate text for controversial historical and contemporary issues, analyze text for cultural and gender bias, and examine methods to facilitate the development of children's perspectives of the world. This entails cultivating critical thinking and increasing engagement through the integration of the curriculum and the extension of literature through writing.

ED 2411 Strategies for the Effective Educator: Early Childhood **3 credits**

Fall and Spring Semesters

This course introduces beginning teachers to the essential elements of best practice in Early Childhood Education (Birth-Grade 3). Students will be introduced to a variety of instructional strategies including lesson planning, writing effective learning outcomes, differentiated instruction, and assessment. Students will develop and practice strategies to promote safe and effective learning environments. Emphasis will be on culturally responsive practices for all learners.
Pre or Corequisite: ED 2161.

ED 2412 Strategies for the Effective Educator: Elementary and Secondary **3 credits**

This course introduces beginning teachers to the essential elements of best practice. Foundational historical knowledge of the laws relating to current practice, as well as prominent theorists and philosophers in Education will be discussed and reinforced. Students will be introduced to a variety of instructional strategies that promote intentional and effective planning; lesson planning, writing effective learning outcomes, differentiated instruction, and assessment. Students will develop and practice strategies to promote safe and effective learning environments. Emphasis will be on culturally responsive practices for all learners.

ED 2420 School, Family and Community **3 credits**

Spring Semester

This course will allow students to understand and view the child as a member of the family system and the greater social system. It will explore the structure of the contemporary families and will examine the issues and challenges impacting today's families. Emphasis is on parent-teacher relations, working with families from diverse backgrounds, and the role of the teacher and community agencies in providing family support.
Prerequisites: PSY 1400, ED 2161.

ED 2450 Planning and Programming: Early Education & Care **3 credits**

Fall Semester

This course focuses on the principles of planning successful learning environments for young children. Emphasis will be placed on designing spaces that allow for optimal growth in children's physical, social, emotional and cognitive development. Design and arrangement of the physical space, creating developmentally appropriate transitions, routines and daily schedules, the value of play and its relationship to children's development, and the importance of teacher interactions in supporting play and learning will be addressed. This course includes a field observation and participation component in a setting for young children.
Prerequisite: ED 2411.
Corequisite: ED 2342.

ED 2455 Programming for Positive Youth Development **3 credits**

Fall Semester

This course is intended to familiarize students with the various aspects of out-of-school time programming for children and youth including but not limited to after school programming and community/youth organizations. By examining the criteria for effective learning environments for children and youth, students will gain an understanding of the factors that contribute to programming for positive youth development. Students complete a six (6) hour a week field observation and participation field component in conjunction with this course in an after school program, or youth organization.
Prerequisite: ED 2600.
Corequisite: ED 2344.

ED 2510 Guiding Behavior **3 credits**

Alternate Fall Semesters

This course will provide students with an understanding of the factors that influence children's behaviors and develop positive strategies and techniques to help children become more competent problem solvers. Emphasis will be on a sound understanding of development and its relationship to behavior as well the impact of family and culture.
Prerequisite: PSY 1400.

ED 2600 Introduction to Special Education **3 credits**

Fall and Spring Semesters

In this course students examine the full spectrum of disabilities, including the social-emotional, environmental, cognitive, and educational development of students at risk for developmental delays or mild/moderate disabilities. Throughout the course, students connect major federal and state laws and regulations to classroom structures and in-

structional/curricular accommodations and modifications. Requires a 10-hour observation project. *This course meets the General Education Diversity requirement.*
Prerequisite or Co-requisite: ED 1150, PSY 1400.

ED 2700 Early Childhood Language Arts and Literacy Development **3 credits**
Spring Semester
In this course, students will focus on the development of literacy and the factors that influence communication skills in speaking, listening, reading, and writing. Students will learn to design developmentally appropriate learning experiences for literacy development. Methods of promoting interest in reading and writing will be discussed, as well as reading instruction methodologies for young children within a broad range of abilities and language learning differences.
Pre or Corequisite: ED 2411 or ED 2412.

ED 3105 Learning Differences Institute **2 credits**
This weekend institute of advanced study is a collaborative effort between Curry College's Education Department and the Program for Advancement of Learning (PAL). It is designed using learning modules focused on several important aspects of special education which will be taught by specialists with expertise in those select areas. Topics include frequently identified learning differences in school-aged children; language based learning disability, nonverbal learning disability, executive function, ADHD, and high functioning autism. Through a metacognitive lens, students will consider various learning strategies and assistive technologies found to facilitate learning and promote success.
Pre-course readings and a field-based project are required.

ED 3115 Early Childhood Curriculum: Preschool **3 credits**
Spring Semester
This course focuses on the planning and implementation of developmentally appropriate learning experiences for preschool aged children. Students will develop teaching strategies and techniques that will foster the development of children's emerging skills in language and literacy, mathematical-logical thinking, science and social sciences. With an emphasis on active learning, students will develop strategies for extending children's learning and understanding through dialogue and questioning.
Prerequisites: ED 2342, ED 2450.
Corequisite: ED 3451.

ED 3125 Mathematics Curriculum **3 credits**
This course is designed to enable students to broaden their planning and teaching repertoire for mathematics learners (grades 1- 12). The course will use the Massachusetts Curriculum Frameworks and local area curricula as guideposts for planning and teaching. Although students focus primarily on mathematics teaching and learning, they will consider interdisciplinary approaches to lesson planning and assessment. Research-based teaching strategies will be emphasized, and whenever possible, students will carry out and evaluate their related unit planning, teaching and assessment in their field placement. This course is required of all Licensure students in the Mathematics Education Major. **Fee**.
Prerequisite: ED 3190.
Corequisites: ED 3456 (Pre-Practicum II)

ED 3190 Classroom Assessment **3 credits**
Spring Semester
Students will explore the importance of assessment for classroom instruction and learning. Students will be given practical and theoretical foundations of assessing school age children. Implications of race, class, and language in resultant data will be emphasized.
Prerequisite: ED 3700.

ED 3193R Classroom Assessment Lab: Secondary **1 credit**
This course is designed to extend general discussions of formative and summative assessment in the mathematics classroom to secondary learners. Students will explore the range of assessments used in the secondary classroom to monitor student progress, plan individual interventions, and guide overall curriculum decisions.
Co-requisite: ED 3190.

ED 3194 Pre-Practicum I Mathematics **1 credit**
Students accepted into the Mathematics Education Major who are pursuing licensure will complete an early field experience in the spring semester of third year of study. The early field experience will be 2 consecutive mornings a week in an approved setting.
Corequisites: ED 3195, ED 3193.

ED 3195 Fundamentals of Curriculum: Instructional Methods In Social Studies and Language Arts **3 credits**
Spring Semester
This course provides students the opportunity to examine philosophies, organization and planning for children in public schools. The general principles and practices of teaching social studies and language arts are presented. Lesson and unit planning is aligned with the Massachusetts Curriculum Frameworks. Through this course, prospective teachers will

have opportunities to observe, reflect on and practice planning and teaching.
Prerequisite: Junior standing in the major
Co-Requisite: ED 3196 or 3197

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

ED 3196 Pre-Practicum I: Early Childhood **1 credit**
Spring Semester
Students accepted into the early childhood licensure major complete an early field experience in the spring semester of the third year of study. The early field experience is 2 full days per week in an approved classroom setting. *This course meets the General Education Active Learning requirement.*
Prerequisite: ED 3700.
Corequisites: ED 3190, ED 3195.

ED 3197 Pre-Practicum I: Elementary **1 credit**
Spring Semester
Students accepted into the elementary and special education licensure will complete an early field experience in the spring semester of third year of study. The early field experience will be 2 days a week in an approved setting. *This course meets the General Education Active Learning requirement.*
Prerequisite: ED 3700.
Corequisites: ED 3190, ED 3195.

ED 3198 Curriculum for Afterschool Programs **3 credits**
Spring Semester
This course will develop teaching strategies and knowledge of curriculum design related to school - age care and programs for youth. An overview of the developmental stages of middle childhood will provide the foundation for creating and implementing developmentally appropriate lessons and activities. Emphasis will be on providing creative and challenging experiences during out - of - school time for children. This course includes a field observation and participation component in a setting for young children or youth.
Prerequisites: ED 2342 or 2344; ED 2450 or 2455.
Corequisite: ED 3454.

ED 3200 Administration of Childcare Programs **3 credits**
Alternate Spring Semesters
This course is designed to acquaint students with the administrative elements in establishing and managing various childcare programs. Using the Massachusetts Department of Early Education and Care Regulations for Licensure of Group Care Programs, students become familiar with the administrative responsibilities associated with these regulations. Topics include, but are not limited to: health and safety issues and policies, staffing issues, working with parents, program quality and evaluation, and overview of business practices.
Prerequisites: ED 2450 or 2455 or permission of instructor

ED 3250 Pedagogy and Specialized Instruction in Mathematics **3 credits**
Fall Semester
This course emphasizes the factors that contribute to creating effective learning environments for increasing conceptual development in mathematics. Using content in geometry, measurement, probability, data analysis, and statistics as illustrative examples, students will design a unit of study that is developmentally appropriate for the population of students with whom they intend to work. Students will be charged with broadening and deepening their own college-level understanding of the content in an effort to both utilize data for instructional decision-making and to identify the structure and relationships between ideas that they will communicate to students. In addition, effective instructional methods, formative and summative assessment techniques, and intervention strategies will be explored. (Same course as MATH 3250). *This course meets the General Education Social Science Breadth and Quantitative Literacy Enhancement requirements.*
Prerequisites: MATH 1550, MATH 2550.
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ED 3320 Elementary Curriculum: Instructional Methods in Science **3 credits**
Fall Semester
This course is designed to enable students to broaden their planning and teaching repertoire for Grades 1- 6 in the inclusive classroom. The course will use the Massachusetts Curriculum Frameworks and local area curricula as guideposts for planning and teaching. Although students will integrate all content areas of the curriculum into lesson planning and assessment throughout the course, students will focus on science, technology, and engineering (STE) content areas. Inquiry-based teaching strategies will be emphasized, and whenever possible, students will carry out and evaluate their related planning, teaching, and assessment in their field

placement. **Fee.**
Pre-requisite: ED 3195
Co-requisites: ED 3332

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

ED 3330 Early Childhood Curriculum: Instructional Methods in Science **3 credits** *Fall Semester*
This course is designed to enable students to broaden their planning and teaching repertoire for the Grade PreK-2 inclusive classroom. The course will use the Massachusetts Curriculum Frameworks and local area curricula as guideposts for planning and teaching. Although students will integrate all content areas of the curriculum into lesson planning and assessment throughout the course, students will focus on science, technology, and engineering (STE) content areas. Inquiry-based teaching strategies will be emphasized, and whenever possible, students will carry out and evaluate their related planning, teaching, and assessment in their field placement. **Fee.**
Prerequisite: ED 3195

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

ED 3331 Pre-Practicum II: Early Childhood **1 credit** *Fall Semester*
Students accepted to the early childhood licensure major complete a second pre-practicum field experience in the fall semester of the last year of study. The early field experience will comprise of 2 days a week in an approved setting. *This course meets the General Education Active Learning requirement.*
Prerequisites: ED 3195, ED 3196.
Corequisite: ED 3330.

ED 3332 Pre-Practicum II: Elementary **1 credit** *Fall Semester*
Students accepted to the elementary licensure major complete a second pre-practicum field experience in the fall semester of the last year of study. The early field experience will comprise 2 days a week in an approved setting. *This course meets the General Education Active Learning requirement.*
Prerequisites: ED 3195, ED 3197.
Corequisite: ED 3320, ED 3320R.

ED 3415 Advanced Curriculum & Assessment for Diverse Learners K-8 **3 credits** *Fall Semester*
This course will include assessments typically used in special education settings as well as the specialized instructional programs often indicated for students with special needs.
Prerequisites: ED 3190, senior standing.
Corequisite: ED 3455.

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

ED 3451 Practicum I: Preschool **6 credits** *Spring Semester*
Third year students in the Early Education and Care major & spend twelve hours per week in a preschool setting. This field experience allows students to apply concepts of curriculum development to lesson planning and implementation. Equates to nine months of work experience toward Department of Early Education and Care preschool teacher qualifications. *This course meets the General Education Active Learning requirement.*
Prerequisites: ED 2342 or ED 2344; ED 2450 or 2455.
Corequisite: ED 3115.

ED 3454 Pre-Practicum: After School Programs **3 credits** *Spring Semester*

Third year students in the Out-of-School Time major spend six hours per week in an out of school time setting. This field experience allows students to apply concepts of curriculum development to lesson planning and implementation. *This course meets the General Education Active Learning requirement.*

Prerequisites: ED 2342 or ED 2344; ED 2450 or 2455.
Corequisite: ED 3198.

ED 3455 Pre-Practicum II: Special Education **1 credit** *Fall Semester*

Students accepted to the special education licensure major complete a supervised field experience in the fall semester of their fourth year of study. The field experience will be 2 full days per week in an approved setting and will take place in conjunction with ED 3415. *This course meets the General Education Active Learning requirement.*

Prerequisites: ED 3190, ED 3197.
Corequisites: ED 3415, ED 3415R.

ED 3456 Pre-Practicum II Mathematics **1 credit**

Students accepted to the Mathematics Education Major who are pursuing licensure will complete a second pre-practicum field experience in the fall semester of the last year of study. The field experience will comprise 2 days a week in an approved setting.

Prerequisites: ED 3195, ED 3197. Corequisite: ED 3125.

ED 3510 Community Leadership **3 credits** *Alternate Fall Semesters*

This course will engage students in discussion and readings that explore effective leadership qualities for professionals who work in community-based education programs. It draws upon the disciplines of psychology, sociology and education in understanding the factors that contribute to sound community based initiatives that support the health and welfare of children and youth. Through direct interaction with service providers, students will gain a deeper understanding of how organizations meet the diverse needs of their communities. Topics include, but are not limited to, identifying community needs, working collaboratively with related service organizations, advocacy issues, and how to promote purposeful change.

Prerequisites: ED 2420, or permission of instructor.

ED 3700 The Teaching of Reading **4 credits** *Fall Semester*

This course provides students with theory and methodology in the teaching of reading. Individual differences (including, but not limited to, language and cultural differences) are an ongoing component of all assessment and instructional practices. A required field lab is an integral part of this course. This course also contains an Assessment Lab that promotes authentic practice using assessment tools for literacy. Students will determine and administer appropriate literacy assessments, analyze data, and develop an instructional plan to differentiate the lesson based on assessment data and student needs.

Prerequisites: : ED 2411/ED 2412 or ED 2550; ED 2700.

ED 3750 Sheltered English Immersion **3 credits** *Fall Semester*

This course is designed to prepare teachers to shelter content in the SEI classroom by considering the individuality of English Language Learners including social and cultural considerations, second language acquisition processes, and English Language arts and Literacy development in the PreK-8 classroom. This course is aligned with the Massachusetts Curriculum Frameworks, the WIDA English Language Development Standards and envelops best practice in the field of ELL instruction.

Prerequisites: ED 2700, ED 3700.
Corequisites: ED 3331, ED 3332, ED 3455.

ED 3850 Current Issues in Education **3 credits** *Spring Semester*

This course will explore multiple perspectives on current issues and trends in education, the impact of these issues and trends have on children and their development, and the role of the educator in promoting healthy development for all children. The course will link educational trends to current events in order to examine the issues contributing to the role of education in our communities and our nation. There is an emphasis on the diverse and complex needs of children and whether or not these needs are being addressed through current education practices.

Prerequisites: Senior standing in the major.

ED 3900 Collaboration and Consultation **3 credits** *Spring Semester*

This capstone course is designed to examine issues of collaboration and consultation among professionals. The emphasis will be on collaboration in schools among special and general educators, Teachers and specialists (e.g. occupational therapists, speech language pathologists), with a strong emphasis on collaboration with parents and community agencies. The course will focus on the knowledge and skills necessary for successful collaboration, team building, and interdisciplinary work. In addition this course provides an opportunity for

participants to engage in self-reflective practice. Participants will be encouraged to evaluate personal attitudes, attributes and skills, to compare personal thinking and experiences with others, and to engage in collaborative activities for application of theory to practice. Included are fundamentals of group processes, human behavior and interaction, and motivation as well as skills and knowledge necessary for successful collaboration and consultation with parents and professionals in the field.
Prerequisites: ED 3190, ED 3195, ED 3415.
Corequisites: ED 4563, ED 4563SM.

ED 3905 Special Project in Education 3 credits
Requires an approved proposal for a field-based project designed to provide students the opportunity for in-depth investigation of a special topic. A major paper is required. The project may be linked to concurrent work in the field.

ED 3985 Seminar Education Capstone: Integrating Research Based Practices 3 credits *Fall Semester*
This capstone course enables students to consider, discuss, and debate educational issues related to teaching practices and theories of instruction. Students will design and implement library research projects which integrate their major area of study with education coursework and field experiences and then translate this research into action plans for their senior practicum.
Pre-requisite: Senior standing in the major

ED 4560 Practicum II: Infant/Toddler Setting 6 credits *Fall and Spring Semesters*
Students in the Early Education and Care major may choose to complete practicum of 18 hours a week field placement in an infant/toddler setting. Students have the opportunity to plan and implement curricula that enhances all the areas of development as well as create learning environments that foster children's growth. Field hours may be counted toward required work experience for Massachusetts DEEC Lead Teacher certification/qualification for Infants and Toddlers. *This course meets the General Education Active Learning requirement.*
Prerequisites: ED 3451, ED 2230.
Corequisite: ED 4560 SM.

ED 4560 SM Practicum Seminar 0 credits *Fall and Spring Semesters*
This weekly, one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of working with children and families. Topics of discussion may include, but are not limited to: professional role and responsibilities, communicating & collaborating with parents, identifying community resources, leadership and advocacy.
Corequisite: ED 4560.

ED 4561 Practicum II: Preschool Setting 6 credits *Fall and Spring Semesters*
Students in the Early Education and Care major complete an 18 hour a week field placement in a preschool setting. Students have the opportunity to plan and implement curricula that enhances all areas of development as well as create learning environments that foster children's growth and learning. Field hours may be counted toward required work experience for Massachusetts DEEC Preschool Lead Teacher certification/qualifications. *This course meets the General Education Active Learning requirement.*
Prerequisite: ED 3451.
Corequisite: ED 4561SM.

ED 4561 SM Senior Practicum Seminar 0 credits *Fall and Spring Semesters*
This weekly, one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of working with children and families. Topics of discussion may include, but are not limited to: professional role and responsibilities, communicating & collaborating with parents, identifying community resources, leadership and advocacy.
Corequisite: ED 4561.

ED 4563 Senior Practicum: Special Education 9 credits *Spring Semester*
Students will complete a five day a week practicum in a setting approved to meet the requirements for licensure as teacher of students with moderate disabilities (Pre-K-8). *This course meets the General Education Active Learning requirement.*
Prerequisite: ED 3415.
Corequisites: ED 3900, ED 4563SM.

ED 4563 SM Senior Practicum Seminar 0 credits *Spring Semester*
This weekly, one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of teaching.
Corequisites: ED 4563, ED 3900.

ED 4564 Senior Practicum: Elementary 9 credits *Spring Semester*
Students will complete a five day a week practicum in a

setting approved to meet the requirements for licensure as Elementary Teacher, levels 1-6. *This course meets the General Education Active Learning requirement.*
Corequisites: ED 4564SM, ED 3985.

ED 4564 SM Senior Practicum Seminar 0 credits
Spring Semester
This weekly, one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of teaching.
Corequisites: ED 4564, ED 3985.

ED 4566 Senior Practicum: After School Setting 6 credits
Fall and Spring Semester
Students in the Out of School Time Education major complete a 9-hour a week field placement in an after school program setting. Students have an opportunity to plan and implement curricula that enhance all areas of development as well as create learning environments that foster children's growth and learning. Field hours may be counted toward required work experience for Massachusetts DEEC group leader or site coordinator via the Department of Early Education and Care. *This course meets the General Education Active Learning requirement.*
Prerequisites: ED 3198, ED 3454.
Corequisite: ED 4566SM.

ED 4566 SM Senior Practicum Seminar 0 credits
Fall and Spring Semesters
This weekly, one-hour seminar is taken in conjunction with the Senior Practicum. Weekly assignments and discussions focus on various aspects of working with children and families. Topics of discussion my include, but are not limited to: professional role and responsibilities, communication & collaborating with parents, identifying community resources, leadership and advocacy. *This course meets the General Education Active Learning requirement.*
Corequisite: ED 4566.

ED 4568 Senior Practicum: Community-Based Setting 6 credits
Fall and Spring Semesters
Students in the Community Education concentration of the Child, Youth, and Community Education major complete a 9-hour a week field placement in a community-related educational setting. Students gain work experience in programs, agencies and organizations that support the health, education, and wellbeing of the community and its member. *This course meets the General Education Active Learning requirement.*
Prerequisite: Senior standing in major.
Corequisite: ED 4568SM.

ED 4568 SM Practicum: Seminar 0 credits
Fall and Spring Semesters
This weekly, one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of working with children and families. Topics of discussion may include, but are not limited to: professional role and responsibilities, communicating & collaborating with parents, identifying community resources, leadership and advocacy.
Corequisite: ED 4568.

ED 4570 Senior Practicum: Early Childhood 9 credits
Spring Semester
Students will complete a five-day a week practicum experience in settings approved to meet the requirements for licensure as Early Childhood teacher (Pre K-2). Students will be placed in a Pre K setting and a 1-2 setting. *This course meets the General Education Active Learning requirement.*
Prerequisites: ED 3330, ED 3331.
Corequisites: ED 3985, ED 4570SM.

ED 4570 SM Senior Practicum Seminar 0 credits
Spring Semester
This weekly one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of teaching in each of the early childhood settings.
Corequisites: ED 4570, ED 3985.

ED 4571 Senior Practicum, Secondary 9 credits
Students will complete a five day a week practicum in a setting approved to meet the requirements for licensure in their desired field: Mathematics (1-6), Mathematics (5-8), or Mathematics (8-12).
Corequisites: ED 4571SM (Senior Practicum Seminar), ED 3985.

ED 4571SM Senior Practicum Seminar, Secondary 3 credits
This weekly, one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of teaching.
Corequisites: ED 4571 (Senior Practicum), ED 3985.

The English area of the Humanities Department at Curry College offers several major and minor programs that are designed to meet the individual needs and interests of our students. These include the Concentration in Creative Writing.

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

The English Major: Learning Outcomes

Students will:

1. Demonstrate fundamental knowledge of works from different periods and genres within the evolving canon of English language texts.
2. Contextualize and connect specific texts with broader historical and cultural knowledge and perspectives.
3. Demonstrate critical reading skills for analyzing and evaluating a range of texts.
4. Produce focused, well-developed, analytical and argumentative writing that incorporates a variety of oral, printed, and/or visual texts.
5. Demonstrate proper documentation of primary and secondary sources.
6. Apply understanding of literary aesthetics to readings or their own creative work.
7. Comprehend a variety of literary terms and expressions derived from diverse cultural and social experiences, and realize the importance of gender, class, race, and geographical location as categories of literary analysis.
8. Develop analytical perspectives and enriched vocabularies that can be employed in other professions and disciplines.
9. Understand the value of studying the Humanities and recognize its contribution to other disciplines.

Prerequisite for the English Major:		**Credits:**
ENG 1180	Introduction to Literature	3

Core Requirements for the English Major:

Students majoring in any of the concentrations in English must include in their program all of the following six courses (18 credits):

ENG 2010	Major British Writers I	3
ENG 2020	Major British Writers II	3
ENG 2110	American Literature I	3
ENG 2120	American Literature II	3
ENG 3700	Shakespeare	3
ENG 3980	Capstone Course for English Majors	3

English Electives:

12 credits at the 2000- or 3000-level, or consult requirements for concentrations, below.		12
	Total	**30**

Concentration in British Literary Heritage

This concentration gives a solid foundation for graduate study in literature.
In addition to the major requirements, students should take four courses (12 credits) from the following list:

ENG 2660	Frankenstein from Novel to Film
ENG 3610	Anglo Saxon/Medieval English
ENG 3620	Victorian Literature
ENG 3640	Neoclassical/Romanticism
ENG 3740	Chaucer
ENG 3770	British Literature of the 17th Century
ENG 3800	Special Topics in Literature (if topic is appropriate to the concentration)

Concentration in American Literature
This concentration gives the student a comparative perspective on the important questions and practical considerations that constitute literary studies across a broad spectrum of cultures and viewpoints in America. Choose four courses (12 credits) from the following list:

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

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

ENG 2300 Creative Writing I
ENG 2310 Creative Writing II
ENG 2350 Writing Poetry
ENG 2396 Creative Non-Fiction
ENG 2476 Scriptwriting
ENG 2490 Introduction to Memoir and Personal Writing
ENG 2700 Writing and Dreams
ENG 3476 Scriptwriting II
ENG 3490 Memoir Writing and Life Writing
ENG 3495 Writing and Reading Memoir and Fiction

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

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

Requirements for the English minor: 12 credits of English courses, including the following:
ENG 1180 Introduction to Literature
And any two of the following:
ENG 2010 Major British Writers I
ENG 2020 Major British Writers II
ENG 2110 American Literature I
ENG 2120 American Literature II
And one additional ENG course at the 2000-level or above.

ENG 1180 Introduction to Literature 3 credits
Fall and Spring Semesters
Acquaints the student with the variety of literary texts and genres, including fiction, drama, and poetry. *This course meets the General Education Humanities Breadth requirement.*
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 1240 Literature of Love 3 credit
Offered periodically within a three-year academic cycle.
Explores the representation of various types of love in a selection of literary texts across genres and periods.

ENG 1260 Mystery and Detective Fiction 3 credits
Offered periodically within a three-year academic cycle
Traces the development of mystery and detective fiction from its beginnings to our own times, and may include both classic and contemporary writers.

ENG 2000 Critical Thinking 3 credits
Offered periodically within a three-year academic cycle
Offers experience in practical analysis. Students will learn how to identify bias and logical fallacies and to ask questions that take them beyond the limits of the text.
Prerequisite: Six (6) credits of English at the 1000-level.

ENG 2010 Major British Writers I 3 credits
Fall Semester
Examines major British texts from Beowulf through the eighteenth century. *This course meets the General Education Humanities Breadth requirement and some sections may be Reading/Writing Enhanced.*
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 2020 Major British Writers II 3 credits
Spring Semester
This course examines the historical contexts of British literature from the nineteenth century to the present, as shaped by intersecting and competing claims of gender, class, culture, and national identity. *This course meets the General Education Humanities Breadth requirement.*
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 2100 Reading and Writing About the Short Story 3 credits
Fall and Spring Semesters
This course examines the nature and breadth of the short story and introduces the student to the craft of writing short fiction.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 2110 American Literature I 3 credits
Fall Semester
Focuses on the work of diverse authors, writing from the colonial period through the late 19th century. Texts include the work not only of conventionally canonized writers, but also orature and writing by the often underrepresented, including Native-Americans, African-Americans, and women. *This course meets the General Education Humanities Breadth requirement.* (Same course as WGS 2110).
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 2120 American Literature II 3 credits
Spring Semester
Surveys the literature of the United States since the mid-nineteenth century. As in ENG 2110, texts include the work not only of conventionally canonized writers, but also writing by the often underrepresented, including women, Native-Americans, African-Americans, Hispanic-Americans, Chinese-Americans, Indian-Americans and other ethnic groups that make up the complex cultural matrix of the United States. *This course meets the General Education Humanities Breadth requirement.*
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

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

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

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

ENG 2250 The Beatles' Lyrics as Poetry 3 credits

Offered periodically within a three-year academic cycle

Examines the formal literary elements, as well as the political and cultural references within The Beatles' lyrics from their earliest compositions to their solo careers.

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

ENG 2280 Literature of Death and Dying 3 credits

Offered periodically within a three-year academic cycle

Through works of prose, fiction, poetry and autobiography, students will view different attitudes toward death, dying, and bereavement. Topics might include denial, fear, anger, wry humor and acceptance.

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

ENG 2300 Creative Writing I 3 credits

Every Year

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

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

ENG 2310 Creative Writing II 3 credits

Offered periodically within a three-year academic cycle

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

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

ENG 2350 Writing Poetry 3 credits

Spring Semester

Engages students in writing poetry and includes extensive in class discussion of the students' own poems and proposed methods of revision. Experimental forms are included, as well as work in more traditional forms. *This course meets the General Education Arts Breadth and Reading/Writing Enhancement requirements.*

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

ENG 2396 Creative Non-Fiction 3 credits

Offered periodically within a three-year academic cycle

Employs the skills and characteristics of fiction writing (developing character, dialogue, intimacy of narration) to the writing of essays, blogs, and other forms of prose writing, as part of the contemporary genre of creative non-fiction.

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

ENG 2400 Dramatic Literature 3 credits

Spring Semester

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

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

ENG 2476 Scriptwriting 3 credits

Fall and Spring Semesters

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

Prerequisite: WRIT 1400.

ENG 2631 The Journey in Literature 3 credits

Fall Semester

Pursues quests for self, community, discovery, loss and redemption within literary classics. *This course meets the General Education International/Global Interdependence requirement.*

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

ENG 2632 Women in 19th Century World Literature 3 credits

Offered periodically within a three-year academic cycle Explores women as characters in, and authors of, a variety of nineteenth-century texts.

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

ENG 2635 Banned Books and Dangerous Ideas 3 credits

Fall Semester

Examines literature targeted for political, religious, sexual, or social content. Sex and gender will be a major focus. *This course meets the General Education Diversity requirement.*

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

ENG 2660 Frankenstein from Novel to Film 3 credits

Offered periodically within a three-year academic cycle

Traces the birth and development of the concept of Dr. Frankenstein's manmade "creature" from its inception in the novel by Mary Shelley to contemporary representations.

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

ENG 2820 Modern Poetry 3 credits

Offered periodically within a three-year academic cycle

The reading and analysis of twentieth-century and contemporary American poetry provide a springboard for writing in both traditional and experimental forms.

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

ENG 2830 Film and Novel 3 credits

Fall Semester

Explores the relation between novels and their film adaptations by considering different approaches to the art, theory, culture, and politics of adaptation. *This course meets the General Education Diversity requirement.*

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

ENG 2845 Ghosts in Film and Literature 3 credits

Offered periodically within a three-year academic cycle.

Examines the representation of ghosts and apparitions in film and literature.

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

ENG 3110 American Novels 3 credits

Spring Semester

This course examines major themes in 19th and 20th century American novels, including the New York and Mississippi frontiers, slavery, the temperament of New England, attitudes in the Athens of America (Boston), pressures within industrial cities, attitudes of Europeans and Americans toward each other, and the business of America. *This course meets the General Education Diversity requirement.*

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

ENG 3340 Women in Modern Literature 3 credits

Offered periodically within a three-year academic cycle

Includes women in the shadow of "great" men, frontier lifestyles, traditional female roles, women as writers, and working class women.

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

ENG 3450 English Internship/Field 1-9 credits

Experience Fall and Spring Semesters

Requires a Field Experience contract.

Prerequisite: EXP 2340 and signature of Director of Experiential Education.

ENG 3476 Scriptwriting II 3 credits

Every Year

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

Prerequisite: COM/ENG 2476.

ENG 3490 Memoir and Life Writing 3 credits

Offered periodically within a three-year academic cycle

Puts memories and discoveries about one's life into words for readers to think about in terms of their own experiences. Emphasis on writing scenes that typify one's life.

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

ENG 3495 Writing Memoir and Fiction 3 credits

Spring Semester

Memoirs are about "actual lives"; fiction is about "invented lives". The work of this course is to explore, through reading, writing and discussion, the shifting boundary between these two forms of presenting experience to readers.

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

ENG 3545 Modern Drama 3 credits

Fall Semester

Studies the works of twentieth and twenty-first century Dramatists (e.g. Ibsen, Strindberg, Shaw, O'Casey, O'Neill, Miller, Beckett, and others) with attention to the influence of European playwrights upon the modern theatre (Same course as COM 3545).

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

ENG 3620 Victorian Literature 3 credits

Offered periodically within a three-year academic cycle

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

ENG 3640 Neoclassical/Romanticism 3 credits

Offered periodically within a three-year academic cycle

Examines the works of English language authors of the eighteenth and nineteenth centuries, including Wordsworth, Coleridge, Keats, Shelley, Byron and others.

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

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

ENG 3700 Shakespeare 3 credits
Fall Semester
This course looks at representative Comedies, Tragedies, Poems, and the Final Plays to assess how much of our modern sensibility was pioneered by Shakespeare. We will consider the plays as performance and as literature. *This course meets the General Education Humanities Breadth requirement and some sections may be Reading/Writing Enhanced.*
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 3740 Chaucer 3 credits
Offered periodically within a three-year academic cycle
Studies selected poems by Chaucer with special emphasis on The Canterbury Tales.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

ENG 3770 British Literature of the 17th Century 3 credits
Offered periodically within a three-year academic cycle
This course surveys the literature of England from 1601-1699 and includes authors such as John Milton, John Donne, Ben Jonson, Sir Isaac Newton and Francis Bacon.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

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

ENG 3980 Capstone Course for English Majors 3 credits
Spring Semester
An English major in the final year of study will complete ENG 3980 or produce a senior creative project or a literary research thesis. If a student requires the Capstone to graduate in a given year, and it is not available on the course schedule, the student may apply to the English Coordinator and/or Capstone Committee for permission to do significant additional research or creative work in a 3000- or 4000-level English course. While this capstone enhancement will satisfy the Capstone requirement, it will not bear additional course credit. As a culminating experience in the discipline, the student's work should reflect the student's growth and competency as an English major, demonstrating a command of the subject matter and its broader applications.
Prerequisite: Senior standing and major in English or permission of instructor.

Students with an interest in Environmental Science are strongly encouraged to consider the BA track of the Biology major.

ENVIRONMENTAL STUDIES MINOR

With the ever-increasing awareness of the impact of humans on the environment an informed citizenry is essential. The environmental studies minor is appropriate for students who wish to assume leadership roles in their communities, in business and government, and in conservation organizations. Students will acquire skills useful in the work place, including sampling techniques, collecting and understanding data, methods of effecting political change, and understanding regulatory compliance, with an emphasis on criticizing and synthesizing ideas and information.

Requirements for Environmental Studies Minor:		**Credits**
MATH 1150	Statistics I	3
or		
AC____	Applied Technology	
(one course or independent study utilizing data handling)		
BIOL 2215	Environmental Science	4
BIOL 2310	Field Ecology	4
or		
BIOL 2330	Aquatic Biology	
PRS 2410	Environmental Ethics	3
or		
P&H 2270	Environment and Social Movements	
P&H 2200	Political Tactics	3
or		
SOC 2 ___	Environmental Justice	
or		
SOC 2090	Climate Justice	
SCI 2220	Occupational Health, Safety, and Environmental Affairs	3
Recommendation: Internship, Independent Study or Field Experience.		**20**

**alternatives may be discussed*

Experiential Education

Experiential learning allows students to apply classroom learning to the world beyond and provides opportunities for networking and personal development and a richer understanding of many of the subjects studied through coursework. Students learn by doing and retain more of what they learn by being actively involved in the learning process. Internships are one of the ways to incorporate this authentic learning experience into a college education.

Qualified students at Curry College may earn from one to 12 credits in a given semester for supervised internships, ordinarily in the area of the student's major. The total number of credits a student may earn for experience-based learning is 30.

Prerequisite to participating in internships is successful completion of EXP 2340 - Introduction to Experiential Learning with a grade of C or higher. Each academic area may have other specific prerequisites; contact the director of the Center for Career Development for details. Sophomore standing is required as well as a 2.75 GPA cumulative average.

To obtain credit for internships, a student must submit an on-line Application through the portal and confirm an approved site and schedule. The student must also create three learning goals developed in cooperation with his/her supervisors and submit a final Learning Contract. Learning Contract guidelines are available on the portal or in the Center for Career Development.

The following courses are part of the Experiential Education curriculum. Courses are offered in traditional, hybrid and on-line formats as specified.

Levels of Internships

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

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

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

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

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

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

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

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

EXP 2800 Career Development 3 credits
Fall and Spring Semesters

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

Fine and Applied Arts

An appreciation of aesthetic experience is one of the educational goals of the mission of Curry College. The Department of Fine and Applied Arts offers to all Curry students an integrated experience in perceiving and appreciating the arts through Introduction to Fine Arts which meets the General Education Humanities Breadth requirement.

See also course listings under Dance, Music, and Studio Arts for other offerings in those disciplines.

FA 1000 Introduction to Fine Arts 3 credits

Fall and Spring Semesters

A study of the fundamental integrating principles of artistic expression, in the visual arts, music, and dance with primary emphasis on the visual arts. The course involves the student in a wide variety of experiences in the arts, including a required field trip to the Museum of Fine Arts, Boston through the College's museum membership. Students engage in reflective and analytical writing and discussions about the museum experience, slides, videos of dance and music performances, and other media which present the creative process in the various arts. Alternate sections emphasizing dance or music are so designated in the Course Selection Guide and course descriptions for specific semesters. *This course meets the General Education Humanities Breadth requirement.* **Fee.**

FA 1500 Arts Immersion 3 credits

Fall and Spring Semesters

Visual Art, music, and dance are an expression of identity. There is no better way to experience, understand, and respect art than to participate in the process of creating it. This course will provide an introductory experience in the practice of all three disciplines and encourage exploration, self-reflection, and personal growth, while employing multiple modes of communication. *This course meets the General Education Arts Breadth requirement.*

First-Year Studies

The First-Year Studies program facilitates a successful transition to College by:

- Promoting active learning, a spirit of inquiry, problem solving, and wellness in order to maximize the potential for success
- Increasing self-awareness by examining and reflecting on values and learning styles, and personal goals and responsibilities
- Increasing respect for others through community building activities and exploring topics such as diversity, relationships, and active involvement in the college
- Strengthening skills that contribute to academic success
- Introducing students to the opportunities in higher education, including college resources, course requirements and fields of study

Courses in this area are intended for First-Year College students and transfers and may be offered independently or as part of a Living, Learning Community.

FYS 1000 First-Year Transitions 2 credits
Fall and Spring Semesters

This course is designed to assist first-year students with the transition to the college experience. Students will be introduced to methods and resources to promote success in college, and have opportunities to discover how they learn, relate, and make choices. Topics will focus on academic development, value and belief systems, campus life, relationships, wellness, and the purpose and value of higher education. Open to first-year students and transfer students who have earned fewer than 15 credits at previous institutions. *This course meets the General Education Wellness requirement.*

FYS 1002 Discover – Community Action 1 credit
Fall Semester

This course explores issues related to inequality, justice, and social change. Through assignments, speakers, and projects students will have opportunities to uncover how they can be agents of change and make a difference in the world today.

FYS 1400 The Transfer Experience 3 credits
Fall and Spring Semesters

The Transfer Experience utilizes a learning and development framework to assist students both with their transition to Curry College and transitions that may occur throughout their lives. In the course students will be introduced to transition theory, transformative learning theory and identity development theory and will apply these theories to their own life experiences. Additionally students will be introduced to methods, resources and current research related to success in college and have opportunities to discuss how they learn, relate and make choices. The course will culminate with a project where students acting as knowledge-creators will develop an end product to aid in the transition of future transfer students. This class is team taught by a member of the faculty or professional staff and an upper-class student in an interactive manner. Open to transfer students who have earned more than 15 credits at previous institutions.

Study of foreign language and culture offers many personal rewards. It strengthens language, memory, communication, and problem-solving skills and provides insights into our own language and culture. In addition, it expands our worldview and helps develop an appreciation of cultural values, traditions, and artistic expression. Language skills and cultural studies are essential for success in areas such as business, the arts, criminal justice, health and social services, national security, foreign affairs, international trade and tourism.

French

Study of French enriches students by providing an opportunity to understand a major European civilization. Because literature, art, and music are used in teaching French, students will not only learn a language but also gain an appreciation for the culture of France. Since one-third of English vocabulary words are derived from French, students will also improve their English vocabulary.

Italian

Italian Cinema explores themes in Italian culture through the medium of film.

Spanish

Spanish is the official language in 21 countries, making it the third most widely used language in the world. More than 10% of the United States is of Spanish-speaking descent and that number is increasing rapidly. The ability to communicate in Spanish and understand the cultures of the Spanish-speaking world is growing in importance for a variety of professions.

Students minoring in Spanish are encouraged to take a Spanish culture course and to consider studying abroad. Before credits/programs from outside Curry can be accepted toward a minor, they must be approved by the area coordinator.

Requirements for Spanish Minor:		**Credits**
SPAN 2010	Intermediate Spanish I	3
SPAN 2020	Intermediate Spanish II	3
SPAN 3010	Spanish Composition & Conversation I	3
SPAN 3020	Spanish Composition & Conversation II	3
		12

FRENCH

FR 1010 Elementary French I 3 credits

Fall Semester

This course emphasizes the development of basic communication skills in the French language: listening, speaking, reading, writing, and comprehension. Attention is given to grammatical structure, oral pronunciation and vocabulary building. Students will also be introduced to French culture. No previous study of French required. Not open to native speakers. *This course (in conjunction with FR 1020) meets the General Education International/Global Interdependence requirement.*

FR 1020 Elementary French II 3 credits

Spring Semester

The second semester of Elementary French continues the development of basic skills in the French language. Not open to native speakers. *This course (in conjunction with FR 1010 or FR 2010) meets the General Education International/Global Interdependence requirement.*
Prerequisite: FR 1010 or one year of high school French or departmental approval.

FR 2010 Intermediate French I 3 credits

Fall Semester

This course is designed to increase the student's ability to communicate in natural situations with French-speaking people. Emphasizes conversation, reading, and writing within the context of French culture. Attention is given to grammatical structure. Not open to native speakers. *This course (in conjunction with FR 1020 or FR 2020) meets the General Education International/Global Interdependence requirement.*
Prerequisite: FR 1020 or two years of high school French or departmental approval.

FR 2020 Intermediate French II 3 credits

Spring Semester

The second semester of Intermediate French. Readings will include poetry or a short novel. Not open to native speakers.

This course (in conjunction with FR 2010) meets the General Education International/Global Interdependence requirement.
Prerequisite: FR 2010 or three years of high school French or departmental approval.

FR 2200 The Culture of France 3 credits
Spring Semester
What makes the French French? This course examines aspects of French ideology and culture such as: values, literature, education, the arts, society, politics, and religion. Taught in English. No previous study of French required. *This course meets the General Education International/Global Interdependence requirement.*
Prerequisite: Sophomore standing or departmental approval.

ITALIAN

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

SPANISH

SPAN 1010 Elementary Spanish I 3 credits
Fall Semester
This introductory course is designed for students who have studied little or no Spanish. Through a wide variety of activities that develop real-world skills, the student will be introduced to the fundamental structure of the language. Presented through a cultural framework, the acquisition of speaking and listening skills is emphasized. Not open to native speakers. Heritage speakers must seek departmental approval. *This course (in conjunction with SPAN 1020) meets the General Education International/Global Interdependence requirement.*

SPAN 1020 Elementary Spanish II 3 credits
Spring Semester
The second semester of Elementary Spanish. Not open to native speakers. Heritage speakers must seek departmental approval. *This course (in conjunction with SPAN 1010 or SPAN 2010) meets the General Education International/Global Interdependence requirement.*
Prerequisite: SPAN 1010 or one year of high school Spanish or departmental approval.

SPAN 1030 Spanish for Health, Criminal Justice, and Social Services I 3 credits
Fall Semester
This course provides students with basic language skills, giving special attention to the needs of students who plan to work in community/social and medical service positions. No previous study of Spanish required. Not open to native speakers. *This course (in conjunction with SPAN 1040) meets the General Education International/Global Interdependence requirement.*

SPAN 1040 Spanish for Health, Criminal Justice, and Social Services II 3 credits
Spring Semester
The second semester of Spanish for Social Services. Not open to native speakers. Heritage speakers must seek departmental approval. *This course (in conjunction with SPAN 1030 or SPAN 2010) meets the General Education International/Global Interdependence requirement.*
Prerequisite: SPAN 1010 or SPAN 1030 or one year of high school Spanish or departmental approval.

SPAN 2010 Intermediate Spanish I 3 credits
Fall Semester
This course is designed to build upon a student's basic proficiency in the Spanish language. A complete review of elementary grammar concepts and essential vocabulary sets the foundation for strengthening the student's communicative skills. Task-based activities encourage an integration of these skills in a functional use of the language. Videos, songs, and Web materials enhance the student's understanding of the cultural differences within the Spanish-speaking world. Not open to native speakers. Heritage speakers must seek departmental approval. *This course (in conjunction with SPAN 1020 or SPAN 2020) meets the General Education International/Global Interdependence requirement.*
Prerequisite: SPAN 1020 or two years of high school Spanish or departmental approval.

SPAN 2020 Intermediate Spanish II 3 credits
Spring Semester
The second semester of Intermediate Spanish. Not open to native speakers. Heritage speakers must seek departmental approval. *This course (in conjunction with SPAN 2010 or SPAN 3010) meets the General Education International/Global Interdependence requirement.*
Prerequisite: SPAN 2010 or two years of high school Spanish or departmental approval.

SPAN 2200 The Culture of Spain 3 credits
Fall Semester

Who are the real Spaniards and how does Spain relate to Latin America and the greater Hispanic world? Beginning with an overview of Spain's history, geography, language, and religion, this course will examine Spain's development and transformation into a thoroughly modern, creative, and dynamic nation. Through various media – readings, film, visual arts, and music – we will attempt to define this very old, yet at the same time, modern culture. Taught in English. No previous study of Spanish required. *This course meets the General Education International/Global Interdependence requirement.*
Prerequisite: Sophomore standing or departmental approval.

SPAN 3010 Spanish Composition and Conversation I 3 credits
Fall Semester

This course is designed to provide advanced training in oral and written expression to students with intermediate proficiency in Spanish. Emphasis will be on the improvement of speaking and writing skills in a variety of everyday situations, while developing functional vocabulary and reviewing grammar. Selected videos and readings provide a point of departure for composition and group discussion, as well as increasing cultural insights into the Spanish-speaking world. *This course (in conjunction with SPAN 2020 or SPAN 3020) meets the General Education International/Global Interdependence requirement.*
Prerequisite: SPAN 2020 or three years of high school Spanish or departmental approval.

SPAN 3020 Spanish Composition and Conversation II 3 credits
Spring Semester

The second semester of Spanish Composition and Conversation. *This course (in conjunction with SPAN 3010) meets the General Education International/Global Interdependence requirement.*
Prerequisite: SPAN 3010 or departmental approval.

SPAN 3030 Intensive Practice in Spoken Spanish 3 credits
Offered periodically within a three-year academic cycle

Stresses advanced oral expression in everyday situations, functional vocabulary, realistic dialogues, and practical situations. Some conversations may center on a discussion of readings in Spanish. Not open to native speakers.
Prerequisite: SPAN 3020 or departmental approval.

General Education Program

Curry College's General Education Program is based on our belief in the power and potential of the liberal arts to prepare students to engage in successful careers and active citizenship with a global perspective. It is rooted in the Association of American Colleges and Universities Liberal Education & America's Promise (LEAP) Challenge, and is designed to develop the skills needed to participate in the 21st century economy—skills that employers and professors value: global knowledge, effective written and oral communication, critical thinking, information literacy, quantitative reasoning, intercultural sensitivity, teamwork and ethical judgment. For more information on the program as a whole, see "General Education Curriculum" in Academic Policies and Procedures.

Most of the courses in the curriculum are taught within other disciplines, but two required courses are taught in an interdisciplinary and integrative way. The First Year Inquiry is the cornerstone course of the program. It introduces students to thinking in the liberal arts through examination of topical, relevant, real-world issues. The Junior Inquiry and Integration course is reflective of the breadth requirements in the liberal arts, and requires of students a more nuanced understanding of the interdisciplinary and connected nature of the liberal arts.

GEN 1000 First Year Inquiry 3-4 credits

Fall and Spring Semesters

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

GEN 3001 Junior Inquiry and Integration 3 credits

Fall and Spring Semesters

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

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

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

Students may enter the Honors Program in one of two ways:
Entering First-Year students with a high school GPA of 3.0, combined SAT of 1000, and a critical reading score of at least 500 are invited to join the Honors Program at the time of their acceptance to the College. Students choosing to enter the program complete minimum of 24 credits in Honors study over the course of their academic career.

GEN 1000: First Year Inquiry Seminar - Influences of Culture (fulfills Honors and General Education Requirement (4 credits)
HON 2850: Identity (fulfills Honors and 3 credits of the General Education Diversity Requirement) (3 credits)
HON 3002: Honors Research Methods or Research Methods in Major field of Study (3 credits)
2 Honors Electives in General Education, Major, or Minor (6 credits)
GEN 3001: Junior Year Inquiry & Integration - Honors (3 credits)
HON 4000: Honors Project Proposal (1-3 credits)
HON 4010: Honors Project (3 credits)

At the end of the First Year of study, students with a cumulative GPA of 3.0 are invited to join the Honors Program and complete an application for potential acceptance into the program. Students choosing to enter the program complete a minimum of 23 credits in Honors study over the course of their academic career (see requirements below).
HON 2850: Identity (Fulfills Honors Requirement and 3 credits of the General Education Diversity requirement (3 credits)
HON 3002: Honors Research Methods or Research Methods in Major field of Study (3 credits)
3 Honors Electives In General Education, Major, or Minor (9 credits)
GEN 3001: Junior Year Inquiry & Integration - Honors (3 credits)
MAJOR/HON 4000: Honors Project Proposal (1-3 credits)
MAJOR/HON 4010: Honors Project (3 credits)

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

To remain in the Honors Program, student must maintain a 3.0 cumulative GPA. Students falling below that GPA, will be placed on a probationary status in the program and may be removed from the program if they are not able to raise their GPA after one semester.

Students completing the Honors Program are recognized at Commencement and graduate with distinction in the Honors Program.

HON 2850 IDENTITY 3 credits
This course investigates the concept of personal identity through a multi-disciplinary approach. The exploration of diversity will focus on how we conceptualize and articulate the complexities of identity as they apply to difference, diversity, and inequalities. Students will examine a range of case studies and materials that will explore "difference" with an emphasis on diversity/variation for the person in individual personality, their physical body, experience, social and cultural context and inequalities. Faculty members from various disciplines teach this course bringing the perspectives of their fields to a shared dialogue in class. Students synthesize and apply ideas through written brief reflections, discussions in class, group presentations, and a longer reflective essay that demonstrates an understanding of identity and an appreciation of diversity.
This course meets the General Education Diversity requirement.

HON 3002 Honors Research I 3 credits
A general research topic, which was broadly defined by students in HON 4890, is progressively redefined and honed in this and the subsequent two semesters. Guided by a thesis writing rubric, students develop specific research questions, advance their facility for both hard copy and online inquiry, refine documentation skills, critically analyze varying perspectives on the thesis topic, construct a thematic narrative that traces the topic's historical development until the present day, and further expand on the craft of scholarly writing. The outcome of this semester is an extensively researched review of literature based on an expansive array of sources. During the last two weeks of the course, students make presentations of their ROL to seminar participants.
Prerequisite: Satisfactory completion of HON 2850.

Individually Initiated Major (IIM)

An individually initiated major (IIM) provides an opportunity for students to develop a major that demonstrates a depth of learning and a unique combination of two or more subject areas. With the assistance of faculty advisors, the student designs a coherent sequence of studies selected from academic areas or subjects listed in the College Catalog. Such study allows a student freedom in constructing a unique major that encourages creative synthesis of inter-relationships across disciplines. Adherence to the steps and deadlines outline below is critical to timely completion of the student's degree.

Initiation of IIM request:
The request for an IIM should originate in conversations between the student and the academic advisor. The advisor, along with the student, considers whether or not this curriculum plan makes sense in light of the student's goal. The student should forward an IIM Intent form, with a signature from their advisor, to the Director of Academic Advising.

The IIM request must be submitted by the student to the Director of Academic Advising before completion of 60 credits of undergraduate work. Most often, this would be in the spring semester of the sophomore year. Transfer students entering with more than 60 academic credits must submit an IIM proposal in the first semester of matriculation at the College. Transfer students may need more than the usual number of semesters to complete the IIM requirements.

The student must submit to the Chair of the UCC a formal proposal for the IIM, completed on the IIM Curriculum Plan form, not later than the semester following completion of 60 credits. Proposals must be submitted at least one week before the October or February meetings of the UCC.

Qualifications for the IIM:
The student who is applying for an IIM should be a highly motivated student of above average academic ability. The student should demonstrate a cumulative grade point average of at least 3.0 over a minimum of 45 credits.

Administration of the IIM Process:
The student forwards the IIM Intent form, which is cosigned by the faculty advisor, to the Director of Academic Advising.The Director of Academic Advising will advise the student regarding faculty resources, considering expertise and advising loads of faculty, to provide support and advice on the development of the IIM curriculum plan. Once faculty have agreed to participate in a given IIM, their names will be forwarded, along with the IIM file, to the Chair of the Undergraduate Curriculum Committee (UCC), who will distribute the file to the IIM sub-committee of the UCC. From that point, the administration of the IIM process will be managed by the sub-committee, in consultation with the student and the faculty advisors. Prior to UCC consideration, all elements of the IIM plan must be approved by the chairpersons of the academic departments that are represented in the IIM.

Any changes in the IIM must be submitted by the student and the faculty advisor(s) to the UCC IIM sub-committee for approval. The revised IIM Curriculum Plan form must be submitted by one week before the next UCC meeting. Copies of the UCC-approved IIM are forwarded to the Director of Academic Advising and the Registrar.

Structure of the IIM:
The IIM should contain at least 45 credits, distributed across two or three academic areas. Each of two areas should be represented with 18-24 credits. If a third area is selected, it should be developed as the equivalent of a minor area of study, with 12 credits of course work beyond the introductory level. Pre-requisite courses will not count toward the IIM. The IIM must include a minimum of one 3000+ level course from each of the academic areas included in the major. The IIM must also contain an appropriate integrative capstone readings course or independent study to demonstrate that the goals of the curriculum plan have been achieved. Students will be encouraged to include independent education, such as Experiential Education internships and 4000 level independent learning experiences.

It is the responsibility of the Department Chairpersons, faculty advisors, and UCC to ensure that the IIM has academic integrity, meets the requirements and expectations of the respective departments, and fulfills the mission objectives of the College.

IIM Forms:
The IIM Intent and IIM Curriculum Plan forms are available from Academic Advising.

Information Technology

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

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

Grade Requirements for Information Technology majors:
A grade lower than a C- in any of the core courses signals inadequate performance in the major. Students who receive a grade lower than a C- will be required to repeat the course.

Requirements for the Information Technology Major:

		Credits
Prerequisites:		
IT 1010	Introduction to Information Technology	3
IT 1100	Foundations of Hardware	3
IT 2100	Programming Logic	3
IT 2789	Structured Programming	4
		13
Major Requirements:		
IT 2210	Networking	4
IT 2215	Information Technology Security	4
IT 2300	Operating Systems	4
IT 3450	Internship and Seminar	3
IT 3805	Technology Seminar	3
IT 3100	Project Management	3
IT 3500	Object Oriented Programming	4
IT 3800	Current Topics in Information Technology	3
IT 3900	Senior Seminar: This is IT!	3
IT ____	2 electives (2000/3000 level)	6
		37
Related Required Courses:		
AC 1030	Communication Technology	3
AC 2020	Database Concepts	3
AC 2768	HTML and Design	3
EXP 2350	Internship Preparation	1

Information Technology

Information Technology Minor

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

		Credits
IT 1010	Intro to Information Technology	3
IT 1100	Foundations of Hardware	3
AC 2020	Database Concepts	3
IT 2100	Programming Logic	3
IT 2210	Networking	3
IT 3900	Senior Seminar: This is IT!	3
		18

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

This course introduces the concepts of Information Technology and its framework, encompassing the areas of application development, hardware management, information processing, networking and telecommunications. Students will learn about system analysis and design using practical examples. They will use real world scenarios that show how Information Technology is applied in an advanced information systems environment to support users, management and the whole enterprise. The course is a pre-requisite for potential Information Technology majors and is ideal for students in other majors who may be interested in gaining an in-depth knowledge of information systems.

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

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

IT 2100 Programming Logic **3 credits** *Spring Semester*

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

IT 2210 Networking **4 credits** *Fall Semester*

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

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

IT 2300 Operating Systems **4 credits**
Spring Semester
This course provides an introduction to the design and implementation of operating systems. It is intended for students with a basic background in computing systems. The first portion of the course presents the basic concepts of operating systems, which are platform independent. The second portion of the course covers specific issues with four operating systems in widespread use today. Topics covered include: concurrent processes, resource management, deadlocks, memory management, virtual memory, processor scheduling, disk scheduling, file systems, distributed file systems, micro kernels, multiprocessor operating system issues, and case studies.
Prerequisite: IT 2789.
Pre or co-requisite IT 3500.

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

IT 2500 Cyber Crime and the Terrorist Threat **3 credits**
Offered periodically within a three-year academic cycle
This course is designed to expose students to crimes involving the use of computers, involving fraud and high-tech crimes in business and government, and the emerging role of computers and the Internet in international terrorism. Students will review case studies and investigations and examine emerging law enforcement strategies to fight this crime at home and internationally. (Same course as AC 2500, CJ 2500).
Prerequisite: CJ 1000.

IT 2620 Computer Forensic Investigations and Tools **3 credits**
Offered periodically within a three-year academic cycle
This course will expose the student to the field of computer forensics focusing on the collection, preservation, documentation, analysis and presentation of computer evidence for civil and criminal proceedings. Learning the use of sophisticated computer forensic software applications in the computer lab, students will be given a number of group projects and computer forensics exercises drawn from real cases. Students will review best practice models for digital evidence accountability and forensic report writing. (Same course as CJ 2620).

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

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

Information Technology

IT 3100 Project Management 3 credits
Fall Semester

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

IT 3450 Internship and Seminar 3 credits

This course is required for all students completing a technology internship and must be taken during the semester of the internship. Students must arrange an internship with the assistance of the seminar instructor. In addition to spending time each week on their internship, students will integrate their weekly on-campus course meetings and assignments, discuss practice based learning, review their internship experience, and document their learning in this weekly seminar. *This course meets the General Education Active Learning Requirement.*
Prerequisite: EXP 2350.

IT 3500 Object-Oriented Programming 4 credits
Spring Semester

This is the last of a three course programming sequence. This course introduces Object-Oriented (OOP) Programming concepts in a programming language using a compatible integrated development environment. It includes the principles of OOP; encapsulation, polymorphism, reusable code, inheritance, composition, and abstraction. OOP also introduces graphical user interfaces and teaches the student how to properly create an OO graphical user interface. In addition, this course continues to develop basic problem solving analysis and critical thinking skills that aid the student when developing algorithms.
Prerequisite: IT 2789.

IT 3800 Current Topics in Information Technology 3 credits
Spring Semester

This course is designed to have students explore and discuss; through guided topics, the growth of technology in our society. Technology has a global impact on our world. The United States and other countries are working towards technological advances and also dealing with the Impact of technology on our economy, environment, and educational systems, to name a few. Students will read articles, watch videos, research topics and create journals in the form of discussion boards and blogging. *This course meets the General Education International/Global Interdependence requirement.*

IT 3805 Technology Seminar 3 credits
Fall Semester

Technology seminar challenges students toward the end of their program of study to reflect, organize, synthesize, and communicate their accumulated knowledge concepts and skills learned in courses across the curriculum. This course will prepare students for their senior capstone project. The course will focus on conducting a literature review, identifying and summarizing IT related topics and collecting and analyzing data, proposal and analysis writing, research design, and presentation skills. Take part in various on-line seminars offered by professional organizations that target the changing needs in the IT field. Students will work as tutors for 1000 and 2000 level Applied Technology courses. Students will refine their major portfolios as well as practice and learn professional etiquette skills.
Prerequisite: 9 credits in AC or IT courses.

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

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

Mathematics courses support students majoring in biology, management, nursing, psychology and other areas, and are also available as electives. Students broadly interested in the science/mathematics field can choose either an individually initiated major or an appropriately designed physics major. The following courses satisfy the General Education First Year Core Quantitative Literacy Requirement: MATH 1150, MATH 1160, MATH 1190, MATH 1550, and MATH 2130.

Students are encouraged to select the core course that best matches their intended major.

- **MATH1150 Statistics I:** For students in Accounting, Biology, Biochemistry, Business Management, Communications, Community Health and Wellness, Criminal Justice, Information Technology, Mobile Application Development, Nursing, Psychology, Public Health, Sociology
- **MATH1160 Topics in Contemporary Mathematics:** For students in Design, English, Philosophy, Politics and History, Studio Arts or who are Undecided and considering a major other than one that requires Statistics I
- **MATH1190 College Algebra:** For students who are in Biochemistry or who are Undecided or would like a broader mathematics core for their educational careers
- **MATH1550 Quantification in School Mathematics:** For students in Child, Youth, and Community Education; Early Childhood Education; Early Education and Care; Elementary Education; Integrated Liberal Studies; Mathematics Education; Special Education
- **MATH2130 Calculus I:** For students in Biology (BS), Biochemistry, or who have a strong mathematics background and who would like a broader mathematics core for their educational careers.

MATHEMATICS MINOR

In a world increasingly dependent upon science and technology, the study of mathematics has become ever more important and, in many disciplines, essential. Women and men trained in mathematics are employed in industry, teaching, and research at all levels. Students who study mathematics gain an excellent background for collaboration with professionals in other disciplines such as economics, business, and criminal justice. Undergraduate mathematics also serves as a strong foundation for further studies in operations research, statistics, computer science, medicine and law, in addition to mathematics itself. The mathematics minor program at Curry College provides the foundation for further studies in applied fields and prepares a liberally educated person for related fields in which strong quantitative and problem-solving skills are needed.

Credit Requirements

Students can earn a minor in Mathematics by taking 15 credits of courses in Mathematics, not including MATH 1000: Problem Solving Strategies in Mathematics, MATH 1160: Topics in Contemporary Mathematics and MATH 1550: College Mathematics I: Numbers and Numeration. At least six credits must be earned at Curry College, and at least nine credits must be earned at the 2000-level or above.

MATHEMATICS EDUCATION MAJOR

The Mathematics Education (5-8 or 8-12) program is designed to prepare candidates with the subject matter knowledge and professional skills to effectively educate middle or secondary school aged students. The coursework and field assignments have been integrated throughout the program to meet Department of Elementary and Secondary Education licensure requirements and to prepare teachers to advance middle school and secondary students' learning of mathematics content. Candidates are prepared to teach mathematics content appropriate for middle school and high school settings, and have skills in identifying student misconceptions and targeting differentiated instruction to meet the needs of a diverse array of students. Program completers will be endorsed for licensure and qualified to work in public and private schools serving students in grades 5-8 or 8-12.

Individuals who complete the Mathematics Education program will be eligible to receive licensure in Massachusetts, but may not enjoy full reciprocity benefits for licensure in other states that have signed the NASDTEC Interstate Agreement with Massachusetts.

Mathematics

APPLYING TO AN EDUCATION MAJOR

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

Requirements for admission are as follows:

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

CORE REQUIREMENTS

Pre-Requisite Coursework		**Credits**
MATH 1150	Statistics I	3
MATH 1190	College Algebra	3

Core Coursework – Subject Matter Knowledge

MATH 2130	Calculus I	3
MATH 2140	Calculus II	3
MATH 2150	Statistics II	3
MATH 2200	History of Mathematical Inquiry	3
MATH 2550	Number Theory and Relationships for Teachers	3
MATH 3175	Modern Algebra	3
MATH 3200	Mathematical Modeling	3
MATH 3250	Pedagogy and Specialized Instruction in Mathematics	3

Core Coursework – Professional Standards for Teachers

ED 2161	Educational Psychology	3
ED 2412	Strategies for the Effective Educator: Elementary and Secondary	3
ED 2600	Children with Special Needs	3
ED 3190	Classroom Assessment	3
ED 3195	Fundamentals of Curriculum	3
ED 3750	Sheltered English Immersion	3
ED 3985	Integrating Senior Seminar	3

Required Coursework and Co-Requisite Fieldwork

ED 3125	Mathematics Curriculum	3
ED 3193R	Classroom Assessment Lab: Secondary	1
ED 3194	Pre-Practicum I Mathematics	1
ED 3456	Pre-Practicum II Mathematics	1
ED 4571	Senior Practicum, Secondary	9
ED 4571SM	Senior Practicum Seminar, Secondary	3

Related Requirements

MATH 1550	Quantification in School Mathematics	3
PHYS 2010	Introduction to Mechanics, with Laboratory	4
PSY 1400	Child Development	3

Mathematics Education Minor

The Mathematics Education minor builds upon the three course sequence of mathematics courses required of Education students seeking licensure and will prepare them to apply for an additional license as an elementary math specialist. Students seeking the minor will deepen their understanding of numerical, algebraic and statistical concepts by taking a minimum of two additional mathematics courses, and they will be exposed to constructivist pedagogy and best practices in mathematics instruction. While the minor is intended primarily for Education students, it is open all students whose interests include working in an educational setting.

A grade of "C" or higher must be attained in all courses required for the Mathematics Education minor. MATH 4000 Independent Research in Mathematics Education can substitute for any course in the Mathematics Education minor.

Requirements for the Mathematics Education minor:		**Credits**
MATH 1550	Quantification in School Mathematics	3
MATH 2550	Number Theory and Relationships for Teachers	3
MATH 3250	Pedagogy and Specialized Instruction in Mathematics	3
MATH 1150	Statistics I	3
	AND	3
MATH 1190	College Algebra	
or		
MATH 2130	Calculus I	
or		
MATH 2140	Calculus I	
		15

MATH 1000 Problem Solving Strategies in Mathematics **3 credits** *Fall and Spring Semesters*

This course introduces students to the processes by which mathematicians define, approach, present, and critique solutions to real-world problems. The focus is on using deductive and logical reasoning to solve problems. ***This course does not satisfy the General Education First Year Core Quantitative Literacy requirement.***

Prerequisites: Math Assessment Performance or permission of instructor.

MATH 1149 Statistics with Problem Solving **4 credits** *Fall Semester*

This course combines a standard Statistics I course with a 1-credit supplemental instruction recitation (MATH 1149R). Explores the collection, organization, analysis, and inference of data in multiple contexts through statistical methods. Requires students to discuss quantitative results, interpret multiple representations (symbolic, graphical, numerical, verbal) of quantitative information, and solve problems using quantitative methods, particularly linear regression and correlation, the construction of confidence intervals, and tests of hypotheses. This course is equivalent to MATH 1150. *This course meets the General Education First Year Core Quantitative Literacy requirement.*

Prerequisites: Qualifying score on the Mathematics Placement Assessment.

Corequisite: MATH 1149R.

MATH 1150 Statistics I **3 credits** *Fall and Spring Semesters*

Explores the collection, organization, analysis, and inference of data in multiple contexts through statistical methods. Requires students to discuss quantitative results, interpret multiple representations (symbolic, graphical, numerical, verbal) of quantitative information, and solve problems using quantitative methods, particularly linear regression and correlation, the construction of confidence intervals, and tests of hypotheses. *This course meets the General Education First Year Core Quantitative Literacy requirement.*

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

MATH 1160 Topics in Contemporary Mathematics **3 credits** *Fall and Spring Semesters*

This course considers a variety of topics that are not covered in a traditional secondary school mathematics course, such as: problem solving strategies; graph theory (networks); planning and scheduling; the mathematics of social choice and decision making; probability and statistics; and consumer finance models. The course is topical and not cumulative in nature. Past performance in mathematics courses will have little bearing on ability to succeed in this course. *This course meets the General Education First Year Core Quantitative Literacy requirement.*

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

MATH 1170 East Asian Mathematics: An Alternate Approach **3 credits** *Offered periodically within a three-year academic cycle*

"Chinese mathematics" was defined by the Chinese in ancient times as the "art of calculation" (suan chu). This course is an overview, which includes a chronology of mathematicians and mathematical works from 1000 BC to 1970. The following topics will also be covered in the course: Chinese Remainder Problems, Nine Chapters on the Mathematical Art, Ta-Yen rule, Extracting Cube Roots, Mathematics Induction Method, and Chinese Postman Problems.

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

MATH 1190 College Algebra **3 credits** *Fall and Spring Semesters*

This is a mathematical preparation for management, science, social science, and psychology. Emphasis on developing problems and solutions: mathematical modeling. Algebra extended to graphics, percentages, setting up and solving equations, linear and quadratic. Introduction to functions, polynomial, logarithmic and exponential. Applications include rate, time and distance problems, interest rates, cost analysis, demand and supply, and growth and decay processes. *This course meets the General Education First Year Core Quantitative Literacy requirement.*

Prerequisite: High school algebra and geometry required. Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

MATH 1550 Quantification in School Mathematics **3 credits** *Fall Semester*

This course engages students in analyzing the structure of school mathematics, particularly the domain of numbers and numeration and measurement. Students explore systems of numeration, properties of number systems, and the conceptual underpinnings of arithmetic and computation from an advanced perspective. The development of problem-solving strategies and the clear communication of mathematical ideas are emphasized throughout the course. Students are challenged to present mathematics content in a variety of ways, particularly through scaffolding conceptual development from concrete to abstract representations. This course provides a college-level treatment of content areas of interest to prospective educators and to others interested in a survey of modern mathematical ideas. This course is required for Early Childhood Education, Special Education and Elementary Education majors. *This course meets the General Education First Year Core Quantitative Literacy requirement.*

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

MATH 2130 Calculus I **3 credits** *Fall Semester*

Introduction to differential and integral calculus, stressing applications of the calculus to significant classes of real-world situation, with examples from the natural, social, and behavioral sciences. *This course meets the General Education First Year Core Quantitative Literacy requirement.*

Prerequisite: MATH 1190, or equivalent background.

MATH 2140 Calculus II **3 credits** *Spring Semester*

Continuation of MATH 2130. Includes transcendental functions, applications of integration, probability density functions, Taylor's series, and differential equations.

Prerequisite: MATH 2130.

MATH 2150 Statistics II **3 credits** *Fall Semester*

This is a course in statistical inference that continues the study of estimation and hypothesis testing introduced in Statistics I. Topics include inference for means and proportions, one- and two-way tables for categorical data, analysis of variance, inference for simple regression and correlation, and an introduction to multiple regression.

Prerequisite: MATH 1150.

MATH 2200 History of Mathematical Inquiry **3 credits** *Offered periodically within a three-year academic cycle*

The domains and structure of modern mathematics were generated over the course of many centuries and through a variety of cultures. The development of mathematics occurred alongside the development of physics and astronomy, and provides inspiration to students of different disciplines. This course surveys major mathematical developments be-

ginning with the accomplishments of the ancient Egyptians and continues up to the 17th century, when the basis of modern Calculus was set. This course considers how these developments have been influenced by the cultures and needs of different civilizations.

MATH 2550 Number Theory and Relationships for Teachers **3 credits**

Spring Semester

This course builds and elaborates upon basic concepts introduced in MATH 1550.Topics include number theory, functions and algebra. The course focuses upon investigation and problem solving and involves the use of relevant manipulatives and technology. Emphasized are clear communication of mathematical ideas and an understanding of the connectedness of these ideas within and between mathematical concepts. This course is designed primarily for students preparing to teach elementary and middle school or work with children.
Prerequisite: MATH 1550.

MATH 3120 Calculus III **3 credits**

Offered periodically within a three-year academic cycle

This course is an introduction to the calculus of functions of several variables. It begins with studying the basic objects of multidimensional geometry: vectors and vector operations, lines, planes, cylinders, quadric surfaces, and various coordinate systems. It continues with the elementary differential geometry of vector functions and space curves. After this, it extends the basic tools of differential calculus - limits, continuity, derivatives, linearization, and optimization - to multidimensional problems. The course will conclude with a study of integration in higher dimensions, culminating in a multidimensional version of the substitution rule.
Prerequisite: MATH 2140.

MATH 3130 Operations Research **3 credits**

Offered periodically within a three-year academic cycle

Optimization of linear functions: linear programming, simplex method, transportation, and network problems. Optimization of non-linear functions: unconstrained optima, constrained optima and Lagrange multipliers, Kuhn-Tucker conditions, calculus of variations, and simulations. Poisson processes, Markov chains, and queuing theory are covered at the end of the semester.
Prerequisite: MATH 2130.

MATH 3150 Statistics III **3 credits**

Spring Semester

This course builds upon topics covered in Statistics II, particularly multiple regression and analysis of variance, and completes the transition to the use of statistical software for data analysis. Topics in multiple regressions will include polynomial regression, the use of dummy variables, model building, and variable screening methods. Two-way ANOVA and the design of experiments will be covered, and topic(s) will be selected from the following: logistic regression, time series modeling, and nonparametric tests.
Prerequisite: MATH 2150.

MATH 3175 Modern Algebra **3 credits**

Offered periodically within a three-year academic cycle

This course is an introduction to algebraic systems, definitions, and basic properties. There is an emphasis on group theory and a brief survey of rings, fields, and polynomial rings over a field.
Prerequisite: MATH 2140.

MATH 3200 Mathematical Modeling **3 credits**

Offered periodically within a three-year academic cycle

The focus of this course is on mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. The main goal of the course is to introduce students to both deterministic and probabilistic techniques useful in the mathematical description of physical events and situations. The main topics will be regression analysis, dimensional analysis, modeling with ordinary differential equations, and discrete and continuous methods of probabilistic modeling. Emphasis is on the use of models to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results.

MATH 3250 Pedagogy and Specialized Instruction in Mathematics **3 credits** *Fall Semester*

This course emphasizes the factors that contribute to creating effective learning environments for increasing conceptual development in mathematics. Using content in geometry, measurement, probability, data analysis, and statistics as illustrative examples, students will design a unit of study that is developmentally appropriate for the population of students with whom they intend to work. Students will be charged with broadening and deepening their own college-level understanding of the content in an effort to both utilize data for instructional decision-making and to identify the structure and relationships between ideas that they will communicate to students. In addition, effective instructional methods, formative and summative assessment techniques, and intervention strategies will be explored. (Same course as ED 3250). *This course meets the General Education Social Science Breadth and Quantitative Literacy Enhancement requirements.*
Prerequisites: MATH 1550, MATH 2550.

Music

The study of music is available to all students through courses in a variety of styles and levels offered by the Department of Fine and Applied Arts. Musicology courses focused on specific genres are designed to increase aesthetic awareness and promote active listening. Courses in music performance and private instruction develop individual potential, providing lifelong opportunities for purposeful social experience. Beginners are encouraged to participate.

MUSIC MINOR

Students may also declare a minor in music, to complement a major in any other area of study. The combination of a music minor with various majors may lead to graduate study and/or careers in such fields as the expressive therapies or arts administration.

A student who decides to declare the music minor should do so through the portal. In addition to the requirements listed below, the faculty encourages music minors to elect an inter-area field experience that applies knowledge of music in a field placement appropriate to the student's major. Many students have found this pleasurable and beneficial for further career opportunities.

Music Minor:		**Credits**
Choose six credits (two courses) from the following:		**6**
MUS 2000	Western Classical Music	
MUS 2050	Sound and Healing	
MUS 2100	Traditions of Sacred Sound	
MUS 2370	Jazz	
MUS 2430	Music in Film	
MUS 2450	American Music	
MUS 2550	Music of the World	
MUS 2610	Concert Going in Boston	
MUS 2650	The Musical: Discovering Diversity	
Choose six credits from the following:		**6**
MUS 2300/3300	Private instruction (Guitar, Piano, Voice, Improvisation, or Percussion)	
MUS 2310	Rock Band	
MUS 3309/3310/3311	Sing!	
MUS 2360	Music Theory: Songwriting or MUS 4050 Independent Studio in applied music (MUS 2310 and MUS 3309/3310/3311 can be applied twice for a total of 4 credits)	
FA 1000	Introduction to Fine Arts	
OR three credits of MUS elective(s) at the 2000 level or above		**3**
		15

Private Instruction in Music **1.5 credits**
MUS 1302, 2302, 3302 Guitar
MUS 1303, 2303, 3303 Piano
MUS 1304, 2304, 3304 Piano-Jazz/Improvisation
MUS 1305, 2305, 3305 Voice
MUS 1306, 2306, 3306 Percussion

Fall and Spring Semesters

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

MUS 2000 Western Classical Music 3 credits

Alternate Fall Semesters

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

MUS 2050 Sound and Healing

Alternate Spring Semesters

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

MUS 2100 Traditions of Sacred Sound 3 credits

Alternating Fall Semesters

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

MUS 2310 Rock Band 3 credits

Spring Semester

Rock and popular music surrounds us. It is the musical language of millions of people around the world. In this course, students will be grouped into ensembles and learn about form, harmony, melody, texture, dynamics, and other elements of music as they make music together. Active listening will provide inspiration, but the focus of this course is encouraging creativity through making music together. Ensembles may combine with students of PMI Voice and/or Sing for performances. While there are no pre-requisites for this course, participants should have at least rudimentary playing ability on at least one instrument. *This course may be repeated. This course meets the General Education Arts Breadth requirement.*

MUS 2360 Music Theory: Songwriting 3 credits

Alternate Spring Semesters

Music theory provides a unique opportunity for creativity. Sequential exercises in ear training, notation, analysis, and score reading are presented in the context of composing songs, allowing for personalized instruction and self-expression. Concepts of melody, harmony, and rhythm are reinforced through creative and analytical experiences. *This course meets the General Education Arts Breadth requirement. Pre- or Corequisites: One semester of Private Music Instruction (any instrument, any level) or permission of instructor.*

MUS 2370 Jazz 3 credits

Alternate Years

The investigation of the diverse aspects of jazz approached primarily from an historical perspective. Designed for the liberal arts student, the course involves extensive listening in and out of class, and when possible a class trip to a Boston area jazz event. *This course meets the General Education Humanities Breadth requirement.*

MUS 2430 Music in Film 3 credits

Alternate Fall Semesters

Through a chronological survey of music in movies, students address the ways in which music and sound are used to persuade and manipulate audiences. Theoretical papers and writings present a variety of perspectives, which illustrate how music and sound effects are integral to the success of several feature length films. Academy Award winning musical scores and composers will be highlighted. Students will complete a series of hands-on-music-technology projects culminating in the composition of a brief film score. *This course meets the General Education Humanities Breadth requirement.*

MUS 2450 American Music 3 credits

Alternate Spring Semesters

This course will survey American music from colonization to the present, including popular, classical, jazz, folk, and electronic forms. International influences on the development of American "style" will play a key role in assigned readings, discussions, and research projects. This course will require a great deal of listening out of class to assigned music in addition to analytic readings, research, and a field trip to historically important musical sites in Boston. All students must demonstrate facility in online research techniques. *This course meets the General Education Humanities Breadth requirement and some sections may be Reading/Writing Enhanced.*

MUS 2550 Music of the World 3 credits

Alternate Fall Semesters

Music is a cultural phenomenon, and though certain elements appear universal, interpretations vary. This course allows students to interact with world cultures while exploring, analyzing, and enjoying diverse soundscapes through recorded music, film and readings. Students will explore relationships between music and personal identity, race, gender, politics, and society. Assignments will include either an on-site field project in the Boston area or a library/computer based research project. Topics will include popular, classical, and traditional styles from Polynesia, Africa, Latin America, Asia, Eastern Europe, and other locations. A critical discussion of the globalization and influence of western popular music will be a prominent theme. *This course meets the General Education International/Global Interdependence requirement.*

MUS 2610 Concert Going in Boston 3 credits

Alternate Spring Semesters

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

MUS 2650 The Musical: Discovering Diversity 3 credits

Alternate Spring Semesters

This course will focus on Broadway and Hollywood musicals with emphasis on its multicultural and international origins as a tool for studying diversity. Students will analyze the influences of European operetta on American musical entertainment including vaudeville, the Golden Age of musicals, rock musicals, mega musicals and shows with serious social messages. Discussions will include the standard form of musicals, types of song and dance, prominent performers and creators and the most significant musicals of each era. Attention will be given to the importance of immigration and social, political and cultural history on the development of musicals as well as multicultural and international issues embedded in the stories. *This course meets the General Education Humanities Breadth requirement or the General Education Diversity requirement.*

MUS 3309 Sing! 1 credit

Fall and Spring Semesters

Open to all students, Sing provides a safe and fun introduction to singing. We rehearse, perform, and reflect on a wide variety of a cappella and accompanied choral repertoire from many cultures and historical periods. The group rehearses twice a week, though some practice of parts with recorded materials outside of class time may be required. Music reading ability is not necessary to join. Course may be repeated. *This course meets the General Education Arts Breadth requirement, General Education Active Learning requirement, or General Education International/Global Interdependence requirement.* **Fee.**

MUS 3310 Sing! 2 credits

Fall and Spring Semesters

Open to all students, Sing offers students an opportunity to not only participate in a dynamic choral ensemble, but contribute to its ongoing plans. This course challenges students to define the ensemble's brand, set goals, select repertoire, and write program notes. Sing rehearses, performs, and reflects on a wide variety of a cappella and accompanied choral music from many cultures and historical periods. The group rehearses twice a week, though some practice of parts with recorded materials outside of class time may be required. Music reading ability is not necessary to join. Course may be repeated. *This course meets the General Education Arts Breadth requirement, General Education Active Learning requirement, or General Education International/ Global Interdependence requirement.* **Fee.**

MUS 3311 Sing! 3 credits

Fall and Spring Semesters

Sing offers an opportunity for students to apply their major to the challenges of leading and growing an arts organization. Students select and plan two to three special projects that may include leadership, personnel management, logistics, graphic design, publicity, recruitment, etc. Additionally, students in this course complete all of the assignments given to students in MUS 3309 and 3310, including selecting, rehearsing, and reflecting on music from a diverse body of cultures and historical periods. The ensemble rehearses twice a week, but additional planning meetings may be scheduled according to student availability and need. *This course meets the General Education Arts Breadth requirement, General Education Active Learning requirement, or General Education International/ Global Interdependence requirement.* **Fee.**

MUS 4050 Independent Studio: Music 1-8 credits

Offered on Demand

See description on page 29 of this catalog, under Independent Study.

Nursing (The School of)

The vision of the School of Nursing is to develop leaders who use evidence-based knowledge to practice nursing with compassion, commitment, and creativity.

The mission of the School of Nursing is to prepare and advance the practice of nursing to provide safe and effective nursing care that achieves quality outcomes. The faculty educates nurses who gain and apply knowledge humanely, intelligently, and effectively in a complex changing world and who demonstrate continued involvement in learning, study, and research.

To achieve this mission, the School of Nursing provides a caring and innovative educational environment that promotes intellectual and social growth, synthesis of knowledge, and interpersonal and clinical expertise.

Revised May 16, 2017

Requirements for Nursing Major:		**Credits**
Prerequisites:		
BIOL 1075	Anatomy & Physiology I	3
BIOL 1175	Anatomy & Physiology I Lab	1
BIOL 1085	Anatomy & Physiology II	3
BIOL 1185	Anatomy & Physiology II Lab	1
CHEM 1001	Chemical Concepts	3
CHEM 1002	Chemical Concepts Laboratory	1
		12
Major Requirements:		
NSG 1000	Preparation for Health Care Professions	3
NSG 2003	Health Assessment	4
NSG 2013	Conceptual Basis for Nursing Practice	5
NSG 2041	Nursing Care of Adults I	7
NSG 2051	Maternity Nursing	5
NSG 2052	Nursing Care of Children	5
NSG 2200	Pathophysiology	3
NSG 2242	Simulations in Clinical Judgment and Evidence Based Nursing Interventions	1
NSG 2500	Pharmacology	3
NSG 3031	Mental Health Nursing	5
NSG 3032	Population Health in the Community	5
NSG 3038	Nursing Care of Older Adults	3
NSG 3041	Evidence for Nursing Practice	3
NSG 3050	Nursing Care of Adults II	7
NSG 3470	Health Policy and Finance	3
NSG 3982	Senior Seminar: Synthesis of Nursing Practice	3
NSG 3985	Progression to Practice	3
		68

Related Requirements:

BIOL 2010	Microbiology	4
PSY 2400	Human Development	3
MATH 1150	Statistics I	3
		10

The following policies apply to students in the Nursing Program:

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

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

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

4. The Nursing Division reserves the right to alter policies and/or curriculum at any time.

SAMPLE CURRICULUM PLAN TRADITIONAL PROGRAM

FIRST YEAR

FALL SEMESTER			SPRING SEMESTER		
BIOL 1075***	Anatomy & Physiology I	3	BIOL 1085***##	Anatomy & Physiology II	3
BIOL 1175***	Anatomy & Physiology I Lab	1	BIOL 1185*** ##	Anatomy & Physiology II Lab	1
PSY 1030##	Intro to Psychology	3	WRIT 1500#	Reading , Writing, Research 2	3
WRIT 1400#	Reading , Writing, Research 1	3	PSY 2400**	Human Development	3
COM 1010#	Fundamentals of Communication	3	NSG 1000***	Preparation for Health Care Professions	3
		17*			**17***

***CHOOSE Fall or Spring Semester**

CHEM 1001***##	Chemical Concepts (QLE)	3
CHEM 1002***##	Chemical Concepts Lab	1
GEN 1000#	First-Year Inquiry	4

SECOND YEAR

FALL SEMESTER			SPRING SEMESTER		
NSG 2003###	Health Assessment	4	NSG 2041	Nursing Care of Adults I	7
NSG 2013	Conceptual Basis for NSG Practice	5	NSG 2242	Simulations in Clinical Judgment & Evidence Based Interventions	1
NSG 2200	Pathophysiology	3			
BIOL 2010** ##	Microbiology	4	NSG 2500	Pharmacology	3
		16	NSG 3038	Nursing Care of Older Adults	3
			MATH 1150** #	Statistics I	3
					17

THIRD YEAR

FALL SEMESTER			SPRING SEMESTER		
NSG 2051	Maternity Nursing	5	NSG 3031	Mental Health Nursing	5
NSG 2052	Nursing Care of Children	5	NSG 3032	Population Health in the Community	5
NSG 3041	Evidence for Nursing Practice	3			
GE	Arts or Humanities Breadth##	3	GE	Arts or Humanities Breadth##	3
			GE	Diversity	3
		16			**16**

FOURTH YEAR

FALL SEMESTER			SPRING SEMESTER		
NSG 3050	Nursing Care of Adults II	7	NSG 3982	Synthesis of Professional Nsg. Pract.	3
NSG 3470	Health Policy & Finance	3	NSG 3985	Progression to Practice	3
GEN 3001	Junior Inquiry and Integration	3	GE	International	3
			GE	Diversity	3
		13			**12**

** Prereq for course later in major
*** Prereq for major
# FY CORE
Breadth - All students take one RWE, one QLE, and one ILE course in their breadth requirements
Wellness and Active Learning

NSG 1000 Preparation for Health Care Professions **3 credits**

This course provides the nursing and exploratory health professions student with the foundation for success in nursing or other health professions. Using a variety of active learning strategies, students develop competency in health care terminology and quantitative literacy necessary for the health care setting. Strategies for success in baccalaureate nursing or for preparation for other health care professions are explored. This course places emphasis on written and oral communication skills and introduce the concepts of professionalism, professional development, and critical thinking. Selected historical topics and innovations in health care, including evidence based practice, are included. (Nursing and Exploratory Health students only or with instructor signature.)

NSG 2003 Health Assessment for ACCEL & RN **3 credits**

This course introduces the student to health assessment and the role of the nurse. The goal is to acquaint the student with the skills and techniques necessary to accurately collect data in order to promote, maintain, or restore health. Emphasis is placed on normal findings across developmental levels with common deviations highlighted. The impact of the environment, life choices, and genetics and genomics on health are explored. The student engages in structured learning activities and supervised practice in the laboratory to develop a beginning competence with health assessment. Accountability for results of assessment is emphasized. This course meets the wellness requirement.

NSG 2003 Health Assessment **4 credits**

Fall Semester for Traditional Students

This course introduces nursing students to the theory and practice of health assessment and wellness promotion, including the identification and management of modifiable and non-modifiable risk factors. The focus is on expected findings and incorporates specific wellness practices across developmental levels with common variations highlighted. Functional, spiritual, psychosocial, cultural and physiological assessments are addressed. The impact of the environment, genetic and genomic influences, lifestyle choices and health literacy levels upon health status are explored. Students identify detrimental behaviors/attitudes/actions that suggest a lack of wellness in others. Using relevant technology, interviewing and history taking are presented within the context of the communication process to accurately compile health history data. Legal and ethical issues in managing health data are explored and accountability for results of assessment is emphasized. Students develop a beginning competence with physical examination techniques of inspection, palpation, percussion, and auscultation. Structured learning activities and supervised laboratory sessions facilitate the development of skills and strategies to connect theory and practice. *This course meets the General Education Wellness requirement.* **Fee.**
Prerequisites: BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185, CHEM 1001, CHEM 1002, NSG1000.
Corequisites: NSG 2013, NSG 2200.

NSG 2013 Conceptual Basis for Nursing Practice **5 credits**

Fall Semester

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

NSG 2041 Nursing Care of Adults I **7 credits**

Spring Semester

This course emphasizes the development of the professional role of the nurse as a provider and manager of care. The student utilizes the nursing process to provide evidence-based care with a focus on the social, physical, psychological and spiritual responses of individuals and caregivers to disease processes, as well as health promotion. The student employs effective communication and critical reasoning to provide patient-centered care encompassing ethical decision-making and appreciation of human diversity. The application of standards for professional nursing practice are expected. The clinical component involves experience in an acute care environment, in which the nursing process is implemented in interdisciplinary collaboration with other healthcare professionals. **Fee.**
Prerequisites: NSG 2003, NSG 2013, NSG 2200.
Corequisites: NSG 2242, NSG 3038, NSG 2500.

NSG 2051 Maternity Nursing **5 credits**

Fall Semester

This course focuses on family-centered maternity care and women's health during the childbearing years. The emphasis of the course is on the role of the nurse as care provider, manager, and coordinator of care of women, infants and families.

Implications for genetic counseling in the childbearing family is discussed. In the clinical component, the student provides care to a diverse population of mothers, infants, and families. Clinical experiences offer opportunities to use clinical reasoning and interdisciplinary
collaboration when developing, implementing, and evaluating patient-centered care. **Fee.**
Prerequisites: BIOL 2010, PSY 2400, NSG 2041, NSG 2242, NSG 2500.
Corequisite: NSG 2052.

NSG 2052 Nursing Care of Children 5 credits
Fall Semester
This course introduces the role of the nurse in the care of children and families. The student provides holistic and culturally competent evidence-based nursing care. Content focuses on the developmental, social, physical, psychological, and spiritual responses of children with emphasis on family-centered care. Health promotion and illness prevention are examined at each developmental stage. The role of the nurse as advocate, educator, and member of the interdisciplinary team is explored. The clinical experience emphasizes the nursing process, collaboration, communication and utilization of clinical judgement and decision-making skills. **Fee.**
Prerequisites: BIOL 2010, PSY 2400, NSG 2041, NSG 2242, NSG 2500.

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

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

NSG 2242 Simulations in Clinical Judgment and Evidence Based Nursing Interventions 1 credit
Spring Semester
This course advances the student's practice of nursing using simulation. Clinical situations are presented in the simulated lab setting to assist students to utilize clinical reasoning and foster clinical judgment skills, for transfer into the clinical environment. Making connections between classroom content and related clinical applications to promote delivery of effective patient care is emphasized. Simulations will focus on quality, patient safety, risk identification and reduction. Opportunities for refinement of communication abilities including team building, and collaboration skills are included . **Fee.**
Prerequisites: NSG 2003, NSG 2013, NSG 2200.
Corequisites: NSG 2041, NSG 2500, NSG 3038.

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

NSG 3031 Mental Health Nursing 5 credits
Spring Semester
This course focuses on the nurse's role as a provider and coordinator of emotional and psychological care for patients in an acute care setting. Content includes biological processes and the use of psychoactive medications. The course enables the student to develop self-awareness and gain interpersonal, intra-professional, and inter-professional communication skills. The nursing process is applied to psychosocial, psychiatric, and cultural considerations in the provision of patient-centered care. Clinical experience enhances an understanding of the presentation and management of psychiatric and psychosocial conditions. **Fee.**
Prerequisite: all 2000 level NSG courses.
Corequisite: NSG 30XX.

NSG 3032 Population Health 5 credits
Spring Semester
This course focuses on levels of prevention and health promotion in the provision of nursing care in the community. Community/public health nursing, including its history, theory, attributes, standards, aggregates, roles and functions are explored. The student explores the various aspects in the care of the client community within the framework of the nursing process and core public health functions. Public health nursing issues such as social determinants of health, vulnerable populations, emergency preparedness, epidemiology, and environmental hazards are discussed. Clinical experiences allow the student to engage in the nursing roles of provider, manager, educator, and advocate within various community settings, virtual and simulation activities. The student conducts a comprehensive community assessment and formulate interventions for health education, health promotion, and risk reduction guided by the Healthy People Framework. **Fee.**
Prerequisite: all 2000 level NSG courses;
Corequisite: NSG 3031.

NSG 3032 Population Health in the Community - RN 5 credits
Fall and Spring Semesters
Theory: This course focuses on levels of prevention and health promotion and the provision of nursing care at the group, community and population levels. Community/public health nursing, including its history, theory, attributes, standards, aggregates, roles, and functions are explored. Students discuss topics such as social determinants of health, systems of health care, community assessment, teaching and learning processes, violence, culture, vulnerable populations, environmental hazards, communicable diseases, epidemiology, disaster management, genomics and global health that impacts population health.

Practice Experience: The RN-to-BS clinical component introduces students to community health nursing roles such as: provider and manager of care, educator, and advocate in various community settings. Students engage in direct and/or indirect care activities, within a specific community, with the goal of influencing health outcomes for a variety of patients across the lifespan and across the continuum of care. Students identify a community of interest, perform a community/population-focused assessment, analyze population health data, and identify a community health problem based on the Healthy People framework. Students collaborate with appropriate community agencies and key community leaders to develop a health promotion project. The RN-to-BS clinical component provides opportunities for students to bridge practice related competencies (new knowledge, skill refinement, and role development) from the diploma/associate degree level to the baccalaureate level proficiency. Practice experience of 75 hours can be expected through real world and virtual experiences.
Open to RN-to-BS Program students only.

NSG 3038 Nursing Care of Older Adults 3 credits
Spring Semester
This course enables students to explore aging concepts and their impact on nursing care of older adults and their families. Individualized patient-centered nursing care as the standard of practice for older adults is addressed. Evidence-based strategies for health promotion, disease prevention, chronic illness management, palliative and end-of-life care are integrated. The key role of the nurse as advocate for promoting patient autonomy and dignity across health-care settings are discussed.
Corequisites: NSG 2041, NSG 2242, NSG 2500.
Prerequisite: PSY 2400.

NSG 3041 Evidence for Nursing Practice 3 credits
Fall and Spring Semesters for RNs; Fall Semester for Traditional Students
This course focuses on the formal process of acquiring and evaluating evidence that supports nursing practice. The student learns to critically appraise published research for its usefulness to improve patient-centered care. The relationship between existing policies and procedures that frame nursing approaches to care and their foundation in evidence is explored and discussed. Emphasis is placed on the appreciation of ethical conduct in research and on the value of both qualitative and quantitative research designs to nursing practice. The

student explores the role of the nurse as an evaluator of research and a participant in a policy-making team. The effect of media on reporting of health-research findings are addressed.
Prerequisites: MATH 1150, NSG 2041, NSG 2242, NSG 2500.

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

NSG 3470 Health Policy & Finance 3 credits
Fall and Spring Semester for RNs; Spring Semester for Traditional Students
This course provides the student with an overview of the development, implementation, and evaluation of health policy on local, national, and global levels. The student considers the impact of health care policies on a variety of stakeholders including patients and families, care providers, insurers, and local and international regulators. Discussions of the impact of health financing and reimbursement in both public and private health care delivery organizations in the United States and countries around the world allows the student to develop insight into considerations for individual nursing practice. Through local, national, and international insight, the student advocates for patients in various healthcare systems. *This course meets the General Education International/Global Interdependence requirement.*
Prerequisite: all 2000 level NSG courses.
Corequisite: NSG 3050.

NSG 3982 Senior Seminar: Synthesis of Professional Nursing Practice 3 credits
Fall and Spring Semesters for RNs; Spring Semester for Traditional Students
This capstone course provides an opportunity for the student to synthesize previous learning and provides a forum in which the student articulates the meaning of a Curry College baccalaureate nursing degree. Major topics include current issues for nurses as members of a profession, professional values and professional development. The role of the nurse as collaborator and leader within the interdisciplinary team is emphasized. Concepts of leadership, management and lifelong learning are integrated.
Prerequisite: NSG 3050, or RN-to-BS program.
Corequisite: NSG 3985 for Traditional students.

NSG 3985 Progression to Practice 3 credits
Spring Semester
This course provides the student with an opportunity to synthe¬size learning in an independent preceptored clinical experience while being mentored by a professional nurse and clinical faculty. Weekly seminars allow self-reflection and collegial dialogue about professional practice. This course assists the student to evaluate readiness for successful completion of the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Using an online adaptive NCLEX-RN preparation program, the student completes a series of practice NCLEX-style questions designed to identify areas of content mastery and areas of content deficits in need of further development. This course requires the student to complete NCLEX-RN Predictor Exit Examination(s). *This course meets the General Education Active Learning requirement.* **Fee.**
Corequisite: NSG 3982.

The Accelerated Nursing Program: ACCEL

The Accelerated Nursing Program (ACCEL) was designed to respond to nursing shortages at the local and national levels by providing an expedient route for individuals who wish to make a career change into nursing by earning a second bachelor's degree.

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

ACCEL Program Curriculum Plan

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

TERM 1		**12 credits**
NSG 2000	AC Health Assessment	
NSG 2200	AC Pathophysiology	
NSG 2012	Simulations in Clinical Judgment and Evidence Based Nursing Interventions	
NSG 2042	AC Nursing Care of Adults I	
NSG 2053	AC Nursing Care of Children	
TERM 2		**11 credits**
NSG 2044	AC Clinical Nursing Care of Adults	
NSG 2500	AC Pharmacology	
NSG 2054	AC Clinical Nursing Care of Children	
NSG 2055	AC Nursing Care of Childbearing Families	
TERM 3		**11 credits**
NSG 3033	AC Mental Health Nursing	
NSG 3034	AC Population Health in the Community	
NSG 3035	AC Nursing Care of Older Adults	
NSG 3041	AC Evidence for Nursing Practice	
TERM 4		**9 credits**
NSG 3051	AC Nursing Care of Adults II	
NSG 3982	AC Synthesis of Nursing Practice	

Required Background and Prerequisite Courses

Motivated students from any undergraduate major may apply to this program. However, those students who did not take the following courses in their undergraduate studies must complete these courses prior to or concurrent with their application to the ACCEL program.

Anatomy & Physiology I* and II*
Chemistry*
Microbiology * (Laboratory sections must be completed for all the science courses)
Statistics
Human Growth and Development

* A grade of B- or better must be achieved in the prerequisite science courses.

Applications to the accelerated program will not be reviewed until at least 2 of the 4 science prerequisites are completed. Completion of the all prerequisite courses must be done prior to the start of the program. Students may be accepted on a provisional basis, pending successful completion of the prerequisite courses prior to the start of the program.

NSG 2042 AC Nursing Care of Adults 1 3 credits
This course introduces the student to the profession of nursing and the development of the role of the nurse as a provider and manager of care. The student focuses on the social, physical, psychological and spiritual responses of individuals and caregivers to disease and illness, as well as learn health promotion and disease prevention strategies. The student prepares to use effective communication and critical reasoning to provide patient centered care encompassing ethical decision-making and appreciation of human diversity. The application of standards for professional nursing practice are expected.
The clinical component is NSG 2044 AC.

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

NSG 2053 AC Nursing Care of Children 2 credits
This course focuses on family-centered child health care. The social, physical, psychological, developmental, and spiritual responses of children and their families to illness and disease are emphasized, as well as health promotion and disease prevention at each developmental stage. The role of the nurse as advocate, educator, and as an accountable provider of care is discussed. The student begins to develop in the role of a collaborative interdisciplinary team member.
**The clinical component of this course is NSG 2054 AC.*

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

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

NSG 3033 AC Mental Health Nursing 3.5 credits
This course develops student knowledge regarding psychiatric and psychosocial aspects of patient care. Content focuses on the nurse's role as a provider and coordinator of emotional and psychological care for patients in an acute care setting. Content includes the biological processes and considerations in the use of psychoactive medications. The course enables the student to develop self-awareness and gain skill in interpersonal, intra-professional and inter-professional communication. The nursing process guides psychosocial,and psychiatric care, with cultural considerations in the provision of patient-centered care. Clinical experience enhances student's understanding of the presentation and management of psychiatric and psychosocial conditions.

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

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

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

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

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

RN-BS Program

RN-BS PROGRAM REQUIREMENTS & SEQUENCE OF NURSING COURSES

The following 2000 level nursing courses must be completed before taking any 3000 level nursing courses. Students must be accepted degree students before they may register for their second semester of 2000 level nursing courses.

- NSG 2100: RN Transition to Baccalaureate Nursing
- NSG 2000: Health Assessment
- NSG 2200: Pathophysiology
- NSG 2500: Pharmacology

Students must be accepted degree students and have completed all 2000 level nursing courses before they may register for the two courses listed below:

- NSG 3470: Introduction to Health Policy & Finance
- NSG 3041: Evidence for Nursing Practice
  (Statistics must be completed prior to taking Evidence for Nursing Practice.)

Students must complete the following prerequisites before registering for NSG 3032 Population Health in the Community:

- Anatomy & Physiology I and II
- Microbiology
- Human Growth and Development
- All 2000 level nursing courses

Students must complete the following before registering for NSG 3982 Senior Seminar: Synthesis of Nursing Practice:

- All prerequisites
- All 2000 level nursing courses
- NSG 3032 - Population Health in the Community

(Students may take either Evidence for Nursing Practice or Introduction to Health Policy & Finance with Senior Seminar: Synthesis of Nursing Practice)

NSG 3982 - Senior Seminar: Synthesis of Nursing Practice must be the final nursing course. No other nursing course may be taken after completion of NSG 3982. Only students completing all of their other degree requirements while enrolled in NSG 3982 may register for this course.

Any exceptions to the above sequence of courses must be reviewed and approved by the RN Coordinator.

PAL (Program for Advancemnt of Learning)

Curry College's nationally recognized Program for Advancement of Learning (PAL) provides academic instruction and mentorship for college students with diagnosed learning disabilities and/or attention deficit disorders. The academic courses in the program facilitate students' self-understanding and regulation of learning for strategic application and success at the post-secondary level. During the academic year, students work with faculty mentors whose educational scholarship and experience include transition studies, applied cognition, strategic learning, and emerging adult and adult development. Courses in PAL consist of curriculum with individualized approaches in the areas of metacognition, self-regulation, active learning, critical thinking and reasoning, decision-making, and language skills.

Admission to PAL is selective and requires additional documentation to be considered. For specific information on how to apply to PAL, please refer to the Admission section of this catalog. Students receive credit for participation in the first year of PAL and may continue in the program either full- or part-time, without credit, as long as needed. All PAL courses are graded on a Pass/Fail basis and carry an additional fee. PAL 1190 and 1200 are for students admitted to the Curry College PAL program.

PAL 1180 Summer PAL 3 credits

Summer Term

This course is an intensive learning experience for entering first year students or transfer students who have been accepted into the Program for Advancement of Learning (PAL). Through this immersion style course, students have the opportunity to develop an understanding of themselves as learners within the context of higher education. This understanding is based in PAL's core learning outcomes: metacognition, self-regulation, active and engaged learning, critical thinking and reasoning skills. Working with a PAL faculty mentor and a small group of peers, students will construct strength based strategies for written communication, reading, listening, note-taking, critical thinking, problem-solving, personal goal setting, organization and teamwork. Activities include: developing an individual learning profile, attending mini-courses taught by Curry professors, experimenting with assistive technologies, and experiencing the rich learning resources of the Curry College community. Student learning culminates with a learning portfolio. **Additional course fee applies.**

Signature of Director or Coordinator of PAL is required.

PAL1180 Summer PAL Online 3 credits

Summer Term

This course is the online version of PAL 1180 Summer PAL. This is an intensive learning experience for entering first year students or transfer students who have been accepted into the Program for Advancement of Learning (PAL). Through this immersion style course, students have the opportunity to develop an understanding of themselves as learners within the context of higher education. This understanding is based in PAL's core learning outcomes: metacognition, self-regulation, active and engaged learning, critical thinking and reasoning skills. Working with a PAL faculty mentor and a small group of peers, students will construct strength based strategies for written communication, reading, listening, note-taking, critical thinking, problem-solving, personal goal setting, organization and team-work. Activities include: developing an individual learning profile, experimenting with assistive technologies, and experiencing the rich learning resources of the Curry College community. Student learning culminates with a learning portfolio. Student learning occurs fully online through web-based platforms. **Additional course fee applies.**

PAL 1190 The Learning Process I: Exploration, Insight, and Application 1.5 credits

Fall and Spring Semesters

This course is the first in the two-course sequence for students admitted to Curry College through the Program for Advancement of Learning. Focused on the transition from high school learning expectations to those of college courses, PAL 1190 offers students a curriculum designed to foster an understanding of themselves as learners through faculty mentorship. Students are introduced to and explore learning strategies in the following core areas: metacognition, self-regulation, active and engaged learning, critical thinking and reasoning, receptive and expressive language. Students will create an educational plan, outlining: personal and academic long term goals, semester goals, learning strengths, challenges, and strategies. The faculty mentor and student collaborate on evaluating student progress towards these goals throughout the semester, culminating in a reflective student paper and faculty report, which outlines individualized recommendations for the PAL 1200, the second course in the sequence.

Additional course fee applies.

Signature of Director or Coordinator of PAL is required.

PAL 1200 The Learning Process II: Insight, Strategic Development, and Application 1.5 credits

Fall and Spring Semesters

This course builds on the learning insights and strategies developed in PAL 1190 while facilitating increasing independence and strategic learning in the areas of metacognition, self-regulation, critical thinking and reasoning, receptive and expressive language, and decision making. Students will revise their PAL 1190 educational plans, incorporating lessons learned in the previous semester as well as taking into account the current semester's course expectations. The faculty mentor and student collaboratively evaluate student progress towards these goals throughout the semester, culminating in a reflective student paper and faculty report.

Prerequisite: PAL 1190. **Additional course fee applies.**

Signature of Director or Coordinator of PAL is required.

PAL 1210 Applied Strategic Learning I 0 credits

Fall and Spring Semesters

Open to students who have completed PAL 1190 and 1200, this course provides on going faculty mentorship in developing and applying strategic learning approaches for academic success in advancing course work. Students in PAL 1210 meet with their faculty mentors twice weekly for individualized instruction and collaboration. This course may be repeated.

Prerequisite: PAL 1200. **Additional course fee applies.**

Signature of Director or Coordinator of PAL is required.

PAL 1220 Applied Strategic Learning II 0 credits

Fall and Spring Semesters

Open to students who have completed PAL 1190 and 1200, this course provides on going faculty mentorship in developing and applying strategic learning approaches for academic success in advancing course work. Students in PAL 1210 meet with their faculty mentors once weekly for individualized instruction and collaboration. This course may be repeated.

Prerequisite: PAL 1200, 1900 or PAL 1210.

Additional course fee applies.

Signature of Director or Coordinator of PAL is required.

PAL 2000 Peer Mentoring and Coaching 3 credits

This course capitalizes upon meaningful insights that PAL students have created about their own learning and the effective use of Curry College resources. The course is nested in various theoretical perspectives including social psychology, education, and counseling psychology. These offer frameworks for understanding how to serve as effective peer mentors for first year students. Through reading, writing, discussion and some hands-on experience, the course provides practical knowledge about how to develop effective mentoring and coaching practices in their work with at-risk individuals with learning differences who are in emerging adulthood and employ generative mentoring models to gain insight into diverse communities. In particular, participants will identify root-cause and evidence-based interventions and foster resilience in their mentees. *This course meets the General Education Diversity requirement.*

Pre-/co-requisites: Two of the following: PAL 1180, 1190, 1200 (or permission of instructor). Sophomore standing preferred.

PAL (Program for Advancemnt of Learning)

ADULT CENTER AT PAL

The Adult Center at PAL serves adults with learning disabilities while they are enrolled in college courses or preparing to enter or return to college. Participants may be enrolled concurrently in courses at Curry College or at other colleges. In order to provide the flexibility needed to accommodate our diverse adult student population and adjust to ongoing changes in our students' academic goals and programs, the Adult Center at PAL offers a variety of course options. Since all PAL/ACP courses are individualized, the sequence of courses does not represent a progression through a fixed hierarchy of skills, strategies, or content. Rather, each PAL/ACP course involves individualized goals, processes, activities, and requirements. All PAL/ACP courses involve the development of an individualized educational plan at the beginning of each semester. The PAL professor, in collaboration with the student, determines the course objectives and content. Success in meeting the course objectives and requirements is assessed and reported at the end of the semester in a written evaluation. Students are graded on a pass/fail basis. Students can earn a maximum of six credits toward graduation for courses taken through the Adult Center at PAL. Courses should be selected in consultation with the Coordinator of the ACP and require the Coordinator's signature for registration.

Applicants to ACP must submit formal documentation of a learning disability, including results of a recent Wechsler Adult Intelligence Scale (WAIS-III or WAIS-IV) as well as achievement testing in reading, language and math. An interview with the Coordinator of ACP is recommended for more information or to inquire about eligibility for ACP.

PAL 1150ACP The Learning Process I 1 credit
Participation in the Adult Center at the Program for the Advancement of Learning for 50 minutes of individual and 1 hour of group sessions per week. In this introductory course, students become familiar with their learning profiles and their implications for learning and functioning. Students work collaboratively with an ACP Professor to begin to identify their learning strengths, acquire effective learning strategies, and explore the impact of LD/ADD on their lives both within and outside the academic environment. This course is particularly appropriate for meeting the transition needs of new adult students as they make the adjustment to college or begin other new educational ventures. *Signature of the coordinator of ACP is required.* **Additional course fee applies.**

PAL 1151ACP The Learning Process II 1 credit
Participation in the Adult Center at the Program for the Advancement of Learning for 50 minutes of individual and 1 hour of group sessions per week. This course is designed as a continuation of PAL 1150ACP. It provides students with continued exploration of their learning in making the adjustment to college or other new educational ventures. *Signature of the ACP coordinator is required.* **Additional course fee applies.**
Prerequisite: PAL 1150ACP or PAL 1190ACP.

PAL 1160ACP The Learning Process III 1 credit
Participation in the Adult Center at the Program for the Advancement of Learning for 50 minutes of individual and 1 hour of group sessions per week. This course continues the process initiated in PAL 1150ACP and PAL 1151ACP and utilizes identified strengths to build strategies for independence, collaboration, and self-advocacy. It is designed to provide ongoing learning experiences to adult college students as they continue their college involvement. *Signature of the coordinator of ACP is required.* **Additional course fee applies.**
Prerequisite: PAL 1151ACP.

PAL 1161ACP The Learning Process IV 1 credit
Participation in the Adult Center at the Program for the Advancement of Learning for 50 minutes of individual and 1 hour of group sessions per week. This course is designed as a continuation of PAL 1160ACP for adult college students as they continue their college involvement and progress to higher levels of learning. *Signature of the ACP coordinator is required.* **Additional course fee applies.**
Prerequisite: PAL 1160ACP.

PAL 1190ACP The Learning Process: Comprehensive I 1.5 credits
Participation in the Adult Center at the Program for the Advancement of Learning for a total of three hours per week involving a combination of individual and group sessions. This course provides students with a foundation for understanding their learning profiles (patterns of strengths and needs); facilitates development of metacognitive strategies for learning; develops an understanding of the teaching process; assists students in acquiring skills in language processing, critical and creative thinking, time management, and visual/spatial organization. It also gives students the opportunity to explore the impact of LD/ADD on their lives in and outside of the academic environment and includes reflection on so-

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

PAL 1200ACP The Learning Process: Comprehensive II **1.5 credits**

Participation in the Adult Center at the Program for the Advancement of Learning for a total of three hours per week involving a combination of individual and group sessions. This course continues the process initiated in PAL 1190ACP and utilizes identified strengths to build strategies for collaboration, self-advocacy, and independence. *Signature of the coordinator of ACP is required.* **Additional course fee applies.**
Prerequisite: PAL 1190ACP

PAL 1210ACP The Learning Process: Comprehensive III **no credit**

Participation in the Adult Center at the Program for the Advancement of Learning for a total of three hours per week involving a combination of individual and group sessions. This course continues the process initiated in PAL 1200ACP, assisting students who choose to maintain an intensive involvement in the program as they work toward their goals for ongoing learning and independence. *Signature of the coordinator of ACP is required.* **Additional course fee applies.**
Prerequisite: PAL 1200ACP.

PAL 1220ACP Learning Transitions **no credit**

Participation in ACP once per week in individual sessions as the students progress to greater independence. *Signature of the coordinator of ACP is required.* **Additional course fee applies.**
Prerequisite: PAL 1190ACP or PAL 1150ACP.

PAL 1230ACP Selected Topics in Learning **no credit**

Individual tutorials arranged on an hourly basis for students with specific needs. Signature of the coordinator of ACP is required. Contact Coordinator of ACP for special fee information.

Philosophy and Religious Studies

Philosophy concerns itself with matters such as the basis of right and wrong, the nature of human knowledge, the assumptions, which underlie various forms of government, and the mystery of existence. Philosophy offers critical perspectives on the claims and presuppositions of areas such as science, psychology, art, and history. Knowledge of these perspectives will help students in almost any career, as they learn discipline in thinking, creativity in problem-solving, thoughtfulness in self-awareness, and a deep sense of humanity's efforts to understand its place in the universe.

Religion courses are valuable for a better understanding of oneself and of persons from many religious backgrounds that are encountered in daily life, especially in careers involving public service.

Requirements for Philosophy Major:
Twenty-seven credits (nine courses) in philosophy, distributed as follows. All philosophy courses are three credits.
• *at least three courses in the area of history of philosophical traditions, including at least one course from Eastern and at least one from Western traditions, selected from the following list:*

PRS 2100	Beginnings of Philosophy
PRS 2110	Modern Philosophy
PRS 2120	The Meaning of Life
PRS 2130	Philosophies of Creativity and Process
PRS 2150	Eastern Religion and Philosophy
PRS 2160	Introduction to Buddhism
PRS 2170	Chinese Philosophy
PRS 3100	Social and Political Philosophy

• ***at least one course in the area of critical thinking, selected from the following list:***

PRS 2200	Fundamentals of Logic
PRS 2210	Ethics
PRS 2220	Philosophy of Religion
PRS 2230	Philosophy in Pop Culture
PRS 2240	The Walking Dead as an Introduction to Philosophy
PRS 3200	Problems in Philosophy and Religious Studies

• ***at least one course in the area of self-discovery and personal development, selected from the following list:***

PRS 2300	Search for Self
PRS 2310	Spiritual Journey
PRS 2320	Life, Death, and Philosophy
PRS 2330	Myth of the Hero

• ***at least one course in the area of contemporary application, selected from the following list:***

PRS 2400	Ethics of War and Peace
PRS 2410	Environmental Ethics
PRS 2420	Ethics for Nurses/Health Care Professionals
PRS 2430	Religion and Science
PRS 2440	Religion and Ecology
PRS 2450	Religion and Politics

• capstone (PRS 3980—may be repeated once as an elective)
• two additional PRS electives from the lists above (6 credits)
Courses taken to fulfill the General Education requirements are excluded from courses taken for the major. The student must maintain an average of C or above in all PRS courses taken for the major.

Requirements for Philosophy Minor:
Twelve credits from the lists above, including at least two courses from the area of history of philosophical traditions. Courses taken to fulfill the General Education requirements are excluded from courses taken for the minor.

Requirements for Religious Studies Minor:
12 credits from the following list, excluding any courses taken to fulfill the General Education requirements.

PRS 2150	Eastern Religion and Philosophy
PRS 2160	Introduction to Buddhism
PRS 2310	The Spiritual Journey
PRS 2330	The Myth of the Hero
PRS 2400	The Ethics of War and Peace
PRS 2430	Religion and Science
PRS 2440	Religion and Ecology
PRS 2450	Religion and Politics
PRS 2500	Introduction to the Hebrew Bible
PRS 2510	New Testament
PRS 2520	Western Religions
PRS 2530	Faith and Fanaticism
PRS 2540	Religion in America
PRS 2541	Race and Religion in America
PRS 2550	Seeing is Believing: Film and Religious Experience
PRS 2551	Traditions of Sacred Sound
PRS 2900	Contemporary Theological Issues

PRS 2100 Beginnings of Philosophy 3 credits
Fall Semester
Leads the student to understand perennially important philosophical problems—such as the natures of matter, mind, goodness, beauty, and knowledge — through meeting them in their simplest, most direct, yet profound, terms as they were discovered and dealt with by such philosophers as the Pre-Socratics, Socrates, Plato, and Aristotle. Western thought is emphasized, but some attention is given to Eastern outlooks. *This course meets the General Education Humanities Breadth requirement.*

PRS 2110 Modern Philosophy 3 credits
Spring Semester
Begins with the transition from medieval to modern times, and traces the development of Western philosophy to the start of the twentieth century. *This course meets the General Education Humanities Breadth requirement.*

PRS 2120 The Meaning of Life 3 credits
Fall Semester
Is there an ultimate meaning to human existence, or is life absurd? In the past century, existentialist philosophers like Kierkegaard, Sartre, and others have denied that human life has any essential meaning, offering a sharp challenge to traditional systems of meaning like religion and ethics. Yet they have explored ways of making life worthwhile. This course shall examine existentialist texts (stories and novels, as well as philosophical writings) and films that will challenge each individual to discover and/or create a meaningful life. *This course meets the General Education Humanities Breadth requirement and some sections may be Reading/Writing Enhanced.*

PRS 2130 Philosophies of Creativity and Process 3 credits
Offered periodically within a three-year academic cycle
This course explores philosophies of creativity and process from the nineteenth century through the contemporary period. Philosophers who are the focus of attention include (but are not restricted to) Henri Bergson; Alfred North Whitehead; Henry Nelson Wieman; Charles Hartshorne; Mordecai Kaplan; and Sir Muhammad Iqbal. The themes explored include: theories of knowledge; the universe as processive and evolutionary; the nature of creativity; the relationship between creativity, freedom, and God; and creativity and process as sources for a practical wisdom for living.

PRS 2150 Eastern Religion and Philosophy 3 credits
Fall Semester
A study of aspects of the history and practice of religions and philosophies of the East, such as Buddhism, Confucianism, Hinduism, Shintoism, and Taoism. Emphasizes primarily the attitudes toward the nature and meaning of human existence in the basic literature of each. *This course meets the General Education Humanities Breadth or the International/Global Interdependence requirement and the Reading/Writing enhancement requirement.*

PRS 2160 Introduction to Buddhism 3 credits
Offered periodically within a three-year academic cycle
This course consists of an introduction to the diverse tradition of thought and action inspired by the life and teachings of the Buddha. Students will learn the history of this rich tradition's development as it starts in India, moves through China, and continues on to Japan and Southeast Asia. The course pays attention to both classical and contemporary forms of Buddhist belief and practice, with the primary purpose of enabling students to interact with Buddhists in their own local and global communities in an informed way. This is an excellent course for students with no significant background in Buddhism, but also provides opportunities for more advanced students to broaden and deepen their understanding.

PRS 2170 Introduction to Chinese Philosophy 3 credits
Spring Semester
This course examines the rich philosophical tradition that has existed in China for over 2500 years. Throughout its multiple dynasties, China has cultivated a rich philosophical tradition that is not only as old as the Greek tradition but also as rich, subtle, and sophisticated. The course examines this tradition from its roots in the Zhou Dynasty to its contemporary manifestations in the twentieth and twenty-first centuries. Along the way, consideration will be given to the Confucian, Daoist, and Buddhist traditions, each of which have flourished in China in their own way; some consideration may also be given to lesser-known traditions, such as the Mohist and legalist traditions. Through the reading of both primary and secondary texts, this course provides students with exposure to one of the world's great intellectual traditions and the opportunity to think philosophically in non-Western ways. *This course meets the General Education-Humanities Breadth Breadth or the International/Global Interdependence requirement and the Reading/Writing enhancement requirement.*

Philosophy and Religious Studies

PRS 2200 Fundamentals of Logic 3 credits

Offered periodically within a three-year academic cycle

Assists in forming habits of logical thinking through study of the fundamental rules of logic and practice in detecting logical inconsistencies. One goal is to make the student a more critical "consumer" of news, advertising, and political statement.

PRS 2210 Ethics 3 credits

Fall and Spring Semesters

Ethics is the study of human and humane activity, an inquiry into the determination of the will. This course examines major theories that describe and set norms for forming moral judgments. Questions raised will include: Are humans inherently selfish? How does one decide the correct path– by predicting the consequences of actions or by examining the actions themselves? A portion of the course is devoted to recent developments in virtue theory, and ancient tradition that examines the intentions of the moral agent rather than consequences or acts. *This course meets the General Education Humanities Breadth and Reading/Writing enhancement requirements.*

PRS 2220 Philosophy of Religion 3 credits

Offered periodically within a three-year academic cycle

A study of classical texts in the western philosophical tradition that address religious questions: Is there any universal truth? Does God exist? If God is good, then why is there evil? Are human beings free? What is the basis of religion? What is the nature of faith? We also look at criticisms of theistic claims.

PRS 2230 Philosophy in Pop Culture 3 credits

Offered periodically within a three-year academic cycle

An investigation of contemporary values and philosophic issues expressed through selected forms of contemporary art and life style, including science fiction, pop music, film, video, consumer culture, etc. What is "pop" culture? What attitudes toward being human are expressed and marketed in popular culture today? What concepts and perspectives on human community and the cosmos are operative in "pop" culture? What tools does philosophy offer to critique contemporary culture? This course will offer opportunities for intergenerational dialogue and philosophic assessment of the values implicit in "pop" culture. *This course meets the General Education Humanities Breadth and Reading/Writing enhancement requirements.*

PRS 2240 The Walking Dead as an Introduction to Philosophy 3 credits

The Walking Dead is one of the most popular television series of the last decade, capturing the imaginations of millions of viewers with its post-apocalyptic narrative. What many viewers don't realize, however, is that there are many substantive philosophical themes running through that narrative. This course seeks to draw out those themes, using this popular television series as the raw materials for learning about the philosophical ideas that inform not only that post-apocalyptic world but our world as well. The themes that will be explored include ethics, aesthetics, existentialism, political philosophy, and identity, among others. If The Walking Dead has captured your imagination, this course may be an ideal means to sharpen the critical thinking skills so central to a liberal arts-based education. *This course meets the General Education Humanities Breadth and Information Literacy Enhancement requirements. Prerequisite: Instructor approval.*

PRS 2300 The Search for Self 3 credits

Offered periodically within a three-year academic cycle

Through examination of Western and Eastern philosophic and psychological theories, students will explore one of humanity's most enduring philosophic and religious questions: what is the self? Issues addressed in this course include: the self 's relation to consciousness, to memory, to other selves, and to ultimate reality; continuity and change in selfhood; whether the self is one or several; self as illusion or social construct; self-esteem and personal self-knowledge. Through exposure to a broad spectrum of classical and contemporary theories about the reality and constituency of the self, students will have opportunity to clarify their own philosophies of selfhood.

PRS 2310 The Spiritual Journey 3 credits

Offered periodically within a three-year academic cycle

Many spiritual orientations and practices talk about life as a "journey," as a process of spiritual growth and discovery of life's meaning in relationship to a transcendent reality, named variously as God/Goddess, Enlightenment, The One, Truth, Higher Power, etc. In all of these traditions, the "spiritual journey" is not just about concepts of spiritual life, but about how real people live their lives aimed toward ultimate significance. This course will explore what life as a spiritual journey is about, through the autobiographies of such pilgrims as Thomas Merton, Malcolm X, U2, Rigoberta Menchu and Black Elk. Are we all on a "spiritual journey' even if we think we are not, even if we are not religious? Students

will reflect on their own spiritual development in light of insights offered by artists, and mystics, as well as theological and psychological writers. *This course meets the General Education Humanities Breadth and Reading/Writing Enhancement requirements.*

PRS 2320 Life, Death and Philosophy 3 credits
Fall Semester
While all living things die, death remains one of the least understood and most mysterious of phenomena. This course examines from a variety of philosophical perspectives, Eastern, and Western, the relationship between life and death; the relation between death and the question of the meaning of life; philosophical, scientific, moral and legal definitions of life and death; the question of "mass death" (genocide, modern warfare); the dynamics of dying and of grieving; and, as time allows, pertinent issues of particular interest to students.

PRS 2330 The Myth of the Hero 3 credits
Offered periodically within a three-year academic cycle
This course examines the myth of the hero as an archetypal transcultural phenomenon. We shall explore how hero is a symbol of the self and its search for identity and meaning. We shall also look at critiques of these ideas. The course will begin with Siddhartha Gautama's (the Buddha) search for Enlightenment and Herman Hesse's modern account of a parallel story in Siddhartha. Then we shall study the ancient warrior heroes in Homer's The Iliad. The course then considers how Jesus may fit the understanding of the hero in the ancient world. Then we move to consider the myth of the hero in medieval chivalry moving on to the modern world, the romantic hero, and the anti-hero. Throughout the course, we shall make extensive use of films (such as Rebel Without a Cause) and analyze the myth of the hero as it appears in the contemporary context. *This course meets the General Education Humanities Breadth requirement.*

PRS 2400 The Ethics of War and Peace 3 credits
Spring Semester
"All's fair in love and war" - or is it? Do ethical duties still apply, even when you are fighting for your life? Is it different when you are fighting terrorists? This course examines major ethical issues concerning war, using contemporary philosophical approaches to ethics. We shall also consider several religious approaches to war and peace, including the pacifism of such figures as Mohandas Gandhi and Martin Luther King, Jr.

PRS 2410 Environmental Ethics 3 credits
Spring Semester
This course explores the issues in environmental ethics that have been the focal points of recent discussions in the field: humanity's place in the universe; the related issues of anthropocentrism (human centeredness) vs. biocentrism (life centeredness) and ecocentrism (the ecosystems that enable the emergence of and that nurture life); intrinsic and instrumental value in humans and non-humans; deep ecology vs. animal rights; deep ecology and ecofeminism; eco-justice and human rights; and the philosophic underpinnings of the sustainable development vs. growth economies and globalization debate. This course is recommended for students with sophomore standing or above. *This course meets the General Education Humanities Breadth requirement.*

PRS 2430 Religion and Science 3 credits
Fall Semester
This course examines the historic ways in which religion and science have related to each other, from mutual rejection and hostility to convergence and synthesis. It analyzes the similarities and differences between scientific and religious ways of knowing. The course also looks at some of the philosophical issues involved in the relationship: The nature of knowledge; metaphysical issues, i.e. a coherent worldview, the appropriateness, or lack thereof, of drawing philosophical conclusions from scientific evidence, etc. the mind-body dualism; freedom and determinism. Specific issues, such as evolution vs. creationism, will serve as case studies. The implications of the relationship between science and religion for environmental ethics will also be examined. *This course meets the General Education Humanities Breadth requirement.*

PRS 2440 Religion and Ecology 3 credits
Offered periodically within a three-year academic cycle
This course explores the relationship between humanity and the non-human natural world in Native American religions Judaism, Christianity, and Islam in the West; and Hinduism, Buddhism, Daoism, and Confucianism in the East. Students will examine the claim that Western religions are the source of the values that have contributed to environmental degradation as well as responses to this claim. The course also examines efforts to re-interpret religious traditions in ways that are no anthropocentric (non-human centered) as religious traditions have engaged in dialogue with one another.

PRS 2450 Religion and Politics 3 credits
Spring Semester
This course will analyze philosophical principles, with cur-

rent world events used as examples. Students will develop skills in analysis and evaluation of complex cultural phenomena ranging from Catholic, Protestant, and Islamic theocracies to a deep distrust of any religious influence in political affairs; from the religious endorsement of social Darwinism to the social gospel, liberation theology, and religious socialism movements; from the apolitical other worldliness of early fundamentalism to the politicized fundamentalism of recent decades; and from pacifism to support for just war or holy war theories.

PRS 2500 Introduction to the Hebrew Bible (formerly Old Testament) **3 credits** *Fall Semester*

A study of the various writings included in the Old Testament in light of their historical and cultural settings. Gives attention to their literary, theological, and socio-political aspects in an attempt to relate early Hebrew religious perspectives to human experience in both the ancient and the modern world. *This course meets the General Education Humanities Breadth requirement.*

PRS 2510 Introduction to the New Testament **3 credits** *Spring Semester*

A study of the various writings included in the New Testament in light of their historical and cultural settings. Gives attention to their literary, theological, and socio-political aspects in an attempt to relate early Christian religious perspectives to human experience in both the ancient and the modern world. This course is recommended for students with sophomore standing or above. *This course meets the General Education Humanities Breadth requirement.*

PRS 2520 Western Religion **3 credits** *Spring Semester*

Seeks to provide a basic understanding of the religious perspectives of the three major western religions — Judaism, Christianity, and Islam — through the study of their history and literature.

PRS 2530 Faith and Fanaticism **3 credits**

Offered periodically within a three-year academic cycle

This course will examine how the inclination to exclusivity on the part of many world religions has led to "fanaticism," especially as a response to colonialism and modernism. The course will consider many world religions, examine their teachings about war and peace, and look at how religious notions are transformed into secular/ national movements, some of which advocate and condone the tactical use of terrorism. *This course meets the General Education Humanities Breadth requirement and some sections may be Information Literacy Enhanced.*

PRS 2540 Contemporary Religion in America **3 credits**

Offered periodically within a three-year academic cycle

This course examines the dynamic religious ferment found in the nineteenth and twentieth centuries that produced various Christian sects and other traditions. Topics will be determined in part by instructor and participant interest and may include: Transcendentalism/Unitarianism; Jehovah's Witnesses, Seventh Day Adventists; Church of Latter-Day Saints; Christian Science; Pentecostalism; the impact of Catholic immigrants in Protestant America; New Age religion, Self-help groups.

PRS 2541 Race and Religion in America **3 credits**

The class explores some of the characteristics of African religions; slave religion, slave narratives, and their role in slave rebellions; the central role of religion in the African American community throughout American history; the role of religion in the context of the Atlanta Compromise, Booker T, Washington vs. W.E.B. DuBois; the roles of key people such as Absalom Jones, Richard Allen, Denmark Vesey, Nat Turner, Frederick Douglass, Sojourner Truth, Marcus Garvey, Elijah Muhammad, Howard Thurman, Martin Luther King, Jr., Malcolm X, Louis Farrakhan, Jesse Jackson, James H. Cone, "womanist" thinkers writers/ theologians like Delores Williams and Emilie Townes, etc. A special focus of the course will be on the role of the black church in the struggle for civil rights, highlighting the complex relationship between Malcolm X and Martin Luther King, Jr. The role of religion in the contemporary African American community(ies) will also be examined. The relationship between African American religion(s), not existing in isolation, and the dominant white society will also be explored throughout the course. *This course meets the General Education Humanities Breadth requirement.* (Same course as AFAM 2541.)

PRS 2550 Seeing is Believing: Film and Religious Experience **3 credits**

Offered periodically within a three-year academic cycle

Films are an important way in which we represent and encourage cultural values. They are also a rich source of reflection, even (or especially) if they are not explicitly religious. This course explores a variety of religious experiences, primarily but not exclusively focusing on Christianity, by viewing a number of contemporary films. *This course meets the General Education Humanities Breadth requirement.*

PRS 2551 Traditions of Sacred Sound 3 credits

Alternate Fall Semesters

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

PRS 2900 Contemporary Theological Issues 3 credits

Offered periodically within a three-year academic cycle

Deals with contemporary challenges to traditional religious faith. The course includes an examination of whether "theology" itself is a narrowly Christian term, or one used also by other faith traditions. Other issues may include: the "New Atheism" (e.g. Dawkins) and the classical atheism of the 19th and early 20th century, together with Christian rebuttals and Buddhist perspectives; Christian anti-Judaism in light of the Holocaust; a comparison of Jesus and Buddha as savior figures; and eco-feminist theologies and their broad impact on contemporary religious thought. Participants will read and discuss selections from recent theological writers working from a variety of religious perspectives.

PRS 3100 Social and Political Philosophy 3 credits

Alternate Spring Semesters

This is a course designed to acquaint the student with the main historical currents of social and political philosophy. It will focus on such thematic issues as the parallels between the "good society" and the "good individual"; views about "human nature" and the forms of government that result from these views; "the state of nature" and the social contract; various views of the state (conservatism, liberalism, socialism, anarchism, Marxism, fascism, "actually existing" communism); rights and freedom; distributive justice, liberation and participation (economic justice, racial justice, justice and gender), individualism and communitarianism, and "green" political thought.

Prerequisite: Any PRS course or junior standing.

PRS 3200 Problems in Philosophy and Religious Studies 3 credits

Provides opportunities for detailed study of selected topics, thinkers, or periods.

Prerequisite: Junior standing, or successful completion of a 1000- or 2000-level PRS course, or permission of instructor.

PRS 3980 Capstone Course 3 credits

Spring Semester

Contents to be selected by student and instructor to include student's reflections on: (1) the totality of the student's study of philosophy, (2) how the major comes together as a whole, (3) how it is integrated into the student's entire academic program, and (4) how it relates to the student's life. For majors, minor and other interested students.

Prerequisite: Junior standing, or successful completion of a 1000-or 2000-level PRS course, or permission of instructor.

Physical Education

The Physical Education program provides students with an opportunity to enhance their level of well-being by selecting courses in fitness, wellness and lifetime activities. All 1000 level activity courses may be repeated once for additional credit.

PE 1015 Tennis 1 credit

Fall Semester

Instruction, practice and development of game strategies for all skill levels. Emphasis will be on skill development, the rules and strategies of singles and doubles as well as proper tennis etiquette. Racquets and balls are supplied, but students are encouraged to bring their own racquet if possible. This class meets for nine weeks. *This course meets the General Education Wellness requirement.*

PE 1025 Golf 1 credit

Fall Semester

Instruction and practice for all skill levels. Initial instruction will be on campus with advanced play at Ponkapoag Golf Course. Students are responsible for their own transportation to and from the golf course. Clubs and bags will be provided, but students are encouraged to bring their own. This class meets for nine weeks. *This course meets the General Education Wellness requirement.*

PE 1045 Walking for Cardio Fitness 1 credit

Fall and Spring Semesters

Designed to provide an opportunity to develop an individualized aerobic fitness program using walking as the modality. Various walking styles and training routines for beginner and intermediate walkers will be emphasized.

PE 1050 Strength Training for Health 1 credit

Fall Semester

An introduction to the principles of strength training with emphasis on concepts and development of physical fitness through individualized strength training programs.

PE 1060 New Beginnings: Fitness FUNdamentals 1 credit

Fall and Spring Semesters

Designed for individuals who have been living a sedentary lifestyle, this course will introduce a variety of beginner-level movement and fitness activities that promote health and wellness.

PE 1200 Water Fitness 1 credit

Spring Semester

In this course the students will learn various ways of improving fitness health with a particular focus on cardiovascular, strength and flexibility enhancements in the aquatic environment. Modes of water fitness includes aerobics, water resistance exercises, basic swim strokes. One does not have to be able to swim. this course meets for 9 weeks for 90 minutes at the Fuller Village Pool. Transportation will be provided. *This course meets the General Education Wellness requirement.*

PE 1217 The Science of Weight Management 3 credits

Fall and Spring Semesters

This course will focus on the relationship between food as caloric intake and exercise as energy output. The successful student will examine dietary intake, engage in behavior analysis, participate in various forms of exercise, and create an individualized and effective weight management action plan. This course is designed for individuals who wish to gain an understanding of, and develop strategies for, their personal weight management. This course is also ideal for future health educators to develop the knowledge and strategies for guiding those with sedentary lifestyles and/or unhealthy eating habits.

PE 1240 Yoga 1 credit

Fall and Spring Semesters

A level I and level II class that will safely teach the basics of the science and art form of yoga. Emphasis is on the practice of yoga to bring about flexibility, strength, confidence, and health to the body. Yoga mats are provided but Students are urged to provide their own yoga mats. *This course meets the General Education Wellness requirement.*

PE 1245 Pilates and Yoga 1 credit

Fall and Spring Semesters

Pilates is a body conditioning routine that puts emphasis on spinal and pelvic alignment, breathing, developing a strong core center and improving coordination and balance. Intensity can be increased over time as the body conditions and adapts to the exercises. In this course a combination of pilates and yoga exercises will be taught.

PE 1380 Tone & Strength for Women Class for Women 1 credit

Fall and Spring Semesters

An introductory course with emphasis on improving muscle tone throughout the body. This course is offered to women who want instruction in the principles of increasing muscle tone and strength. This course is not open to varsity athletes.

PE 1400 Self Protection and Self Awareness 1 credit

Fall and Spring Semesters

This course is designed to empower and educate individuals in the art of self-protection. The participant will learn non-verbal, verbal and physical manipulation techniques to be used to thwart off an assault. This is a practical hands-on course in which the participant will learn safe, effective techniques of control and restraint. The self-defense movements are gross motor movements that provide safety - minimizing injury to self and others. The participants will also learn the laws regarding self-protection and the use of reasonable and excessive force. *This course meets the General Education Wellness requirement.*

PE 1450 Self Defense and the Martial Arts 1 credit

Fall and Spring Semesters

An introduction to martial arts self-defense and physical conditioning. The course is designed to further enhance the student's knowledge of the fundamental concepts of exposure during a self-defense situation and how to avoid confrontation. Course includes a fitness component emphasizing strength, flexibility and agility and also involves light contact sparring.
Prerequisite: PE 1400 or permission of instructor.

PE 1650 CPR/FA/AED 1 credit

Spring Semester

The purpose of this course is to train the lay responders to overcome any reluctance to act in emergency situations and to recognize and care for life threatening respiratory and cardiac emergencies. First responders from Curry College Public Safety and the Boston Police Department will discuss their way of handling an emergency. This course meets for 9 weeks.

PE 2220 Personal Conditioning 2 credits

Fall and Spring Semesters

An advanced course with emphasis on the implementation and evaluation of individualized conditioning programs. A nutrition component is part of this course. *This course meets the General Education Wellness requirement.*
Prerequisite: A basic understanding of conditioning principles.

PE 2500 Physical Awareness: A Wellness Approach 3 credits

Fall and Spring Semesters

The key to maintaining a healthy and long life involves an interdisciplinary approach. This class is an opportunity to develop and initiate a wellness program tailored to individual needs and lifestyles by congruously implementing these concepts. Some of the topics covered include all components of wellness, including nutrition, stress management and lifelong healthy habits. *This course meets the General Education Wellness requirement.*

Physics

Physics is everywhere. It is the science that investigates the most fundamental laws governing all matter and energy in the universe. A minor in physics provides majors in other sciences with an interdisciplinary breadth that expands career opportunities. In addition to providing a deeper understanding of the fundamental processes of nature, it helps to build mathematical and reasoning skills that are valued in all science fields.

Requirements for Physics Minor:
14 credits at the 2000- or 3000-level, at least 6 of which must be taken at Curry. Normally these would consist of three physics courses, including two tutorials at the 3000-level or above, and a related 3000-level mathematics course or tutorial. Interested students should consult with faculty about possibilities.

PHYS 2010 Introductory Physics I: Mechanics 4 credits

Fall Semester

Covers description of the physical world and measurement in Newtonian Mechanics: kinematics, dynamics, conservation principles, kinetic theory, applications. Lecture/discussion and laboratory. **Fee.**
Prerequisite: MATH 1190 or MATH 2130 or permission of instructor.

PHYS 2020 Introductory Physics II: Electricity and Optics 4 credits

Spring Semester

Introduction to electrostatics, electrodynamics, magnetism, direct and alternating current circuits; geometric optics. Lecture/discussion and laboratory. **Fee.**
Prerequisite: PHYS 2010 or permission of instructor.

PHYS 4000 Physics Research Proposal 1 credit

Fall and Spring Semesters

Student preparation of a proposal for independent research under supervision. The student will read/investigate literature in the field; gain understanding of the nature of the problem/question and methodology which will be used to investigate it; write up a research proposal which includes: 1) survey of relevant background literature and information; 2) rationale for investigating problem; 3) research plan including methodology (ies) to be used. Signature of faculty supervisor and department chair required.
Prerequisite: Permission of instructor.

PHYS 4010 Physics Independent Research 3-6 credits

Fall and Spring Semesters

Independent research on a topic of current interest. Apply principles of both literature and experimental (field or laboratory) and/or theoretical research under supervision. Research question/ problem in library, and/or lab on or off campus; write up research report; give public oral presentation to the Science faculty and interested students. Signature of faculty supervisor and department chair required.
Prerequisites: PHYS 4000 and permission of area instructor. Project must begin no later than fall of the student's senior year. Students are strongly encouraged to begin thinking about their projects during their junior year.

Politics & History

The Politics and History Department helps students develop an understanding of political processes and the historical development of societies. In P&H courses, students will broadly study the history of the United States and a variety of other countries, highlighting political, economic, legal, cultural and social dimensions. Courses examine the ideas that motivate political behavior and the institutions that shape it. These include the impact of ethical concerns, how culture shapes politics, the emergence and role of legal structures, means by which governments reward or penalize individuals and groups, and how people organize to influence decision-making in society.

The study of politics and history is necessary to develop a historical consciousness, and historical consciousness is essential to understand the present. Through the teaching of politics and history, the P&H Department strives to help students develop an informed basis for acting in society and becoming responsible citizens.

Politics and History majors at Curry College have chosen a variety of career paths, including: government and public service, political consulting, the ministry, librarianship, law, journalism, education, business, and administration of non-profit organizations such as historical sites. The largest number of P&H majors has gone into business.

Prerequisites: (These should be completed by the end of the sophomore year.)

***One* course from each of the following:**		**Credits**
1. P&H 1050	US Politics	3
2. P&H 1060	World Politics	3
3. P&H 1010	U.S. History I in a Global Context	3
or		
P&H 1020	U.S. History II in a Global Context	3
4. P&H 1030	European History I in a Global Context	
or		
P&H 1040	European History II in a Global Context	
		12

Requirements for the Politics and History Major:

1. Core Requirements

a. International: Twelve credits from this area, including:

Required:

P&H 2001	Current Economic Problems	3
	Or	
P&H 2250	International Relations	

Plus any *three* of the following courses, all at the 2000- or 3000-level: 9

P&H 2001	Current Economic Problems
P&H 2010	Europe: The Age of Revolutions
P&H 2060	Contemporary European History
P&H 2100	Russian History and Contemporary Politics
P&H 2130	German History and Contemporary Politics
P&H 2140	French History and Contemporary Politics
P&H 2250	International Relations
P&H 2270	Environment and Social Movements
P&H 2440	Gender Inequality: Women, Power and Politics
P&H 2700	Latin American Politics: Brazil and Mexico
P&H 3010	Cuban Politics and Culture

b. United States: Fifteen credits from this area, including:

Politics & History

Required:

P&H 2320	Contemporary U.S. History	3

Plus any *four* of the following courses, all at the 2000- or 3000-level: 12

P&H 2292	Social History of Women
P&H 2300	The Making of Modern U.S.: 1890-1945
P&H 2310	American Constitutional Law
P&H 2330	African-American History
P&H 2350	The U.S. Presidency
P&H 2360	The U.S. Congress
P&H 2370	U.S. Political Parties
P&H 2380	U.S. Immigration History
P&H 2390	U.S. Constitutional Issues
P&H 2400	The Politics of Deception
P&H 2420	Gay Politics in the United States
P&H 2450	Introduction to African-American Studies
P&H 2492	African-American Cinema
P&H 2500	State & Local Politics
P&H 2520	US Culture
P&H 2600	History of U.S. Foreign Relations
P&H 3590	Capitalism, Socialism and Democracy

2.	P&H 3700	Seminar: Research Methods and Strategies in History and Political Science

3. Capstone course: *one* of the following:* 3

P&H 3380	Public Policy in the United States
P&H 3600	Europe since the end of the Cold War
P&H 3650	The American Dream

30

Requirements in related areas:

***Twelve* credits from among the following:** 12

AH 2920	History of Visual Art: Renaissance to Contemporary
AH 2930	Contemporary Art
CJ 2020	Criminal Law
CJ 3205	Law and Society
CJ 3500	Comparative Justice Systems
COM 3100	Argumentation and Debate
COM/ENG 3545	Modern Drama
ENG 2010	Major British Writers I
ENG 2020	Major British Writers II
ENG/WGS 2110	American Literature I
ENG 2120	American Literature II
ENG/AFAM 2150	African American Literature
ENG 3110	American Novels
ENG 3620	Victorian Literature
HE/AFAM/WGS 3050	Race, Class, Gender and Health
MGT 1610	Macroeconomics
MUS 2000	Western Classical Music
MUS 2550	Music of the World
PRS 2110	Modern Philosophy

PRS 2150	Eastern Religion and Philosophy
PRS 2400	Ethics of War and Peace
PRS 2450	Religion and Politics
PRS 2520	Western Religion
PRS 2900	Contemporary Theological Issues
PRS 3100	Social and Political Philosophy
SOC/CJ 2160	Urban Life: Culture and Change
SOC 2470 or 2510	Sex, Gender and Sexuality or Social Movements and Social Action
SOC/WGS 2760	Wealth, Poverty and Social Class
	12

In addition to the courses listed above, other courses at the 2000- and/or 3000-level may be taken as related courses, provided that written approval from a full-time P&H faculty member has been obtained beforehand.

P&H Majors are also required to complete an ePortfolio which includes assignments and/or activities from all of their P&H courses.

*If a student takes a capstone course prior to their senior year, course will count as a 3000-level course but not as the student's capstone. All P&H majors, however, are required to take the course that will count as their capstone course during their senior year. *Note: In order to qualify for graduation, the major must be completed with a C average.*

Requirements for the Minor:
Four courses at the 2000- or 3000-level; at least one of the courses (minimum of three credits) at the 3000-level. At least two of these courses must be taken at Curry College.

Internship, Field Experience:
Majors are strongly urged to take internships to count toward the major. Internships taken for credit--P&H 2340, 3450 and/or 4560--include an academic component. Prerequisites are successful completion of EXP 2340:

Introduction to Experiential Learning with a grade of C, a 3.0 cumulative average in politics and history, and a 2.75 overall cumulative average. For more information, talk to any of the P&H faculty. (See Experiential Education)

Politics & History

P&H 1010 U.S. History I: Ancient America through Reconstruction **3 credits**

Fall and Spring Semesters

US History I in a Global Context introduces students to a chronological study of early American History from prehistoric American civilizations through the Civil War. Students will experience a fully integrated exploration of the US experiment by placing the history of the nation within that of the wider world. Topics include the Americas before European conquest, European colonization and the transformation of North America, colonial America in the Atlantic community, the American Revolution and Constitution founding, the emergency of a democratic republic, the Age of Jackson and the market revolution, Manifest Destiny, and the Civil War and Reconstruction (1877). Students will analyze changes in the economy, society, polity, and culture through the period, using lectures, classroom discussion, and readings from primary and secondary sources. In addition, students will explore the unique perspective of History as a discipline and its place in the Liberal Arts. *This course meets the General Education Humanities Breadth requirement.*

P&H 1020 U.S. History II: In a Global Context Reconstruction to the Present **3 credits**

Fall and Spring Semesters

U.S. History II in a Global Context introduces the student to a chronological study of the United States to the present day. Students will experience a fully integrated exploration of the US experiment by placing the history of the nation within that of the wider world. They will examine the ways in which the US has both benefitted from and helped determine a global culture through historical events such as World War II, institutions such as the United Nations, technology such as the automobile, and cultural advances such as television, film, music, and social media. In addition, students will explore the unique perspective of History as a discipline and its place in the Liberal Arts. By exploring the elements that go into forming a distinctive US culture, students will ultimately gain a deeper, broader understanding of themselves, and gain a richer appreciation of the United States' place in the world both now and into the future. *This course meets the General Education Humanities Breadth requirement.*

P&H 1030 European History I: Late Middle Ages to 1780s **3 credits**

Alternate Years

This course introduces students to a topical study of European history from the late Middle Ages into the late 18th century, looking at a series of world shaping developments laid out chronologically. This course seeks to provide students with an understanding of some of the major historical developments over these centuries, including the Renaissance, the crisis of the Catholic Church and the Reformation, European exploration and discovery, absolute monarchy, development of capitalism, scientific revolution and the Enlightenment. In addressing these topics the course will also expose students to intellectual, technological and cultural developments and the literature and art of these periods. In addition students will explore the unique perspective of history as a discipline and its place in the Liberal Arts. By exploring these elements students will gain a broader and deeper understanding of our world, the role of Europe within it, and possibilities for the future for the Humanities. *This course meets the General Education Humanities Breadth and Reading/Writing enhancement requirements.*

P&H 1040 European History II: A Global Context 1780s to the Present **3 credits** *3 of 4 Semesters*

This course introduces students to a topical study of European history to the present, looking at a series of world shaping developments laid out chronologically. The course explores the French and Industrial Revolutions, technological, social and cultural transformations of the 19th and 20th centuries, World Wars I and II, the rise and fall of communism and fascism, economic collapses and economic "miracles," decolonization, the emergence of the post-cold war present, and the dramatic crises of the early 21st century. Through the exploration of developments—in politics and economics, in warfare and in intellectual life—students will be able to understand key factors that have helped shape European society and politics and the world in which we live. Beyond the relations between European states, European affairs will be looked at in a broader global context and in relations to international organizations such as the UN and the European Union. In addition students will explore the unique perspective of history as a discipline and its place in the Liberal Arts. By exploring these elements students will gain a broader and deeper understanding of our world, the role of Europe within it, and possibilities for the future. *This course meets the General Education Humanities Breadth and Reading/Writing enhancement requirements.*

P&H 1050 US Politics **3 credits**

This course provides a comprehensive survey of American politics. Students will understand the basic institutions of the US government: including the three branches of government (executive, legislative, and judicial), federalism, elections, and political parties. Students will appreciate the

distinct political culture of the US including a respect for regional, racial, and gender differences. Finally, students will critically assess social movements, interest groups, issues in political economy, and foreign policy. In the end, they will appreciate the complexity of our political system and comprehend the historical factors that mold American political decisions. *This course meets the General Education Social Science Breadth requirement.*

P&H 1060 World Politics 3 credits
Fall and Spring Semesters
This course provides an introduction to world politics. Students will appreciate the complexity of state-building and the diversity of political institutions around the world (including presidentialism, parliamentarianism, elections, and political parties). Students will comprehend the crucial institutional differences between democratic and authoritarian governments and understand the precarious nature of political transitions. Finally, students will critically assess issues in political economy and sustainable development with a better understanding of the sharp contrasts between the developed and the developing world. In the end, they will appreciate the variation and complexity of global political processes in a vast array of countries. *This course meets the General Education Social Science Breadth requirement.*

P&H 2000 Contemporary Black Worlds 3 credits.
This seminar explores culturally relevant topics in the contemporary African American world. Changing topic with each offering, students will consider African American experiences from economic, social, historical, racial, cultural, national, and global perspectives. Themes will include such topics as Black Success, contemporary black film, movements for social justice, modern African American literature etc. The specific course description will be in the course selection guide. (Same course as AFAM 2000). *This course meets the General Education Diversity requirement.*

P&H 2001 Current Economic Problems 3 credits
Fall Semester
Designed to introduce students to the study of economics from a historical perspective, specifically analyzing the development and functioning of capitalist market economies. Through readings and discussions the course presents an overview of economic history and an introduction to some basic concepts of political economy. Utilizing these skills and knowledge the course then focuses on a particular current economic problem (e.g. sustainability, financial crisis, inequality, etc.), analyzing it within a global context. *This course meets the General Education Social Science Breadth requirement or the General Education International/Global Interdependence requirement, and the Reading/Writing enhancement requirement.* Either this course or P&H 2250 International Relations is required for the International part of the P&H major.

P&H 2010 Europe: The Age of Revolutions 3 credits
Offered periodically within a three-year academic cycle
Looks at Europe from the beginnings of the Industrial Revolution to World War I; including the French Revolutionary and Napoleonic periods, the revolutions of 1848, the impact of Darwin, Marx and Freud, and the development of modern mass society. Emphasis is on a comparative rather than strictly geographic approach. *This course meets the General Education International/Global Interdependence requirement.*
Prerequisites: Sophomore standing.

P&H 2060 Contemporary European History 3 credits
Alternate Fall Semesters
Takes an in depth look at the political, social, economic and cultural developments that have shaped European societies from the end of World War II to the present. Topics addressed will include post-war economic growth, European political and economic integration, Cold War, youth culture and 1960s, impact of neo-liberalism, the end of the Cold War, impact of globalization, and expansion of the European Union and NATO. *This course meets the General Education International/Global Interdependence requirement.*
Prerequisite: P&H 1030 or 1040.

P&H 2100 Russian History and Contemporary Politics 3 credits
Offered periodically within a three-year academic cycle
Examines the history of Russia from the late 19th century, through the Soviet period, to the present. The course will highlight the development of the Russian state and nation, political and economic developments, and will also address major cultural and intellectual trends. Though it is a history course, one third of the course will focus on understanding contemporary Russian politics. The course will be run as a seminar and in addition to a text will include literature, films and online sources.
Prerequisites: Sophomore standing.

P&H 2130 German History and Contemporary Politics 3 credits
Offered periodically within a three-year academic cycle
Takes an in depth look at German history from the late 19th century to the present, beginning with unification in 1871

and concluding with reunified Germany in the early 21st century. Though it is a history course, one third of the course will focus on understanding contemporary German politics. Major topics addressed include German industrialization, World War I, the German revolutions of 1918 and the Weimar Republic, Nazism, and World War II. The course continues with the post-WWII occupation of Germany, Germany's role in the Cold War, European integration and the reunification of East and West Germany. The course will be run as a seminar and in addition to a text will include literature, films and online sources. *This course meets the General Education International/Global Interdependence requirement. Prerequisites: Sophomore standing.*

P&H 2140 French History and Contemporary Politics 3 credits

Offered periodically within a three-year academic cycle

Examines the history of France from the late 19th century to the present, beginning with the Franco-Prussian War and concluding into the early 21st century. Though it is a history course, one third of the course will focus on understanding contemporary French politics. Topics to be addressed include the Paris Commune and founding of the Third Republic, society before and during WWI, the emergence of an organized working class movement, the Popular Front, Vichy France and Resistance. Post-WWII topics include economic growth, French intellectual life and cultural transformation and European integration. The course will be run as a seminar and in addition to a text will include literature, films and online sources. *This course meets the General Education International/Global Interdependence requirement.*
Prerequisites: Sophomore standing.

P&H 2200 Political Tactics 3 credits

Alternate Spring Semesters

"You can't fight City Hall!" "Or can you?" This course concentrates on non-violent tactics and systemic tactics (working within the political system) analyzing means of affecting all levels of government. Individual projects are required. *Prerequisite: Sophomore standing or 1000-level P&H course.*

P&H 2250 International Relations 3 credits

Offered periodically within a three-year academic cycle

This course provides a basic introduction to international politics. Students will learn the major political theories of the subfield (Realism, Liberalism, and Marxism). Additionally, students will study crucial issues in international politics like war and peace, human rights, the environment, political economy, and international organizations like the United Nations. Either this course or P&H 2001 Current Economic Problems is required for the International part of the P&H major. *This course meets the General Education International/ Global Interdependence requirement.*

P&H 2270 Environment and Social Movements 3 credits

Offered periodically within a three-year academic cycle

Mother Nature does not recognize national boundaries and neither should we. Therefore, think locally and globally will be our class mantra. In this class, we will study the major environmental issues confronting our world: climate change, overpopulation, resource depletion, and pollution. As a species, can we be sustainable? Why should we care about the environment and what is environmentally and socially just? We will analyze the history and philosophical underpinnings of environmentalism, gleefully appropriating ideas and cases from the United States and abroad. In the process, we will develop our own environmental ethic. In the second part, we will study how the U.S. government and international organizations approach policymaking, noting the conditions that promote or hinder successful intervention. Finally throughout history, social movements are critical political actors, influencing international organizations and governments when they decide on environmental matters. We will analyze when and why these groups can succeed and pay particular attention to the contemporary push for environmental justice. The course has 3 field trips including, Walden Pond, Brookwood Community Farm, and Roxbury. *This course meets the General Education International/Global Interdependence requirement.*

P&H 2292 Social History of Women 3 credits

Offered periodically within a three-year academic cycle

Examines the changing position of women in the United States from colonial times to the present. Emphasis will be placed on the role of class, race, and ethnic differences in shaping women's experiences and on the relationship between economic change and shifting notions of womanhood. Topics will include the "Cult of True Womanhood," female activism, paid and unpaid work, the "modern" women of the 1920's, the women's movement, as well as other contemporary issues. (Same course as WGS 2292).

P&H 2300 The Making of Modern U.S.: 1890-1945 3 credits

Offered periodically within a three-year academic cycle

Between 1890 and 1945, the foundations of modern American social, political, and economic life began to take shape, and the country emerged from relative isolation to become a superpower on the world stage. To understand these transi-

tions, the course will study political movements including Populism, Progressivism, the labor movement, and women's rights; America at war in World Wars I and II; modernism, consumerism, and sexual liberation in the 1920s; the causes and consequences of the Great Depression; the emergence of welfare capitalism; and battles for civil rights in Jim Crow America.
Prerequisites: Sophomore standing.

P&H 2310 U.S. Constitutional Law 3 credits
Alternate Fall Semesters
Examines the American Constitution as it has been developed by Supreme Court decisions. Among the cases considered are those involving various aspects of privacy such as the extent to which the government has the right to search homes and persons. Also considered are the rights of citizens after they have been arrested, the legality of capital punishment and issues such as the extent of presidential power. Students argue imaginary court cases. The course is strongly recommended to students interested in law.
Prerequisite: P&H 1060, or permission of instructor.

P&H 2320 Contemporary U.S. History 3 credits
Fall Semester
Examines the social, economic, and cultural domestic developments that shaped and defined "modern" America. Students will be encouraged to think critically; to analyze their personal "history" as both products of and participants in social change. Topics include: the rise of U.S. pluralism, the new left, the new right, the family, Civil Rights Movement, feminism, the decline of the middle class, deindustrialization, and the labor movement. This is a required course for P&H majors.

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

P&H 2350 The U.S. Presidency 3 credits
Offered periodically within a three-year academic cycle
Explores the powers of the American Presidency. Attention is given to the political environment in which the President operates. Special attention is given to the operation of the Presidency under George W. Bush and Barack Obama. Issues of foreign policy are examined including the use of presidential power in Iraq and Afghanistan. Domestic issues are also considered including health care, taxes and employment.

P&H 2360 The U.S. Congress 3 credits
Offered periodically within a three-year academic cycle
A behavioral study of the American Congress considering such factors as the process of election, relations with the executive, the influence of pressure groups, and the operation of the committee system. Attention is also given to the unique qualities of the House and Senate.

P&H 2370 U.S. Political Parties 3 credits
Offered periodically within a three-year academic cycle
Considers the impact of presidential elections, the role of money in political campaigns, the extent of differences between Republicans and Democrats, the role of third parties in American elections, the impact of television on political campaigns, and the influence of negative campaigning. Congressional elections are also considered.

P&H 2380 U.S. Immigration History 3 credits
Offered periodically within a three-year academic cycle
Looks at the history of immigration in the U.S., surveying the impact of immigration on both the immigrant and the receiving society. In this way the course will provide some background to and understanding of current immigration issues in the U.S., including ethnicity, race, citizenship, deportation and exclusion laws, and xenophobia. Materials for the course will include primary sources and analytical essays.

P&H 2390 U.S. Constitutional Issues 3 credits
Offered periodically within a three-year academic cycle
Examines recent issues in American constitutional law. Includes debates on such major issues as government censorship of books, movies and the internet, the extent of the right to bear arms, trials of alleged terrorists, rights of students in schools and colleges, issues involving the separation of church and state, gay marriage and issues of police excess. Also considered are such questions as whether sexually explicit text messages are protected by the First Amendment.
Prerequisite: P&H 1060 or permission of instructor.

P&H 2400 The Politics of Deception 3 credits

Alternate Spring Semesters

Examines the use of deception by recent national administrations as well as the use of deception in political campaigns. The impact of the Watergate scandal is considered and whether the lessons of Watergate are adequate to prevent future scandals. The role of the FBI and the CIA are examined including the operation of the FBI under J. Edgar Hoover. The course also considers such questions as whether the President is ever justified in deceiving the American people.

P&H 2420 Gay Politics in the United States 3 credits

Offered periodically within a three-year academic cycle

Looks at current issues in gay politics. Among the issues considered are the constitutionality of the Defense of Marriage Act and the impact of gay marriage, whether those who are openly gay can serve in the military, the extent to which gay issues can be raised in schools and colleges, gay adoption, and the targeting of gays by hate groups. The course also considers the election of gays to political office both on the state and national level and examines the prospect of a gay person becoming President or Vice President. (Same course as WGS 2420).

P&H 2440 Gender Inequality: Women and Politics 3 credits

Offered periodically within a three-year academic cycle

Examines the role that women play in politics in the United States and around the world., Not only has the United States never had a female president, women make up only 20% Congress. In comparison, Rwanda's parliament is made up of almost 64% women. The course will examine the implications of women's exclusions from public life in a global context; the obstacles to women's greater participation; how women have gained greater voice in political leadership in some countries; and the different kinds of issues women bring to the political arena. We look at women's participation from the fight for the right to voter through the modern feminist movement; and study public policies as they affect women, such as violence against women and personal health. We will also reflect on the future, and evaluate what barriers, if any, still exist to women's full political participation and representation. (Same course as WGS 2440).

P&H 2450 Introduction to African-American Culture 3 credits

Spring Semester

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

P&H 2492 African-American Cinema 3 credits

Alternate Years

Examines films made by African-Americans from the early years of cinema to the present. Course will include a focus on the content of the films as well as consideration of the larger social, cultural, economic, and political context of the society in which the films were produced (Same course as AFAM 2492).

Prerequisite: Sophomore standing.

P&H 2500 State & Local Politics 3 credits

Spring Semester

The course examines the structure and function of state and local politics and appreciates the similarities and differences among all the states. Elected officials, community leaders, and government workers serve as guest speakers. We try to understand how this level of government, which is closest to us, has a significant impact on our jobs and our daily lives. We do this by studying healthcare, education, and criminal justice issues. Massachusetts is used as a case study. We look at its rich local history and compare its legacy of corruption as well as its first in the nation innovations to other states.

P&H 2520 US Culture since 1900 3 credits

Offered periodically within a three-year academic cycle

While there is no one American, there are binding cultural values that exist only in this nation. American Culture since 1900 explores the development of a distinctive culture crafted from an expanding nation spurred by mass immigration. From the Jazz Age and the seeds of two World Wars, through an age of seeming conformity to a world of reality television, this course investigates what binds Americans together despite their many differences. Moreover, what elements has this nation successfully exported to the rest of the world to transform the cultural identities of other nations? By exploring the elements that go into forming an American identity, students will gain a deeper, broader understanding of themselves and gain a richer appreciation of America's place in the world.

P&H 2600 History of U.S. Foreign Relations 3 credits

Offered periodically within a three-year academic cycle
A diplomatic history of the United States, analyzing the impact of differing national perspectives on such twentieth century topics as isolationism, American imperialist expansion, and the World Wars. *This course meets the General Education International/Global Interdependence requirement.*
Prerequisite: One P&H course.

P&H 2700 Latin American Politics: Brazil and Mexico 3 credits

Offered periodically within a three-year academic cycle
This course provides a comprehensive introduction to the politics, history, and culture of Brazil and Mexico. Students will study pre-Colombian, colonial, and post-colonial periods, emphasizing the current democratic period. We will understand the political institutions, economic policies, and social movements that are characteristic of each country. We will note the similarities and differences between the two largest countries in Latin America and explore their culture through film, music, and literature.

P&H 2800 Special Topics in Politics and History 3 credits

Offered periodically within a three-year academic cycle
Offered on a topic of special timeliness or of special research interest to the professor teaching the course. The specific topic of the course will change from one time the course is offered to the next, with a given topic likely offered only once. Specific offerings of the course will be listed in the course selection guide.

P&H 3010 Cuban Politics and Culture 3 credits

Offered periodically within a three-year academic cycle
This two-week study abroad course will introduce students to Cuban politics and culture. We will study Cuban history looking at the general characteristics of the pre-Colombian period, Spanish colonialism, the Republican and Revolutionary periods. Additionally, we will explore a variety of substantive topics including foreign relations with the United States, the political and economic system of the island, agricultural/environmental, health, and education policy, poetry, and music. We will integrate course content with site visits and on returning to the United States, you will write a small research paper on a topic of your choosing. *This course meets the General Education International/Global Interdependence requirement.*

P&H 3380 Public Policy in the United States 3 credits

Offered periodically within a three-year academic cycle
Examines major issues in the U. S. domestic and foreign policy. Among the issues considered are the extent of the U.S. involvement abroad, the widening income gap, immigration, climate change, gay marriage and government secrecy.
Prerequisite: Junior standing or permission of instructor.
This course is a P&H capstone course.

P&H 3590 Capitalism, Socialism and Democracy 3 credits

Offered periodically within a three-year academic cycle
Analyzes connections between political and economic systems. One should not assume, because of the failure of the Soviet Union, that this study is merely of historical interest. Socialism remains a model for many people; communism remains the reality for hundreds of millions of people for the indeterminate future. One communist system has experimented massively with market structures. Is China developing a communist form of capitalism? Capitalism historically and as it is currently practiced in the United States will be examined.
Prerequisite: Junior standing or permission of instructor.

P&H 3600 Europe Since the End of the Cold War 3 credits

Offered periodically within a three-year academic cycle
Begins with an examination of the impact of the end of the

Cold War on European states. Our analysis continues as we look at how European politics and societies have changed in the years since the end of the Cold War, addressing such issues as conflict, economic and political integration, including the history of the European Union, immigration, changes in society and the nature of democracy. European developments are placed in a global context as we seek to understand Europe's impact on the world and the impact of global developments on Europe.
Prerequisite: Junior standing or permission of instructor.'
This course is a P&H capstone course.

P&H 3650 The American Dream 3 credits

Offered periodically within a three-year academic cycle
Is there such a thing as the American Dream? This course examines the role of such myths as "success", "city on the hill", "frontier" and the "foreign devil" in defining the American character and determining the hopes, fears, dreams, and

actions of people throughout American History. Attention will be given to the surface consistency of these myths as accepted by each immigrant group versus the shifting content of the myths as they change to reflect the hopes and values of each of these groups. We will explore the presentation of this dream from films, political movements, and other cultural artifacts. 3 credits.
Prerequisite: Junior standing or permission of Instructor
This course is a P&H capstone course.

P&H 3700 Seminar: Research Methods and Strategies in History and Political Science 3 credits *Spring semester*
This class is designed to introduce students to inquiry in the disciplines of History and Political Science. Historians learn to situate ideas, actors, events, and institutions in their historical context, and identify patterns of change and continuity over time. Political Scientists use techniques from social science to analyze the theory and practice of governance and the political behavior of individuals and institutions at the local, national, and international levels. Students will learn to work within each discipline's sources and methods, and then combine these sources and methods to pose and answer questions from history and politics. Required of Politics and History majors, the course will provide students in Management, Criminal Justice, Journalism, along with those interested in civic engagement and advocacy in any field, a powerful interdisciplinary set of analytical tools to make meaning of their world.

P&H 3800 Topics in Politics and History 3 credits
Offered periodically within a three-year academic cycle
Offered on a topic of research interest to the professor who is teaching the course. The specific topic of the course will change from one time the course is offered to the next, with a given topic likely offered only once. The course generally will be offered as a seminar. Specific offerings of the course will be listed in the course selection guide.

Psychology

Psychology is the scientific study of behavior and mental processes. The Psychology curriculum at Curry College is designed to illuminate the biological, developmental, social, and internal mechanisms that influence our thoughts, feelings and actions. Students who major in Psychology at Curry College learn about the major areas of the discipline and have many opportunities to explore and apply their knowledge through a myriad of practicum and internship experiences. Students who excel may choose to be involved as peer teachers or may participate in on-going research in one of the few EEG/brain-imaging research laboratories located in a small college setting.

The knowledge and skills students obtained through our Psychology curriculum are useful in many employment settings and careers. Graduates of the Psychology program at Curry College are equipped to apply psychological principles to their careers and personal lives, as well as to pursue graduate training in Psychology or other related disciplines. The Psychology Department hosts an active on-campus Psychology Club, as well as a chapter of Psi Chi.

Students interested in majoring in Psychology are encouraged to take Introduction to Psychology (PSY 1030) and Statistics I (MATH 1150) earlier in their college career. Interested students are further encouraged to take Research Methods in Psychology (PSY 2050) and several 2000-level courses during the Sophomore year. Research Methods in Psychology equips students to understand, evaluate, and use empirical methods psychologists employ in their study of behavior and mental processes. The 2000-level courses survey and explore the core content areas within the field of Psychology and help prepare students for more advanced courses examining psychological topics in greater depth.

Psychology Laboratory

The Psychology Department has and maintains a Psychology Laboratory. The Psychology Laboratory is equipped with instrumentation, including an EEG machine and brain-imaging software, and other programs for studying topics related to human neuropsychology and psychophysiology such as brain electrical activity, cardiovascular function, and a variety of other phenomena.

Requirements for Psychology Major:

A. Students must complete the following required courses

Required courses		**Credits**
PSY 1030	Introduction to Psychology	3
PSY 2010	Introduction to the Psychology Major	1
MATH 1150	Statistics	3
PSY 2050	Research Methods in Psychology (formerly Experimental Psychology)	4
PSY 3500	Senior Seminar in Psychology	3

B. Students must complete a total of 12 credits at the 2000-level and a total of 12 credits at the 3000-level, not counting the required courses above. Of these credits, 12 must come from the foundational courses listed below (i.e., three credits, or one course, from each foundation):

Foundational Courses
(One course in each of the following areas) Biological Psychology/Neuroscience

		Credits
PSY 2070	Motivation	3
PSY 3130	Brain and Behavior	3
PSY 3350	Health Psychology	3

Social/Personality Psychology Courses

		Credits
PSY 2090	Personality	3
PSY 2800	Social Psychology	3
PSY 3800	Multicultural Psychology	3

Clinical/Counseling Psychology Courses

		Credits
PSY 2200	Behavior Disorders in Children	3
PSY 2300	Abnormal Psychology	3
PSY 3120	Counseling Theories	3

Developmental Psychology Courses

		Credits
PSY 1400	Child Development	3
PSY 2100	Adolescent Psychology	3
PSY 2400	Human Development	3

Internship Opportunities

The Psychology Department strongly encourages students to consider applied experiences in the major, especially the Psychology Internship (PSY 3450). An internship may be completed during the Junior and/or Senior year; although students may complete multiple internships if they choose to do so, only three credits will be counted toward the requirements for the degree.

To qualify for Psychology Internship, the following criteria must be met:
1. Complete EXP 2340 (Introduction to Experiential Learning)
2. Possess a GPA of at least 2.75
3. Be a Junior or Senior in standing
4. Contact the Psychology Internship Coordinator

Students approved for Psychology Internship must co-register for both (a) PSY 3450 (Psychology Internship) and (b) PSY 3450-SM (Psychology Internship Seminar).

Graduation With Distinction in Psychology

Qualified students may earn the honor of Graduation with Distinction in Psychology. To qualify for Graduation with Distinction, the following criteria must be met:
1. Maintain a 3.5 overall GPA and a 3.5 Psychology GPA
2. Obtain recommendations from two Psychology Department faculty (non-adjunct)
3. Complete PSY 2050 (Research Methods in Psychology) with a grade of B+ or higher
4. Complete, with a B+ or better, either (a) a 3-credit Psychology Internship (PSY 3450), (b) three credits of Independent Research (PSY 4000), three credits of Independent Readings in Psychology (PSY 4100), or (d) three credits of Peer Teaching in Psychology (PSY 3400
5. Complete PSY 4500 (Advanced Research Seminar) during Junior or Senior year with a minimum grade of B+.

Minors and Concentrations:

Psychology Minor: Students qualify for a minor in Psychology when they have completed at least 15 credits of Psychology courses at the 2000 and 3000 level, with a minimum of 6 credits at the 3000 level. A maximum of 6 credits may be satisfied on a transfer basis (excluding internship credits).

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

Psychology Concentrations: Students can earn a Gerontology Concentration or Minor, or a Substance Use Concentration or Minor. These programs should be considered as concentrations for Psychology majors, as minors for other majors, or as certificate programs offered through Continuing Education. The courses corresponding to either concentration may be taken as electives.

The Gerontology and Substance Use Counseling concentrations have been designed to focus explicitly on matters relating to these respective areas. Pursuing a concentration (or minor) is advisable if the student wish to focus on either area, or if he or she intends to pursue further academic or career opportunities in either area. Students may elect to concentrate on one of these areas by taking a minimum of five courses (15+ credits) designated as appropriate to that concentration, including the required (*) core courses. In addition, students are encouraged to develop internships or independent research/readings within the selected concentration, and to take courses in other disciplines that pertain to their area of concentration. However, psychology offerings frequently vary, and concentrations should not limit a student's selection of courses in addition to the five or more selected from within a particular concentration. Psychology majors are urged to find an academic advisor in psychology to help them design an exciting and useful program of study.

Gerontology Concentration

The Gerontology Concentration is open to all students with an interest in learning about current concepts and trends, as well as research and advocacy related to gerontology. Available resources and practical considerations for careers working with older adults in a variety of settings are examined. Administered through the psychology department, the program promotes reflective examination of attitudes, perspectives and beliefs about aging. Experiential service learning opportunities prepare students to enter the workplace or graduate studies.

Prerequisite/Equivalent:

PSY 2400	Human Development

Core Courses:

*PSY/SOC/WGS 2060	Aging and the Life Cycle
*PSY 2064	Older Adult Wellness: Evidenced-based Practice and Research
*PSY 3610	Cognitive Changes in Older Adults
*PSY/SOC 2220	Death, Dying and Bereavement OR
*PSY 2230	Palliative Care for Older Adults: Principles and Practice
*PSY 3450	Psychology Internship in Aging

*core courses

Recommended Courses (not required):

COM 2150	Health Communication
MGT 2263	Health Care Law
NSG 3470	Health Policy and Finance
PRS 2420	Ethics for Nurses/Health Care Professionals

Substance Use Counseling Concentration

For Psychology majors or as a minor for students in other majors. The Substance Use Counseling Program is open to all students who are interested in careers in substance use services, or in areas where an understanding of substance misuse is an important part of job performance, such as nursing and health care, social work and psychology, law enforcement and criminal justice, and college counseling and youth services. It is also relevant for students planning to pursue graduate studies in the social and behavioral sciences, as well as professional degrees in law, social work, nursing, and criminal justice.

Although there is no formal relationship between the Substance Use Counseling Concentration and the Massachusetts Board of Substance Abuse Counselor Certification (MBSACC), the program satisfies in part the educational and practicum requirements of the MBSACC. Requirements leading to licensure sometimes change per the Massachusetts Legislature; this program will be adjusted accordingly.

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

Select *one* of the following

HE 2000	Foundations of Community Health
SOC 2420	Working with Groups and Communities
SOC 3390	Crisis Intervention

Courses recommended, but not required:

PSY 2250	Family Life
PSY 2500	Behavior Change: Theory and Practice

PSY 1030 Introduction to Psychology 3 credits
Fall and Spring Semesters
An introductory course concerned with the methods and principles of psychology. Major emphasis is placed upon the theoretical aspects of psychology. Topics include research methods, perception, basic learning processes, memory and cognition, the biological basis of behavior, motivation, personality and individual differences, abnormal behavior and its treatment, and social influence processes. *This course meets the General Education Social Science Breadth requirement.*

PSY 1400 Child Development 3 credits
Fall and Spring Semesters
Focuses on the ways in which children develop emotionally, physically, socially, and intellectually, starting from the moment of conception until puberty. *This course meets the General Education Social Science Breadth requirement.*

PSY 2050 Research Methods in Psychology 4 credits
Fall and Spring Semesters
(Formerly "Experimental Psychology") An introduction to the scientific method as applied to the study of human behavior. This course focuses on a critical evaluation of naturalistic observation, survey research, correlational studies, an true experiments as methods of answering questions about behavior period. The course emphasizes critical thinking and quantitative analysis of research data. Students will perform studies and will summarize their work in written research reports involving observation of behavior and collection and analysis of research data using basic statistical methods.
Prerequisite: MATH 1150.

PSY 2060 Aging and the Life Cycle 3 credits
Offered periodically within a three-year academic cycle
Focuses on various developmental stages of the life cycle from birth to death including cross-cultural materials, attitudes and values about the aging process, rites of passage, and the accompanying changes of status for the individual. Major milestones of each developmental stage in the life cycle are discussed focusing on often differing societal expectations regarding gender and age. (Same course as SOC 2060, WGS 2060).
Prerequisite: Any 1000-level PSY or SOC course.

PSY 2070 Motivation 3 credits
Spring Semester
The study of how internal psychological processes interact with the social context to influence human behavior. Particular attention is given to sexual and aggressive motives, biological factors, cognition, and the role of expectation in guiding human behavior.
Prerequisite: PSY 1030.

PSY 2090 Personality 3 credits
Fall Semester
This course examines several theoretical perspectives on the development of personality and abnormal behavior. This course reviews both historical and current trends in personality psychology (from phrenology to constructivism) and encourages students to understand the social climate that may shape the dominant beliefs of the personality psychologists.
Prerequisite: PSY 1030.

PSY 2100 Adolescent Psychology 3 credits
Spring Semester
The study of the changes (social, intellectual, emotional, and physical) associated with adolescents.
Prerequisite: PSY 1030.

PSY 2115 Men, Self & Society 3 credits
Offered periodically within a three-year academic cycle
This course will explore the origin and creation of masculinity. The focus will be on political and socio-cultural contributions to gender identity in men and the consequences of masculinity for men and for society. The diverse psychological experiences of masculinity from various perspectives will also be highlighted, particularly those experiences from men of color, gay men, and men with non-traditional gender identity. (Same course as SOC 2115, WGS 2115).
Prerequisite: Any 1000-level PSY or SOC course.

PSY 2125 Substance Use Counseling: Theory and Practice 3 credits
Fall Semester
This course examines assessment, diagnosis and treatment modalities for counseling of individuals with substance use disorders. There will be an emphasis on the importance of comprehensive integrated treatment of individuals with co-occurring psychiatric and substance use disorders. Students will be introduced to prevention strategies, relapse prevention strategies, treatment planning, the importance of family therapy and self-help groups and how they relate to treatment outcome.
Prerequisite: PSY 1030.

Psychology

PSY 2200 Behavior Disorders in Children 3 credits
Spring Semester
Reviews the major recognized emotional disorders of children. Attention is directed to detecting and assessing the nature and degree of the child's problems.
Prerequisite: PSY 1030.

PSY 2220 Death, Dying & Bereavement 3 credits
Offered periodically within a three-year academic cycle
This course will examine customs, attitudes and beliefs, and rituals associated with death, dying, and bereavement. Emphasis will be placed on death and dying in the developmental cycle of the individual and in a social-cultural context. (Same course as SOC 2220).
Prerequisite: Any 1000-level PSY or SOC course.

PSY 2230 Palliative Care for Older Adults: Principles and Practice 3 Credits
Promoting quality of life for people living with serious illness, along with effective communication strategies and skills, are key concepts of palliative care for older adults. Honoring and preserving individual worth, intrinsic value and dignity during difficult circumstances will be addressed through case studies, reflective writing and discussion.
Prerequisite: PSY 2400.

PSY 2250 Family Life 3 credits
Offered periodically within a three-year academic cycle
Examines major psychological issues in the family including theories and techniques of child rearing, relationships among family members, and patterns found in diverse families and cultures. The course will also include analyses of family conflicts, including the recognition and remediation of challenges such as poverty, substance use, family violence, homelessness, racism, aging, sexism, and illness.
Prerequisite: PSY 1030.

PSY 2300 Abnormal Psychology 3 credits
Spring Semester
This course examines the nature, causes, and treatment of the major forms of psychopathology. Topics will include diagnosis and assessment, stress and psychopathology, and the major classes of disorders, such as anxiety disorders, mood disorders, personality disorders, substance-related disorders, eating disorders, schizophrenia, and disorders of childhood. The major psychological, biological, and sociocultural models of psychopathology, as well as empirical findings, will be emphasized.
Prerequisite: PSY 1030.

PSY 2310 Psychology of Criminal Behavior 3 credits
Fall Semester
This course examines the nature and causes of crime from a bio psychosocial perspective, with a primary focus on the contribution of biological, psychological, social, and environmental factors to the development of criminal behavior. The heterogeneity of criminal behavior will also be explored, with attention paid to the different subtypes of offenders, as well as to the role that mental illness plays in criminal behavior. The course will also focus on the application of psychological principles to the rehabilitation of offenders in community and institutional settings.
Prerequisite: PSY 1030.

PSY 2320 Psychology and the Law 3 credits
Alternate Spring Semesters
This course examines the application of psychological concepts and theories to the legal system. The interface of psychology and the law will be explored in a number of areas, with an emphasis on empirical research findings from cognitive, social, experimental, and clinical psychology. Topics covered will include the variety of roles that psychologists play in the criminal justice system, the identification and evaluation of criminal suspects, the accuracy of eyewitness memory, the process of jury decision making, competency to stand trial and the insanity defense, criminal sentencing, and offender rehabilitation.
Prerequisite: PSY 1030.

PSY 2330 Drugs and Behavior 3 credits
Fall and Spring Semesters
A survey of psychoactive drugs emphasizing the social, psychological, and legal context of drug use. Four major aspects of use will include drug definitions, drug effects, drug related behavior and the drug experience throughout history. Discussion of prevention and treatment of drug abuse as well as social control of drug use will be included.
Prerequisite: PSY 1030.

PSY 2400 Human Development 3 credits
Fall and Spring Semesters
The course will focus on cognitive, physical, emotional and social changes over the life span. Emphasis will be placed on the psychological issues relevant to each stage in the life cycle.
Prerequisite: PSY 1030.

PSY 2410 Older Adult Wellness: Evidence-based Practice and Research **3 credits**

Evidence-based strategies for health promotion, disease prevention, and chronic illness management for older adults are explored. Quality of life is addressed through physical, cognitive, psychological, emotional, and spiritual domains of wellness.
Prerequisite: PSY 2400.

PSY 2450 Human Sexuality **3 credits**
Alternate Years

Discusses human sexuality in an integrated way, exploring biological, psychological, social, and political aspects. (Same course as BIOL 2450, WGS 2450).
Prerequisites: One course in science or biology and one course in psychology, or permission of instructor.

PSY 2500 Behavior Change: Theory and Practice **3 credits**
Alternate Fall Semesters

Covers the theoretical, ethical and practical considerations of different behavior change techniques including behavior modification, as used by psychologists, educators, nurses, business managers and other professionals.
Prerequisite: PSY 1030.

PSY 2800 Social Psychology **3 credits**
Fall Semester

This course examines the various ways our thoughts, feelings and behavior are influenced by other people. The objective is to familiarize students with issues, methods, theories and research pertinent to the study of social psychology, as well as to help students understand how social psychological principles are applicable to their lives. Classic and contemporary topics include social perception, attribution, conformity, obedience to authority, attitudes and persuasion, brainwashing, stereotypes and prejudice, interpersonal attraction and relationships, group behavior, aggression, and pro-social behavior.
Prerequisite: PSY 1030.

PSY 3020 Psychological Tests **3 credits**
Fall Semester

This course provides a historical overview of psychological testing, emphasizing intelligence and personality tests. Students will learn about all aspects of the testing enterprise, such as construction, reliability and validity research, administration issues, and the ethical use of tests. Special attention is given to the abuse of psychological tests in order to justify social and political climates.
Prerequisite: Any 2000-level PSY course.

PSY 3100 Psychology of Learning **3 credits**
Fall Semester

The study of the ways in which individuals adapt to changes in their environment. Also studied will be methods designed to improve learning skills.
Prerequisite: Any 2000-level PSY course.

PSY 3110 Psychoanalytic Psychology **3 credits**
Alternate Fall Semesters

This course provides an opportunity for in-depth analysis of psychoanalytic theory. Students read the writings of Sigmund Freud and other early analysts. Attention is paid to psychosexual stages of development, theories of repression and regression and treatment protocols. Neo-Freudians are also discussed. Students will examine applications of psychodynamic theories in advertising, fairy tales, trauma and parenting. Criticisms of dynamic therapy will also be included.
Prerequisite: Any 2000-level PSY course.

PSY 3120 Counseling Theory **3 credits**
Spring Semester

An examination of major theoretical models used in counseling, and applications of theories to the counseling process. A background in both abnormal psychology and personality theory will be presupposed.
Prerequisite: Any 2000-level PSY course.

PSY 3130 Brain and Behavior **3 credits**
Fall Semester

Studies the emerging field of Neuroscience, with a focus on theories of how brain function creates our higher psychological processes, e.g., attention, memory, perception, and language. Problems to be explored include the role of brain mechanisms in human development, learning, motivation, emotion, sexuality, aggression, addiction, and mental illness. Specific attention will be devoted to the neuropsychology of learning disabilities.
Prerequisite: Any 2000-level PSY course.

PSY 3150 Neuropsychology of Learning Differences **3 credits**
Offered periodically within a three-year academic cycle

This course will survey neuropsychological topics and conditions that are relevant to the performance of individuals in educational, clinical, and criminal justice settings. The focus will be on how brain compatible teaching can enhance the practice of professionals as well as the learning and development of the people with whom they work. Specific areas of interest will include left-right whole brain learning, learning style differences, the impact of gender and cultural differences on learning, and the involvement of learning disorders

(attention deficit disorders, dyslexia, and autism spectrum disorders) in the learning process. Additional areas of interest will include the effects of traumatic brain injury, stroke and Alzheimer's disease on the learning process. The course will review sample neuropsychological assessments and practical, effective intervention plans that address the learning and emotional needs of individuals in the human service settings noted above.
Prerequisites: Any 2000-level PSY course, sophomore standing.

PSY 3160 School Psychological Services 3 credits
Alternate Spring Semesters
Studies a variety of topics related to student performance in educational, clinical and/or criminal justice settings. The focus will be on student mental health as the foundation of all learning and development. Topics will include wellness, behavior problems and mental health disorders, as well as prevention and intervention. Attention will be devoted to professional training and ethical standards, student diversity issues, collaboration and consultation with student stakeholders, assessment strategies and social policy, legal and fiscal issues that influence service delivery. Additional areas of study include school-based mental health and wellness, interventions for mental health problems, e.g. behavior, mood and substance abuse disorders and student exposure to violence, abuse and trauma. Resources for students, educators, families and advocates will be reviewed. Students will become involved in a hands-on approach to solving problems through research and mini-project papers.
Prerequisites: Any 2000-level PSY course, sophomore standing.

PSY 3170 Autism Spectrum Disorders: Theory, Assessment, and Interventions 3 credits
Offered periodically within a three-year academic cycle
This course will examine children, adolescents and young adults who present with Autism Spectrum Disorders (ASD). An examination of definitions cumulating to ASD, review of the DSM-IV/V diagnostic presentations, understanding eligibility criteria, incidence rates, etiology, neurodevelopment/neuropsychological impact, comprehensive assessment procedures, evidence-based interventions, learning the initial stages of applied behavioral analysis, development of tools for social-relational approaches, understanding cultural impact, understanding and developing pragmatic communications approaches, and the effective transition to adulthood are among the many areas examined in this course. Perspectives from the student/client, family, school, community and career personnel are explored and expressed. Problem-solving collaborative approaches and professional development are the focus of this course. Goals are to develop a basic set of competencies to begin working with students/clients presenting with ASD via course work and applications/project(s), as well as to explore possible future internships.
Prerequisite: PSY 2200 and junior or senior status.

PSY 3200 Stress, Coping and Adaptation 3 credits
Offered periodically within a three-year academic cycle
This course examines both the physiological and psychological nature and consequences of stress and trauma. The primary objective is to familiarize students with methods, theories, and research in the study of stress. Topics will include basic models of stress, arousal, and emotion; learned helplessness; life change and stress; behavioral style, personality, and their links to illness; stress and immune function; social support; crowding; institutional and organizational stress; post-traumatic stress disorder (PTSD), and stress management. Readings will be derived from primary journal articles, as well as from chapters from books written by experts in the area.
Prerequisite: Any 2000-level PSY course.

PSY 3210 Stereotypes and Prejudice 3 credits
Offered periodically within a three-year academic cycle
This course examines the topic of prejudice as viewed by Social Psychology. The goal of the course is to familiarize students with current and classical social-psychological theory and research regarding prejudice, especially prejudice related to race and culture. Topics will include historical approaches to understanding prejudice, personality approaches, social categorization and stereotyping, "modern" racism, the social consequences of prejudice, and ways to combat prejudice. Because some of the topics may be controversial, students will be expected to view such topics in a dispassionate, scientific manner.
Prerequisite: Any 2000-level PSY course.

PSY 3220 Attitude Change and Social Influence 3 credits
Alternate Spring Semesters
The study of the processes underlying attitude change and social influence has long been central to the field of social psychology because these processes often play a vital role in advertising, health behavior, interpersonal attraction, prejudice, voting, social movements, environmental conservation and consumer behavior. The objective of the course is to provide students with a background in the theories of attitudes, attitude change and social influence and to review classic and contemporary research in these areas. In addition, students

will learn the various techniques that have been most effective with regard to attitude change and social influence. Topics studied will include attitudes and their formation, models of attitude change and persuasion, brainwashing and intense indoctrination, subliminal influence and social influence in groups.
Prerequisite: Any 2000-level PSY course.

PSY 3260 Psychology of Violence & Terror 3 credits
Spring Semester
This course will study the social, psychological and cultural forces that promote violence among people and the consequences of violence and terror. It will examine the use of violence and its impact on victims. Particular attention will be given to the effects of traumatic stress on law enforcement and public safety practitioners, and the role of community cohesion in moderating the effects of disaster and terror.
Prerequisite: Any 2000-level PSY course.

PSY 3300 Moral Development 3 credits
Alternate Fall Semesters
This course will explore the various theories and studies detailing the development of moral thoughts, feelings and behaviors. Problems in character development will be addressed, along with strategies for fostering morality. Consideration will be given to the effects of temperament, gender, family and culture.
Prerequisite: Any 2000-level PSY course.

PSY 3350 Health Psychology 3 credits
Spring Semester
This course critically examines the history of health psychology, major theories in the field and methods of applying health psychology knowledge to promoting health and preventing disease. Particular attention will be given to the roles of individual, social, cultural and economic factors. Topics include global communicable and chronic diseases, stress and coping, HIV and AIDS, risky behaviors, cardiovascular disease, chronic pain, and cancer.
Prerequisite: Any 2000-level PSY course.

PSY 3400 Peer Teaching in Psychology 3 credits
Provides an opportunity for Junior and Senior Psychology majors to obtain supervised experience tutoring Psychology students.
Prerequisite: Any 2000-level PSY course.

PSY 3450 Psychology Internship 1-9 credits
Fall and Spring Semesters
Provides students with practical experience working in an applied field placement. Field placement sites are selected with the assistance of the Psychology Internship Coordinator. Students are required to attend a weekly seminar with their faculty supervisor. *This course meets the General Education Active Learning requirement.*
Prerequisite: Completion of EXP 2340 with a grade of C or better, a 2.75 GPA and be a junior or senior in standing.

PSY 3450 SM Psychology Internship Seminar
This course is required for all students doing a Psychology internship and must be taken during the semester of internship. Students must arrange an internship with the assistance of the Psychology Internship Coordinator. In addition to spending time each week in their field placement students will integrate their learning with weekly on campus course meetings and assignments, discussing practice based learning, reviewing their field experiences, and documenting their learning.

PSY 3500 Senior Seminar 3 credits
Fall and Spring Semesters
Required for advanced psychology majors. Integration and synthesis of knowledge and experience in psychology is an important goal of this course. Potential graduate students should take this course in the fall.
Prerequisites: Any 2000-level PSY course and senior status.

PSY 3600 Issues in Aging 3 credits
Alternate Spring Semesters
This course will explore the process of aging and how it affects our personal and professional lives. We will discuss concerns of family members and caretakers of the elderly. Legal, ethical and spiritual dimensions will be addressed. Students will develop counseling/case-management skills essential to working on interdisciplinary teams. We will also examine public policy, advocacy and cross-cultural issues. Students will explore the social and political ramifications of the graying of the world population. Future career options in gerontology will be explored.
Prerequisite: PSY/SOC/WGS 2060.

PSY 3800 Seminar: Selected Topics in Psychology 3 credits

Alternate Years

Selected Psychological themes, concepts or controversies will be explored in a seminar format.
Prerequisite: Any 2000-level PSY course.

PSY 4000 Independent Research 3-6 credits

Every Year

Structured research activity involving participation in an ongoing research project.

PSY 4100 Independent Readings in Psychology 1-3 credits

The student will design an independent readings course in an area of Psychology approved by the faculty. A bibliography and integrative paper are required.

PSY 4500 Advanced Research Seminar in Psychology 3 credits

Spring Semester

An intensive research and writing course for students pursuing the Graduation with Distinction track in the Psychology major. Students will thoroughly explore psychological content areas of their choice that have not been covered in depth in other courses. The class will design and implement a collaborative research study to explore further knowledge about these areas of Psychology.
Prerequisites: Junior status, 3.50 cumulative GPA and recommendations from two full-time Psychology faculty members.

Public Health and Wellness

The Public Health & Wellness major is committed to preparing students to excel in their chosen public health and/or health-related career. Our program cultivates our students' understanding of health and well-being by delivering innovative instruction that provides them with the knowledge and transferrable skills that are necessary for them to thrive in their careers after graduation. We pride our program on its interdisciplinary approach to health and wellness as our students must master both the natural and social sciences, providing them with a diverse understanding of public health prevention and research. In addition, our students are encouraged to embrace the diversity found in the human mosaic, cultural competence, health equity, and social justice as these are increasingly important in the field of public health and wellness. The student will receive a Bachelor of Science upon completion of this major.

Goals and Objectives

Our program objectives have been adapted from student learning outcomes created by the Association of School and Programs of Public Health.

Program Goals

Our program goals include providing an education that will enable the Public Health & Wellness graduate to:

1. Articulate the principles of health and wellness from the natural sciences perspective including biological and chemical sciences
2. Acquire a proficiency in quantitative, informational, media, and technological literacy
3. Cultivate an aptitude for scientific method and inquiry
4. Explore the relationship between social justice, human rights, and health.
5. Increase the capacity to work within teams and dedication to public health leadership.

Program Objectives

The Public Health & Wellness graduate will be able to:

1. Describe the interrelationship between natural and social sciences and their combined impact on health and well-being.
2. Debate the relationship between social justice, human rights, and health.
3. Discuss political and policy implications of public health.
4. Articulate health and well-being through scientific and epidemiological language.
5. Teach individuals, communities, and populations about health and well-being.

The program includes 24 hours of health courses and 15 hours of electives, which are designed to provide the student with the competencies desirable for future employment. Advisors are available.

Prerequisites:

		Credits
BIOL 1075	Anatomy & Physiology I	3
BIOL 1085	Anatomy & Physiology II	3
BIOL 1175	Anatomy & Physiology I Lab	1
BIOL 1185	Anatomy & Physiology II Lab	1
CHEM 1001	Chemical Concepts*	3
CHEM 1002	Chemical Concepts Lab*	1
HW 1000	Personal Health	3
MATH 1150	Statistics I	3
* May be taken pass/fail		**18**

Public Health and Wellness

Requirements for Public Health & Wellness Major:
Students must complete the 30 credits in this major. An additional 15 elective credits must be completed; these will be selected in conjunction with an advisor to prepare the student for his/her area of interest.

Major Requirements:		**Credits**
HW 1001	Principles of Public Health & Wellness	3
HW 2000	Foundations of Community Health	3
HW 2010	Health Behavior, Education, and Promotion	3
HW 2200	Social Determinants	3
HW 2***	Global Health	3
HW 3***	Public Health Advocacy and Policy	3
HW 3000	Introduction to Epidemiology	3
HW 3010	Senior Seminar in Health & Wellness	3
		24

Requirements in Related Areas:		
BIOL 2215	Environmental Science	3
MATH 2150	Statistics II	3
		6

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

Academic Enrichment

AE 2000 Peer Teaching in the Disciplines	3
AE 2150 Study Abroad Seminar	3

African-American Studies

AFAM 2012 Race and Religion in America	3
AFAM 2330 African-American History	3
AFAM 3050 Race, Class, Gender, and Health	3

Biology

BIOL 2010 Microbiology	4
BIOL 2030 Human Disease	3
BIOL 2060 Introduction to Exercise Physiology	3
BIOL 2120 Biology of the Mind	3
BIOL 2450 Human Sexuality	3
BIOL 2520 Nutrition	3

Business Management

MGT 2263 Health Care Law	3
MG 2410 Sports and Recreation Management	3

Communication

COM 2020 Intercultural Communication	3
COM 2150 Health Communication	3

Community Health and Wellness

HW 1500	Stress Reduction Based on Mindfulness	3
HW 2150	Introduction to Holistic Health	3
HW 2520	Nutrition	3
HW 3020	Current issues in Health & Wellness	3
HW 3030	Introduction to Public Health	3
HW 3050	Race, Class, and Gender	3

Criminal Justice

CJ 2120	Social Justice and Incarceration	3
CJ 2402	Domestic Violence	3
CJ 3404	Sociology of Violence	3

Education

ED 2161	Educational Psychology	3

English

ENG 2280	Literature of Death and Dying	3
ENG 3440	Therapeutic Uses of Writing	3

Nursing

NSG 2200	Pathophysiology	3
NSG 2500	Pharmacology	3
NSG 3031	Mental Health Nursing	5
NSG 3032	Population Health	5
NSG 3470	Health Policy Finance	3

Philosophy and Religious Studies

PRS 2320	Life, Death, and Philosophy	3
PRS 2420	Ethics for Nurses and Health Professionals	3
PRS 2410	Environmental Ethics	3
PRS 2430	Religion and Science	3
PRS 2541	Race and Religion in America	3

Physical Education

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

Politics and History

P&H 2270	Environment and Social Movements	3

Psychology

PSY 2060	Aging and the Life Cycle	3
PSY 2070	Motivation	3
PSY 2100	Adolescent Psychology	3
PSY 2106	Psychology of Women	3
PSY 2115	Men, Self & Society	3
PSY 2125	Substance Use Counseling	3
PSY 2200	Behavior Disorders in Children	3

PSY 2220	Death, Dying and Bereavement	3
PSY 2330	Drugs and Behavior	3
PSY 2400	Human Development	3
PSY 2450	Human Sexuality	3
PSY 2500	Behavior Change: Theory and Practice	3
PSY 2800	Social Psychology	3
PSY 3100	Psychology of Learning	3
PSY 3120	Counseling Theory	3
PSY 3130	Brain and Behavior	3
PSY 3350	Health Psychology	3

Sociology

SOC 2060	Aging and the Life Cycle	3
SOC 2115	Men, Self & Society	3
SOC 2220	Death, Dying and Bereavement	3
SOC 2310	Intro to Social Work Practice	3
SOC 2402	Domestic Violence	3
SOC 2410	Working with Individuals	3
SOC 2420	Working with Groups	3
SOC 2452	Sex & Gender	3
SOC 2650	Sociology of Health and Health Care	3
SOC 2660	Sociology of Women	3
SOC 3390	Crisis Intervention	3
SOC 3404	Sociology of Violence	3
SOC 3610	Communities	3

Women's and Gender Studies

WGS 2000	Gendered Lives	3

The following policies apply to students in the Public Health & Wellness program:

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

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

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

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

HW 2000 Foundations of Community Health Education **3 credits** *Fall Semester*
This course is designed for health majors and others interested in the promotion of health behavior and lifestyles, which contribute to the reduction of risk factors associated with human morbidity and mortality. Emphasis is placed upon complex community health issues and settings, as well as disease prevention and prolonging life. Topics include, but are not limited to, historical perspectives of community health, local health departments, solving community health problems, community health; methods & materials, chronic disease, communicable disease, safety education, mental health environment, health & sanitation, radiological health, and organization & administration of official, voluntary and private agencies.
Pre or Co-requisite: HW 1000 and HW 1001, or permission of the instructor.

HW 2010 Health Education, Behavior, and Promotion **3 credits** *Spring Semester*
This course will allow the student to develop health education curricula and teaching strategies for individuals and groups across the life span and in a variety of settings. Based on an understanding of the breadth and depth of health education content and the health educator role, responsibilities and competencies, students will explore curricular design theory, health education need assessments, instructional strategies, learner characteristics, teaching materials and aids, learning environments, and evaluation methods. Health education ethics will also be explored.
Pre or Co-requisite: HW 1000 and HW 1001, or permission of the instructor.

HW 2150 Introduction to Holistic Health **3 credits** *Spring Semester*
This course will introduce and explore the concepts of holistic health and its philosophical underpinnings. Sample issues include trends in holistic health care, the science of holistic health, views of health and wellness, examination of the impact of Western and non-Western values and belief systems, creation of healthier workplaces with holism, critical assessment of research and evaluation of treatment options. Selected integrative health modalities will be explored. Issues will be studied with both a personal wellness focus and a focus on working with health care consumers for wellness promotion. Discussion, writing, reading, and reflective practice will be the main learning activities. It is recommended that the student have completed HW 1000 prior to taking this course.

HW 2200 Social Determinants of Health **3 credits** *Every Year*
This course is designed to provide students with an understanding of the social determinants of health and their influence on population health. The course will utilize the concepts of social justice as the underpinning of an understanding of the social determinants of health. It is designed to expand students' perceptions of the causes of and solutions to the health challenges facing the United States and globally. The course will focus on developing an understanding of the influence of public policy in diverse spheres on

population health. Students will develop an understanding of the policy making process and how health promotion specialists advocate for health-enhancing policies on the local, state, and national level.
Pre or Co-requisite: HW 1000 and HW 1001 or permission of the instructor

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

HW 2* Global Public Health**
Why are some people in different countries around the world healthier than others? This course will explore health and well-being around the world as it has been shaped by individual, community, economic, and political landscapes. Students will learn about a variety of topics including the critical global health concepts, social determinants that shape health and well-being, the effect of poverty, burden of disease globally, global health care systems, human rights, aspects of demography and health, and an introduction to culture and its influence on health.
Pre or Co-requisite: HW 1000 and HW 1001, or permission of the instructor

HW 3* Public Health Advocacy and Policy**
This course introduces the learning to the health care system in the United States as well as global health care systems. Topics for this course include US health care delivery system, access, cost and quality considerations, health care financing and delivery methods, US health policy, advocacy, and management and leadership. Students will focus on private and government financed insurance program (e.g., Medicare) and emphasis will be placed upon both the favorable aspects and challenges of the Affordable Care Act. Students will be required to become with writing policy memos for individuals, communities, and/or populations.
Pre or Co-requisites: HW 1000, HW 2200, and HW (Global Health) or permission of the instructor.

HW 3000 Introduction to Epidemiology 3 credits
Fall Semester
This course introduces the student to the distribution, frequency, and determinants of patterns of disease and health conditions in various human populations.
Pre or Co-requisites: Prerequisite: MATH 1150, HW 1000, HW 1001, HW 2200 , HW (Global Health) or permission of the instructor.

HW 3010 Senior Seminar in Public Health & Wellness
The capstone course is designed to be the culminating academic experience for Public Health & Wellness majors. In this course, students will review important material from major coursework and be prepared to take the Certified in Public Health examination.
Pre or Co-requisites: HW 1000, HW 1001, HW 2000, HW 2200, HW (Global Health), HW (Public Health Advocacy and Policy), or permission of the Instructor.

HW 3020 Current Issues in Health & Wellness 3 credits
Offered periodically within a three-year academic cycle.
This class is designed to inform the students of current health issues occurring in the world today. Topics will range from cutting edge information to older news in the health field that have been evolving. These areas will be discussed and explored with the emphasis on developing critical thinking skills.
Prerequisite: HW 1000.

HW 3050 Race, Class, Gender and Health 3 credits
Fall Semester
This course is designed for those students who are interested in exploring the impact that racism, sexism, classism, and heterosexism have on a population's overall health and well-being. This course will deconstruct these social concepts and their meanings in today's society and contrast them to the health status of vulnerable communities. Major areas that are explored in this course include the impact of race/cultural on infectious and chronic diseases, the influence of discrimination on illness and death, social status and its relation to health care access, impact of acculturation and assimilation on health and well-being, and methods/strategies of working with diverse populations. Ideal for those who are interested in going into a health-related profession, students are provided with knowledge and skills that are necessary to work with diverse communities. (Same course as AFAM 3050, WGS 3050).
Pre or Co-requisite: HW 1000 and junior standing.

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

Working in a selected agency with a preceptor, each student will develop, implement, and evaluate at least one health program. Emphasis will be placed on assessment, planning, implementing, and evaluation of health promotion programs, agency/community assessments, and professional collaboration at a beginning level. Additional learning activities will be utilized, as they become available within each agency. (Only 3 credits may count as an elective in the major).
Prerequisite: HW 1000, 1001, 2000, 2010, 2200, 3000.

HW 4560SM Senior Practicum in Health **0 credits**
Spring Semester

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

Science

Science courses at all levels are available to any student who, in the opinion of the instructor, qualifies. These courses offer non-scientists a range of methodologies and approaches to problem-solving which have applicability far beyond the subject area. See also course listings under Biology, Chemistry, Mathematics, and Physics. All SCI 1000 level courses meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.

SCI 1010 The Sciences: Approaches to the Natural World 4 credits

Fall and Spring Semesters

An examination of how scientists address questions about life, matter, and the nature of the universe. Emphasis is placed on "How do we know?" and "Why does it matter?": the methods by which scientists achieve understanding, and the perspectives on the contemporary world that this understanding provides. Lecture and recitation. *This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.*
Co-requisite: SCI 1010R.

SCI 1010R Recitation for SCI 1010 0 credits

Fall and Spring Semesters

An additional classroom-hour-per-week required of SCI 1010 sections to allow aspects of the course, including hands-on or lab activities, to be treated by smaller groups of students.

SCI 1010 Food Chemistry 4 credits

Fall or Spring Semester

An examination of how scientists address questions about life, matter and the nature of the universe. Emphasis is place on "How do we know?" and "Why does it matter?": the methods by which scientists achieve understanding, and the perspectives on the contemporary world that this understanding provides. In this section of SCI10101 we will focus on food. The first half of the courses will focus on the economics of food production in the United States, and how it has been shaped by demand, culture, and even fashion. We will explore how modern science has enhanced food production, and how our views on genetically modified organisms, pesticides, and animal welfare are changing the modern food economy. Concurrently, we will be exploring the science that enables us to turn raw ingredients into cuisine. Why do we cook? What molecules make-up food? We will explore the intersection of biology, physics and chemistry to earn how to be better cooks and how to use the scientific method in the kitchen. Lecture and Recitation. *This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.*
Co-requisite: SCI 1010R.

SCI 1010R Recitation for SCI 1010 (Food Chemistry) 0 credits

Fall or Spring Semester

An additional classroom-hour-per-week required of SCI 1010 sections to allow aspects of the course, including hands-on or lab activities, to be treated by smaller groups of students.

SCI 1020 The Human Body 4 credits

Fall and Spring Semesters

Designed to give students a basic knowledge and understanding of the human body. Using biological and chemical principles, it will concentrate on the functions of the main body parts, the interaction of the various body systems, the maintenance of stable internal body conditions, and the disruption of "wellness" by common diseases. It will use media articles and other sources to discuss new scientific and medical technologies related to humans. There will be several laboratory experiments during the semester, where students will learn more about themselves and the scientific process, through simple exercises. *This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.*
Corequisite: SCI 1020R.
Note: Students cannot take this course for credit if they have previously received credit for BIOL 1075/1175 and/or BIOL 1085/1185.

SCI 1020R Recitation for SCI 1020 0 credits

Fall and Spring Semesters

An additional classroom-hour-per-week required of SCI 1020 sections to allow aspects of the course to be treated by smaller groups of students.

SCI 1030 Astronomy 4 credits

Fall and Spring Semesters

A study of astronomy revealing the role of science in cosmic evolution, the nature of the solar system, and its place in the Milky Way Galaxy. The course will show the interrelatedness of many areas of science: biology, chemistry, physics, and geology, and the student will become aware of the relevance of being a part of the universe. *This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.*
Corequisite: SCI 1030R.

SCI 1030R Recitation for Science 1030 0 credits

Fall and Spring Semesters

An additional classroom-hour-per-week required of SCI 1030 sections to allow aspects of the course to be treated by smaller groups of students.

SCI 1040 Biotechnology for Non-Science Majors 4 credits

This course is designed to give non-science majors an overview of Biotechnology and its global impact on society. Students will be taught scientific principles that apply to numerous Biotechnology sectors. Students will learn the fundamentals of biotechnology and learn how gene, genomes, and organisms are genetically manipulated and how genetically engineered products can be used to clean the environment and improve human health. The course is supplemented with laboratory exercises that illustrate the basic concepts and techniques used in biotechnology. Students will also be introduced to both sides of the ethical implications of Biotechnology.

This course meets the General Education Science Breadth requirement.

Co-requisite: SCI 1040R.

SCI 1040R Biotechnology for Non-Science Majors 0 credits

An additional classroom-hour-per-week required of SCI 1040 sections to allow aspects of the course to be treated by smaller groups of students.

SCI 2220 Occupational Health, Safety, and Environmental Affairs 3 credits

Spring Semester

This is a study of occupational health, safety, and environmental affairs–the principles, practice, and compliance. It covers the nature of workplace hazards, liability, federal regulations, HSE programs, toxicology, industrial hygiene, and risk analysis.

Social Work

Social workers mentor and empower clients from diverse ethnic, cultural, and socioeconomic backgrounds while building meaningful professional relationships. Students will learn the importance of advocacy and become more aware and sensitive to people struggling with a variety of individual, family, and community/societal issues A semester long internship which will enhance their education by completing a practical field experience is required of all students.

Students can earn a minor in Social Work by completing 18 credits; three required courses (9 credits), one (3 credit) internship, and two elective courses (6 credits). One elective course will be selected from the Working with Individuals and Families category, and one course selected from the Social Welfare Systems category.

Requirements for the minor:

Required Courses:		**Credits**
SWK 2310	Introduction to Social Work	3
SWK 2410	Working with Individuals	3
SWK 3000	Advocacy in Social Work Practice: Community Organization, Management and Policy Evaluation	3
SWK/SOC 3450	Internship and Internship Seminar	3
		12

Students must choose *two* electives; one from each category listed below for a total of six (6) additional credits

Students must pick *one* course (3 credits) from the following Working with Individuals and Families category:

SOC/PSY 2220	Death, Dying and Bereavement
SOC/WGS 2402	Domestic Violence
SOC/WGS 2620	Diversity in Families
SOC/SWK 3390	Crisis Intervention

Students must pick *one* course (3 credits) from the following Social Welfare Systems category:

SOC/SWK 2420	Working with Groups and Communities
SOC 2450	Social Policy and Social Justice
SOC 2760	Wealth, Poverty and Social Class

SWK 2310 Introduction to Social Work **3 credits** *Every Year*

Social work practice is guided by ethics, knowledge, and skills. This course provides an overview of the history and philosophical values of social welfare in the United States. Emphasis is placed on various roles of social workers, the generalist method, cultural competence, ecological and systems theory, the strengths perspective, and responses to the needs of poor families and populations at risk such as the elderly, children, sexual minorities, and people of color. Also addressed are changing trends in society and how they affect social work practice.

SWK 2410 Working with Individuals **3 credits** *Every Year*

Introduces students to the systems model, which enables them to view individuals in relation to family, social network, privilege, race, gender, and community. Knowledge of both historical and current social trends is examined as it relates to providing mental health services to men, women, children, and culturally diverse populations. The student will develop basic interviewing, assessment, relationship building, and goal-setting skills. The theoretical value-based and skill-oriented learning is integrated using case studies. Students will learn to plan and implement intervention strategies. (Same course as WGS 2410).

SWK 2420 Working with Groups and Communities **3 credits**

Offered periodically within a three-year academic cycle

Develops intervention skills in small groups. advocacy and community organizations. Methods and skills designed to help both the group as a whole and individual members are explored and analyzed. The course also provides an introduction to community, organizational analysis and intervention. Locally based organizing and social planning techniques are studied. (Same course as SOC 2420).

SWK 3000 Advocacy in Social Work Practice: Community Organization, Management and Policy Evaluation **3 credits** *Every Year*

This course examines macro practice in the context of community organization, management and policy analysis. Emphasis placed on the development of intervention and advocacy strategies to achieve change and build capacity in organizations and communities to influence social welfare policies and political processes.
Prerequisite: SWK 2310.

SWK 3390 Crisis Intervention **3 credits** *Alternate Spring Semesters*

Designed to familiarize participants with a definition of crisis from the standpoint of the individual, the family, and a larger social context. Students will develop a specialized understanding of life crises such as adolescence, family violence,and disaster from the perspective of systems theory, learning theory, and developmental theory, using ethnographic materials. Operational models of intervention will be examined. (Same course as SOC 3390).
Prerequisite: Any 2000-level Sociology course.

SWK 3450 Experiential Learning (Internships) **3 credits**

Requires students to work weekly in field placement and to participate in a seminar or conferences with faculty supervisor. Field experience sites are selected jointly by the student and instructor.
Corequisite: SOC 3450SM.
Prerequisites:
1. *Completion of EXP 2340, Introduction to Experiential Learning, with a grade of C or better;*
2. *A 2.75 cumulative average overall;*
3. *A 3.0 average in the major;*
4. *No outstanding "Incomplete" in an earlierfield placement.*

SOC 3450SM Sociology Internship Seminar **0 credits**

This seminar is required for all students doing an internship in Sociology settings and must be taken during the semester of the Internship. Students must arrange an Internship with the guidance of the Sociology and Criminal Justice Internship Coordinator. In addition to spending time each week in the field supervised by placement personnel and the faculty member/course instructor students will integrate that learning with weekly on campus course meetings and assignments, discussing practice based learning, reviewing their field experiences, and documenting their learning.
Corequisite: SWK 3450.

Sociology

Mission Statement

The Sociology program at Curry College offers students the opportunity to look at small-scale interactions of daily life and the large-scale organization and functions of social institutions in various settings and societies. Students gain insight into how the social world transcends individuals in historically evolving structural and cultural patterns. The program enables students to understand the influence of diversity (e.g., race, ethnicity, class, gender, sexual orientation) and inequality on their lives and the lives of others. These influences will be framed under the larger themes of social justice and global awareness, with an emphasis on social construction and the ways in which these constructions create boundaries that categorize, separate, advantage, or marginalize people. Using the knowledge gained from this perspective, students will better understand how people live together and give meaning to their own actions and attribute meaning to others' actions. Students will be able to think critically about solutions to social problems in the United States and globally. Students will gain a deeper understanding and awareness about themselves and the wider world and acquire knowledge and skills that are useful personally and professionally (e.g., human services, social work, criminal justice, politics, and business). The program and its faculty encourage community service and internships.

Curriculum:

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

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

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

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

Any 2000-level sociology course is a prerequisite for any 3000-level sociology course. Any student who has grounds to request a waiver of this requirement may do so by contacting the Chair of Sociology and Criminal Justice. This request must be made prior to enrolling in the upper-level sociology course.

Grade Requirements for Sociology Majors

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

Prerequisite:		**Credits**
SOC 1000	Introduction to Sociology: The Sociological Imagination	3

Requirements for Sociology Major:

SOC 2130	Sociological Theory	3
SOC 2200	Race and Ethnicity	3

SOC 2470	Sex, Gender and Sexuality	3
SOC 2510	Social Movements and Social Action	3
SOC 2600	Methods in Social Research	3
SOC 2760	Wealth, Poverty and Social Class	3
SOC 3900	Senior Seminar: Doing Sociology	3
		21

Electives:

(3 courses/9 credits)

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

Requirements in Related Areas:

MATH 1150	Statistics I	3

Students may select a Sociology concentration:

Courses used toward concentrations may be used to meet elective requirements with the exception of CJ 2170, CJ 3300 and CJ 3212.

Survivor/Witness/Victim Advocacy (5 courses/15 credits)

The concentration, by promoting empathy and human rights, helps prepare students for careers in informed advocacy for people who have witnessed or have been victimized by crime.

Required (12 Credits)

SOC 2310	Introduction to Social Work Practice
CJ/SOC 2350	Human Diversity in Criminal Justice
CJ 3300	Justice and Human Rights Advocacy (prerequisite for concentration, CJ/SOC 2350)
SOC 3390	Crisis Intervention

Electives for the concentration (3 credits) – choose *one* of the following:

SOC/CJ 2160	Urban Life: Culture and change
CJ 2170	Population, Immigration, and Crime
SOC/CJ 2402	Domestic Violence
SOC 2410	Working with Individuals
SOC 2420	Working with Groups and Communities
CJ 3212	Community Policing: Case studies and problem solving
SOC/CJ 3404	Sociology of Violence
SOC/CJ 3640	Deviance and Social Control

Requirements for Sociology Minor:

Students can earn a minor in Sociology by taking SOC 1000 Introduction to Sociology and four courses in the sociology curriculum at the 2000- level or above, with at least one course at the 3000-level.

Experiential Learning (Internships):

Sociology majors are encouraged to experiential learning in fieldwork settings to observe social life and institutions and to participate in programs and projects designed to develop critical understandings of our society.

1. Completion of EXP 2340, Introduction to Experiential Learning, with a grade of C or better;
2. A 2.75 cumulative average overall;
3. A 3.0 average in the major;
4. No outstanding "Incomplete" in an earlier field placement.

Additionally, Sociology students electing to do an internship are required to take the co-requisite:

SOC 3450 SM	Sociology Internship Seminar.

Sociology

SOC 1000 Introduction to Sociology: The Sociological Imagination 3 credits

Fall and Spring Semesters

This course serves as an introduction to the discipline of Sociology. Sociology is the study of human interaction and society. This includes both the power of individual actors and larger structures within society. Often times we may understand our decisions and actions to be entirely and exclusively our own, when in fact they are the complicated product of the interaction between ourselves and the institutions and structures of our society. In this course, we will begin to understand the interaction between society and the individual, and how sociologists study and explain social phenomena. Key concepts introduced include: culture, groups, socialization, social interaction, institutions, and inequality. *This course meets the General Education Social Science Breadth and Information Literacy Enhancement requirements. Not open to students who have taken SOC 1000: Perspectives on Society and Culture or SOC 1000: Social Life.*

SOC 1100 Sociology of Popular Culture 3 credits

Fall and Spring Semesters

This course examines the social significance of popular culture historically and in the contemporary era. Topic covered include theories of popular culture. Distinctions between "high" and "low" culture, domination and resistance in popular culture, the effect of mass culture on contemporary society, fan cultures, and "textual poaching." In our examination of popular culture we will also learn about sociological theories and concepts. *This course meets the General Education Social Science Breadth and Information Literacy Enhancement requirements.*

SOC 2000 Contemporary Black Worlds 3 credits.

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

SOC 2050 Social Problems 3 credits

Offered periodically within a three-year academic cycle

This course systematically analyzes a small selection of major contemporary social problems such as unemployment, environmental degradation and pollution, drugs, and crime, using current research and data. The focus of the course is on the sources, patterns, consequences, and current efforts at intervention and improvement of these problems, and understanding the complexity and interconnectedness of social problems. Understanding how a social problem is constructed and framed in popular media is an important part of understanding not only what is viewed as a social problem, but what we as a society conclude are viable solutions. *This course meets the General Education Social Science Breadth and Reading and Writing Enhancement requirement.*

SOC 2060 Aging and the Life Cycle 3 credits

Offered periodically within a three-year academic cycle

Focuses on various developmental stages of the life cycle from birth to death including cross-cultural materials, attitudes and values about the aging process, rites of passage, and the accompanying changes of status for the individual. Major milestones of each developmental stage in the life cycle are discussed focusing on often differing societal expectations regarding gender and age. (Same course as PSY 2060, WGS 2060).

Prerequisite: Any 1000-level Sociology or Psychology course.

SOC 2090 Climate Justice 3 credits

Offered periodically within a three-year academic cycle

Climate change has already begun to disrupt the Earth and society in many ways. It threatens the suitability of the Earth and therefore the future of society. As with other environmental justice issues, climate change threatens the most socially vulnerable among us both in the United States and globally. This course explores climate justice; the unfair and uneven way in which people in different areas of the country (and world) experience the effects of environmental harms caused by climate change. We will explore the links between climate change and socioeconomic factors such as race, class and gender. Emphasis will be placed on the connections between the climate crisis and power, inequality, resistance and social change. Students will critically analyze consumption, public opinion, and denial. Readings and current news on climate issues and movements will guide students as they explore the agendas and methods of various organizations and campaigns, and develop hands-on group projects that serve to apply this knowledge to local or regional efforts around climate and energy issues. Topics include: conflicts over natural resources, climate refugees, forms of resistance including divestment, and uneven adverse health outcomes caused by climate change. *This course meets the General Education Diversity requirement.*

SOC 2095 Environmental Justice 3 credits

Offered periodically within a three-year academic cycle

In this course, students will explore the disproportionate burdens of environmental contamination and environmental health disparities affecting marginalized communities. Race, class, and gender as well as other socioeconomic factors influence access to a clean environment. We will analyze the concept, available research, and how communities and groups have organized to improve the environments in their neighborhoods, cities, and on native lands. We will also explore the larger environmental justice movement; beginning in the U.S and which is now global. Both the causes and consequences of policies to eradicate these disparities will be examined. Topics include: The Superfund program, clean-up and restoration of contaminated sites, cancer and health disparities research, privatization of water, and hydraulic fracking. Throughout the course case studies are drawn upon to illustrate ideas and facilitate learning. Students will be asked to engage in problem solving and action in their own environments. *This course meets the General Education Diversity requirement.*

SOC 2115 Men, Self & Society 3 credits

Offered periodically within a three-year academic cycle

This course will explore the origin and creation of masculinity. The focus will be on political and socio-cultural contributions to gender identity in men and the consequences of masculinity for men and for society. The diverse psychological experiences of masculinity from various perspectives will also be highlighted, particularly those experiences from men of color, gay men, and men with non-traditional gender identity. (Same course as PSY 2115, WGS 2115).

Prerequisite: Any 1000-level Sociology or Psychology course.

SOC 2120 Social Justice and Incarceration 3 credits

Every Year

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

SOC 2130 Sociological Theory 3 credits

Offered periodically within a three-year academic cycle

Can we understand social life just through our experience? Or do we improve our understanding by stepping back and observing it in a wider social context? Social theory helps us answer these questions and becomes a tool for making sense of the world we live in, from the daily interactions of individuals and groups to large-scale social relationships and broad social institutions. Discussing theoretical insights into social life, we come to clearer understandings of individual development, formation of the self, and social roles; power, inequality, and conflict; and social change. We will cover the complex relationships between theory and systematic research and ask whether they account adequately for what we observe in the world we live in.

Prerequisite: Any 1000-level Sociology course.

SOC 2160 Urban Life: Culture and Change 3 credits

Offered periodically within a three-year academic cycle

An analysis of urban social systems with a focus on life-styles and change in contemporary American society. The course will center on ethnicity and ethnic groups, using cross-cultural case studies, data on immigrants, and life-styles and family framework. Emphasis will be placed on strategies groups employ to manage and effect political and economic change in an urban ethnic setting. (Same course as CJ 2160). *This course meets the General Education Diversity requirement.*

SOC 2200 Race and Ethnicity 3 credits

Alternate Years

Ideas and beliefs about "race" and ethnicity are pervasive in U.S. culture and consciousness. Are they real or socially constructed? When and why did "race," and theories of racial difference and inequality, emerge as a dominant, and now discredited, worldview? How do institutions such as science, economics, education, and politics influence beliefs and practices about race and ethnicity? How are the lives and opportunities of individuals and groups affected by race and ethnic "membership" in terms of privilege and/or oppression? What choices do we have and what actions can we take in our daily lives to affect how race is lived in America and elsewhere? We will discuss prejudice, discrimination, and power in historical and contemporary contexts focusing on several racial and ethnic groups. *This course meets the General Education Diversity requirement.*

SOC 2220 Death, Dying, and Bereavement **3 credits**

Offered periodically within a three-year academic cycle

This course will examine customs, attitudes and beliefs, and rituals associated with death, dying, and bereavement. Emphasis will be placed death and dying in the developmental cycle of the individual and in a social-cultural context. (Same course as PSY 2220).

Prerequisite: Any 1000-level Sociology or Psychology course.

SOC 2350 Human Diversity in Criminal Justice **3 credits** *Fall and Spring Semesters*

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

Prerequisite: CJ 1000 or SOC 1000.

SOC 2402 Domestic Violence **3 credits**

Every Year

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

SOC 2420 Working with Groups and Communities **3 credits** *Alternate Fall Semester*

Develops intervention skills in small groups, advocacy, and community organization. Methods and skills designed to help both the group as a whole and individual members are explored and analyzed. The course also provides an introduction to community, organizational analysis, and intervention. Locally based organizing and social planning techniques are studied. (Same course as SWK 2420).

SOC 2450 Social Policy and Social Justice **3 credits**

Offered periodically within a three-year academic cycle

Social Policy is both a philosophical concept and a social process. As a philosophical concept, it considers value dimensions and issues of social justice: equality versus inequality, liberty versus domination, exploitation, and oppression; cooperation versus competition; and considers social policy as a process by which organizations and institutions affect the status, well-being, stability, and security of the members of society. In addition the political, economic and social context of policy evolution will be critically examined.

SOC 2470 Sex, Gender, and Sexuality **3 credits**

Alternate Years

Sex, gender, and sexuality are social constructions that have enormous impact in society. This course will examine the differences among sex, gender, and sexuality. What are the norms and social expectations associated with each of these terms and what are the consequences for not complying? Cross-cultural patterns will be considered in an effort to recognize and appreciate human diversity and gain insight into the ways we understand and experience ourselves. Discrimination, sexism, and homophobia, and responses to these forms of oppression, will be examined. *This course meets the General Education Diversity requirement.* (Same course as WGS 2470).

SOC 2480 Sport and Society **3 credits**

Offered periodically within a three-year academic cycle

This course will bring a critical sociological perspective to the realm of sports. Students will examine sports and the impact it has in social, cultural, and economic areas of social life, both in the United States and internationally. Using sociological theories such as functionalism, conflict theory and symbolic interaction, students will analyze the role of athletics in society in general and look at particular athletic performances in selected sports. Other variables will be considered, including professional and amateur status, gender, social class, ethnicity, and disability status of athletes and how these variables affect social and personal identity and status, establish strong socializing role models for society, and become important issues in public discourse. The role of sports in rehabilitation, recreation, and in shaping standards of competitiveness and social values will be examined. (Same course as WGS 2480).

SOC 2510 Social Movements and Social Action **3 credits**

Offered periodically within a three-year academic cycle

People often band together and challenge existing social ar-

rangements; such efforts are important because they attempt to achieve or resist a social change. This course examines social action, as part of people's collective efforts to create or oppose changes in society. What constitutes a social movement, when and why they occur, who joins social movements and why, how they are organized, what strategies they use, how they are affected by institutions like the state and the media, and what impacts they have on individuals and on society are all questions that will be addressed in this course. Large scale campaigns, grass-roots efforts, and everyday acts of collective action and community organizing will be explored. Students will be required to participate in collective social action projects. *This course meets the General Education Diversity requirement.*

SOC 2600 Methods in Social Research 3 credits

Fall and Spring Semesters

This course will critically examine qualitative and quantitative research methods used by social scientists to study the social world. The ways in which social scientists study societies and social issues are carefully examined. This course will challenge students to think more critically about the science of research methods and to become critical thinkers and examiners of data about social life. (Same course as CJ 2600). *Prerequisites: MATH 1150, and SOC 1000 or CJ 2000.*

SOC 2620 Diversity in Families 3 credits

Offered periodically within a three-year academic cycle

A popular image of the "family" is that of a male father and female mother and their children; a self-contained entity. This course explores why that image does not match reality and demonstrates that there are many different kinds of family, kinship, and household arrangements. These variations are the products of custom, and are influenced by social, economic, and political variables/realities. The course examines the various forms families can take, the various roles family members perform, and the function of families in social life. Recent challenges to traditional families, the result of the struggles of people to survive and adapt to a wide range of societal situations, challenges, and changes will be considered. (Same course as WGS 2620). *This course meets the General Education Diversity requirement.*

SOC 2650 Sociology of Health and Health Care 3 credits

Offered periodically within a three-year academic cycle

Avoidable health inequalities arise from the environments in which people live, as well as political, social, and economic forces. This course examines factors such as: culture, gender, race/ethnicity, class, and age and their impact on health and treatment in the healthcare system. The experience of illness, the social and cultural factors of health and disease, the institution of medicine, and the healthcare system will be discussed. The course will also consider the relationships between healthcare providers and consumers. (Same course as WGS 2650).

SOC 2680 Sociology of Work 3 credits

Offered periodically within a three-year academic cycle

Examines how work is organized, how people experience it, and what it means to them. Explores different workplace structures and how people's places within them relate to their earnings and general well-being, including their identity and pride, autonomy, health, and safety. Studies occupational socialization, subcultures, and relationships. Considers how work - or the lack or loss of it - affects people off the job. Reviews how opportunities to get work and move up at the workplace are distributed and their relation to social inequality. Efforts to democratize and humanize workplaces through labor unions and other forms of collective action will be discussed. For all these areas, the role of race-ethnicity, gender, citizenship status, and class will be assessed. (Same course as WGS 2680).

SOC 2760 Wealth, Poverty and Social Class 3 credits

Alternate Years

Differential distribution of income, wealth, and power is found across the United States and the globe. The nature and extent of wealth and poverty, and the gradations in between, as well as social policies aimed at addressing inequality are the focal points for this course. How do we measure poverty? What causes poverty and why does it persist? Power relations and value systems underlying the distribution of resources will be considered. While emphasizing the U.S., larger global issues about wealth and poverty will be introduced. The intersection of global location, gender, race/ethnicity, and family background on wealth and poverty will be addressed. Key concepts introduced include: stratification, life chances, status and prestige, lifestyle, power and powerlessness, social mobility, and class conflict. (Same course as WGS 2760). *This course meets the General Education Diversity requirement.*

SOC 3390 Crisis Intervention 3 credits

Alternate Spring Semester

Designed to familiarize participants with a definition of crisis from the standpoint of the individual, the family, and a larger social context. Students will develop a specialized understanding of life crises such as adolescence, family

violence, and disaster from the perspective of systems theory, learning theory, and developmental theory, using ethnographic matterials. Operational models of intervention will be examined. (Same course as SWK 3390).
Prerequisite: Any 2000-level Sociology course.

SOC 3404 Sociology of Violence 3 credits
Every Year
Study and evaluation of the major sociological theories and research regarding violence, including interpersonal, family, criminal, and institutionalized violence. Contexts regarding how persons are affected as perpetrators of violence and victims of violence are analyzed. Specific topics include cross-cultural and contemporary forms of violence, and social responses to violence. Analysis to social responses includes prevention, treatment intervention strategies, criminalization, and public policies. (Same course as CJ 3404, WGS 3404).
Prerequisite: Any 2000-level Sociology or Criminal Justice course.

SOC 3450 Experiential Learning (Internships) 3 credits
Requires students to work weekly in field placement and to participate in a seminar or conferences with faculty supervisor. Field experience sites are selected jointly by the student and instructor. *This course meets the General Education Active Learning requirement.*
Corequisite: SOC 3450SM.
Prerequisites: 1. Completion of EXP 2340, Introduction to Experiential Learning, with a grade of C or better;
2. A 2.75 cumulative average overall;
3. A 3.0 average in the major;
4. No outstanding "Incomplete" in an earlier field placement.

SOC 3450SM Sociology Internship Seminar 0 credits
This seminar is required for all students doing an internship in Sociology settings and must be taken during the semester of the Internship. Students must arrange an Internship with the guidance of the Sociology and Criminal Justice Internship Coordinator. In addition to spending time each week in the field supervised by placement personnel and the faculty member/course instructor students will integrate that learning with weekly on campus course meetings and assignments, discussing practice based learning, reviewing their field experiences, and documenting their learning.
Corequisite: SOC 3450.

SOC 3610 Communities 3 credits
Offered periodically within a three-year academic cycle
Explores ways in which people form communities based on a shared place, spirit, interest, and/or identity. Examines how people experience communities and define themselves and their relationships with one another through patterns of residence and identity. Studies a range of communities - such as traditional, alternative, experimental, or virtual - which may be situated within small areas or extend across nations. Assesses the social, political, and economic ramifications of globalization and migration on communities.
Prerequisite: Any 2000-level Sociology or Criminal Justice course.

SOC 3640 Deviance and Social Control 3 credits
Offered periodically within a three-year academic cycle
Examines people's behaviors and attributes that others come to believe are deviant. Reviews sociological theories that account for deviance. Explores different forms of social control that define and aim to prevent and inhibit deviance. Analyzes deviance as both a violation of social norms and a possible prelude to social change. The importance of deviance and social control theory to crime and criminal justice will be reviewed. Race, gender, and social class will be considered as factors that influence people's perceptions of people as deviant and how those people are treated. (Same course as CJ 3640, WGS 3640).
Prerequisite: Any 2000-level Sociology or Criminal Justice course.

SOC 3800 Seminar: Selected Topics in Sociology 3 credits
Offered periodically within a three-year academic cycle
Selected sociological themes will be explored in a seminar format.
Prerequisite: Any 2000-level Sociology course.

SOC 3900 Senior Seminar: Doing Sociology 3 credits
Spring Semester
Synthesizing theory and research requires critical reflection and evaluation. Students draw on their acquired knowledge to demonstrate a strong understanding of the discipline through actively doing sociology. Graduating seniors are asked to integrate sociological knowledge, theory, methods, research design, and action in order to create and complete a research project on an approved topic.
Prerequisites: SOC/CJ 2600, SOC 2130 and senior standing.

Software Development

The Bachelor of Science degree in Software Development is designed to provide students with an in-depth knowledge of the process of computer programming, documenting, testing, and bug fixing. The student will learn the intricacies of creating applications for mobile platforms and cloud platforms as well as traditional "server-side" and "client-side" programming with an emphasis on human-computer interaction. Courses also focus on developing an awareness of the ethical and legal issues surrounding the security of applications and mobile devices. Today, every company needs professionals with knowledge of application development and Information Technology in general. There is currently a shortage of trained application developers and the demand is large and growing.

Grade Requirements for Software Development majors:
A grade lower than a C- in any of their core courses signals inadequate performance in the major. Students who receive a grade lower than a C-, will be required to repeat the course.

Requirements for the Software Development Major:

Prerequisites:		**Credits**
IT 1010	Introduction to Information Technology	3
IT 1100	Foundations of Hardware	3
IT 2100	Programming Logic	3
IT 2789	Structured Programming	4
		13
Major Requirements:		
IT 2210	Networking	4
IT 2300	Operating Systems	4
IT 3450	Internship and Seminar	3
IT 3500	Object Oriented Programming	4
IT 3550	Data Structures and Algorithms I	3
IT 3560	Data Structures and Algorithms II	3
IT 3570	Software Engineering	3
IT 3720	Modern Application Development	3
IT 3730	Writing Secure Applications	3
IT 3740	Cloud Computing	3
IT 3750	User Experience Design	3
IT 3805	Technology Seminar	3
IT 3900	Senior Seminar: This is IT!	3
		42
Related Requirements:		
AC 1030	Communication Technology	3
AC 2020	Database Concepts	3
AC 2768	HTML and Design	3
EXP 2350	Internship Preparation	1
		10

Software Development

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

This course introduces the concepts of Information Technology and its framework, encompassing the areas of application development, hardware management, information processing, networking and telecommunications. Students will learn about system analysis and design using practical examples. They will use real world scenarios that show how Information Technology is applied in an advanced information systems environment to support users, management and the whole enterprise. The course is a pre-requisite for potential Information Technology majors and is ideal for students in other majors who may be interested in gaining an in-depth knowledge of information systems.

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

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

IT 2100 Programming Logic **3 credits**
Spring Semester

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

IT 2300 Operating Systems **4 credits**
Spring Semester

This course provides an introduction to the design and implementation of operating systems. It is intended for students with a basic background in computing systems. The first portion of the course presents the basic concepts of operating systems, which are platform independent. The second portion of the course covers specific issues with four operating systems in widespread use today. Topics covered include: concurrent processes, resource management, deadlocks, memory management, virtual memory, processor scheduling, disk scheduling, file systems, distributed file systems, micro kernels, multiprocessor operating system issues, and case studies.
Prerequisite: IT 2789.
Pre or co-requisite: IT 3500.

IT 2210 Networking **4 credits**
Fall Semester

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

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

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

IT 3450 Internship and Seminar 3 credits
This course is required for all students completing a technology internship and must be taken during the semester of the internship. Students must arrange an internship with the assistance of the seminar instructor. In addition to spending time each week on their internship, students will integrate their weekly on-campus course meetings and assignments, discuss practice based learning, review their internship experience, and document their learning in this weekly seminar. *This course meets the General Education Active Learning Requirement. Prerequisite: EXP 2350.*

IT 3500 Object-Oriented Programming 4 credits *Spring Semester*
This is the last of a three course programming sequence. This course introduces Object-Oriented (OOP) Programming concepts in a programming language using a compatible integrated development environment. It includes the principles of OOP; encapsulation, polymorphism, reusable code, inheritance, composition, and abstraction. OOP also introduces graphical user interfaces and teaches the student how to properly create an OO graphical user interface. In addition, this course continues to develop basic problem solving analysis and critical thinking skills that aid the student when developing algorithms.
Prerequisite: IT 2789.

IT 3550 Data Structures and Algorithms I 3 credits *Fall Semester*
In computing, the central concept is how data is stored, manipulated, searched, and retrieved. Computer science has developed a number of 'data structures' to facilitate manipulating and sorting data. A data structure is a collection of data Items that have some kind of relationship. The type of data structure determines exactly what the relationship is. This course explores those data structures and the algorithms used to manipulate and search them.
Prerequisite: IT 3500.

IT 3560 Data Structures and Algorithms II 3 credits *Spring Semester*
A continuation of IT 3550, this course further investigates how data is stored, manipulated, searched, and retrieved. Computer programs process data, manipulating it into more easily searched and retrieved formats that can be efficiently stored in the computer's memory. This course continues exploring different data structures and the algorithms used to manipulate them. In addition, this course provides the information needed so the software developer can employ the most efficient algorithms, making the program execute in less time.
Prerequisite: IT 3550.

IT 3570 Software Engineering 3 credits
Software Engineering is a systematic, disciplined, measurable approach to building and maintaining software. This class will help the student understand all of those things that are necessary to create "good", "maintainable", "extensible" solutions to problems. This course focuses on hands-on development of a "real world" project. Students will learn best practices and concepts of software development, including software requirements, feature specification, and techniques for software design and testing. Students will continue learning object-oriented design, the strengths and limitations of the object-oriented approach, and develop solutions that generally leads to good outcomes. This is not a programming course as it has no required programming language and will not teach programming techniques.
Prerequisite: IT 3500.

IT 3720 Modern Application Development 3 credits
This course will explore a variety of integrated development environments used to create applications.
Prerequisite: IT3500.

IT 3730 Writing Secure Applications 3 credits
In addition to taking precautions to protect your mobile devices, it is important to add another layer of security by protecting the data itself (US Department of Homeland Security). Mobile devices have many levels of vulnerability. Physical theft, vulnerability of data stored on the device, and vulnerability of the data in transit between the device and various servers as well as the data in the server. This course will address securing the data within a mobile device and securing data while in transit.
Prerequisite: IT 3500.

IT 3740 Cloud Computing 3 credits
Cloud computing (the cloud) relies on sharing of resources to achieve economies of scale that are practically impossible to reach at lesser scales. Large is not nearly large enough to produce the efficiencies the cloud can produce. The foundation of cloud computing is cooperative use of infrastructure and shared services. Cloud resources are typically shared by multiple (frequently thousands to millions) users. The Cloud efficiently maximizes the effectiveness of the shared resources while dynamically reallocating resources based on individual user demand. "Moving to cloud" refers to an organization's moving away from a traditional server model (buy dedicated hardware and software, maintain that hardware and software, and depreciate it over a period of time) to

the cloud model (use a shared infrastructure and pay for hardware utilization and storage as needed).
Prerequisite: IT 3500.

IT 3750 User Experience Design 3 credits
User Experience Design and Human–Computer Interaction (HCI) involve the study, planning, design and uses of the interaction between humans (users) and computers. HCI has been described as the intersection of computer science, behavioral sciences, design, media studies, and several other fields of study. While most tools have a single purpose, the computer is a multi-purpose device that has an open-ended, multi-dimensional, dialog with users. This course helps the student learn how to anticipate who will use their app, how they will use it, and how to improve the quality of the human-computer interaction.
Prerequisite: IT 3500.

IT 3805 Technology Seminar 3 credits
Fall Semester
Technology seminar challenges students toward the end of their program of study to reflect, organize, synthesize, and communicate their accumulated knowledge concepts and skills learned in courses across the curriculum. This course will prepare students for their senior capstone project. The course will focus on conducting a literature review, identifying and summarizing IT related topics and collecting and analyzing data, proposal and analysis writing, research design, and presentation skills. Take part in various on-line seminars offered by professional organizations that target the changing needs in the IT field. Students will work as tutors for 1000 and 2000 level Applied Technology courses. Students will refine their major portfolios as well as practice and learn professional etiquette skills. (Same course as IT 3805).
Prerequisite: 9 credits in AC or IT courses..

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

The Department of Fine and Applied Arts offers a Studio Arts Major and a Design Major. The Department offers minors in Design and Studio Arts. The educational goal of the Studio Arts Major is to balance the development of artistic sensibility and technical proficiency. This balance is promoted through coursework and personal interaction with faculty of high professional caliber in the arts and design.

Graduates of the Studio Arts Major at Curry are employed in a variety of fields, many of which expand the traditional role of the artist and designer. The faculty strongly advises students to seek internships while enrolled in the program.

Arts faculty and the Center for Career Development are able to advise students on internship opportunities at galleries, museums, educational institutions, and other settings where studio arts training is central. Various businesses and institutions offer professional mentoring in design as well as related fields such as arts administration, art therapy, publishing, and art education.

Prospective first year students should enroll in SA 1770 Design Fundamentals and SA 1800 Drawing in their first semester. Upper class students declaring the major should complete these classes as soon as possible. Students with previous study in the arts are encouraged to contact a member of the Studio Arts faculty to discuss a plan of study that acknowledges abilities gained prior to entering the College.

STUDIO ARTS MAJOR

Prerequisites:		**Credits**
DES 1600	Illustrator/Photoshop Basics	3
SA 1770	Design Fundamentals	3
SA 1780	Three-dimensional Design	3
SA 1790	Light and Color	3
SA 1800	Drawing	3
		15
Major Requirements		
SA 2800	Figure Drawing	3
SA 3800	Drawing II	3
		6
Capstone Courses		
SA 3300	Portfolio & Presentation	3
SA 3950	Design Concepts	3
SA 3980	Fine and Applied Arts Seminar (Capstone Course)	3
SA 4050	Independent Studio	3
		12
Art History Electives		
Choose two of the following (6cr):		
AH 2720	History of Photography	3
AH 2910	History of Visual Arts: Paleolithic to Gothic	3
AH 2920	History of Visual Arts: Renaissance to Contemporary	3
AH 2930	Contemporary Art	3
AH 2935	Modern Art	3
		6
Major Electives:		
Choose three 2000 level and one 3000 level of the following:		
SA 2072	Digital Art	3
SA 2750	Printmaking I	3
SA 2780	Sculpture	3

SA 2796	Darkroom Photography	3
SA 2797	Digital Photography	3
SA 2800	Figure Drawing	3
SA 2810	Painting I	3
SA 2813	Watercolor	3
SA 2819	Studio: Painting and Drawing	3
SA 2850	Ceramics I	3
SA 2870	Artists' Books	3
SA 3___	SA studio art classes at the 3000 level	3
SA 2755	Relief Printmaking	3
SA 3750	Printmaking II	3
SA 3850	Ceramics II	3
SA 3072	Digital Art II	3
		12

Studio Arts majors are encouraged to enroll in Studio Arts courses beyond the required categories of the Studio Arts Major and apply them toward general elective Liberal Arts credit.

STUDIO ARTS MINOR

		Credits
SA 1770	Design Fundamentals	3
SA 1790	Light and Color	3
SA 1800	Drawing I	3

Choose *four* of the following:

SA 2072	Computer Art
SA 2750	Printmaking I
SA 2780	Sculpture
SA 2796	Darkroom Photography
SA 2797	Digital Photography
SA 2800	Figure Drawing
SA 2810	Painting I
SA 2819	Studio: Painting and Drawing
SA 2850	Ceramics I
SA 2870	Artists' Books
SA 3——	Studio Art Course at 3000-level

Studio Arts majors are encouraged to enroll in Studio Arts courses beyond the required categories of the Studio Arts Major and apply them toward general elective Liberal Arts credit.

For information on the Art History Minor, see the Art History catalog designation.

SA 1770 Design Fundamentals 3 credits

Fall and Spring Semesters

The study of two-dimensional design through projects in linear dynamics, color, shape, texture, composition, and conceptual unity. This course is prerequisite to upper level study in the studio arts. Students are expected to purchase supplies.

SA 1780 Three-dimensional Design 3 credits

Spring Semester

The study of the design and construction of three-dimensional forms in a variety of materials. The course introduces the fundamental principles of sculptural form through the inventive use of simple materials. Students are expected to purchase supplies.

SA 1790 Light and Color 3 credits

Fall and Spring Semesters

The goal of this course is for the student to develop sensitivity to the visual effects of light and color and how color can be used to achieve artistic goals. Principal media for exploration are collage and painting on paper. Students will be exposed to a variety of images in order to clarify and reinforce ideas. Students are expected to purchase supplies.

SA 1800 Drawing 3 credits

Fall and Spring Semesters

Introduces drawing techniques and explores the particular quality and expressiveness of a variety of drawing media — pencil, ink, charcoal, and conte crayon. Students practice drawing skills with emphasis on compositional principles and the development of visual sensitivity. Students are expected to purchase supplies. *This course meets the General Education Arts Breadth requirement.*

SA 2072 Digital Art 3 credits

Alternate Spring Semesters

Explores how the computer can be used as tool to make art. Through class projects, students will create both images that are generated entirely on a computer and images made by integrating traditional art making techniques with digital components. Students are encouraged to think conceptually and creatively. While developing images, students practice formal design principles and communicate their ideas visually. (Same course as AC 2072, DES 2072). **Fee.**

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

SA 2750 Printmaking I 3 credits

Alternate Years

This course explores different forms of printmaking using both a press and hand-printing techniques. Students experiment with a variety of methods that produce unique as well as multiple images. Elements of surface, texture, layering and transparency are all important in the printmaking process. The class will be geared to individual skills making it appropriate for beginners and advanced students. Students are expected to purchase supplies.

Prerequisite: SA 1770.

SA 2775 Relief Printmaking 3 credits

This course provides the student with in-depth experimentation in creating single and multiple color linoleum and woodblock prints. It encourages creative exploration of ideas and content in projects that are designed to help students develop their individual artistic vision and voice. Students first learn how to design, carve and print single-color images through translating drawn and digital images into carved ones. Students then progress to create multiple color prints using monoprint, reductive, and multiple block methods. *This course meets the General Education Arts Breadth requirement.*

SA 2780 Sculpture 3 credits

Alternate Years

Provides an opportunity to design and construct sculptural forms using many techniques such as plaster casting, paper mache, wood construction, stone carving, and clay modeling. Students are expected to purchase supplies.

Prerequisite: SA 1780 or permission of instructor.

SA 2796 Darkroom Photography 3 credits

Fall and Spring Semesters

A fundamental course in photographic techniques. Emphasis is placed on exposure, developing, printing and the aesthetic evaluation of photographic materials. A basic introduction to photographic history will also be gained through lectures and class discussions. A 35mm camera with manual override is required. Scheduled studio hours plus open studio hours are required. *This course meets the General Education Arts Breadth requirement* **Fee**.

SA 2797 Digital Photography 3 credits

Alternate Years

Combining traditional techniques and contemporary digital technology, this course will seek to realize new aesthetic possibilities in photography. Students will photograph assignments designed for manipulation and enhancement in the digital darkroom and produce a final portfolio. A digital or 33mm camera is required. (Same course as AC 2797, DES 2797).

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

SA 2800 Figure Drawing 3 credits
Alternate Years
Advances drawing techniques by focusing on the human figure and the more complex issues of the drawing process. Students are expected to purchase supplies.
Prerequisite: SA 1800 or permission of instructor.

SA 2810 Painting I 3 credits
Alternate Years
Teaches the fundamental techniques of painting, including canvas preparation, color mixing, composition, form and content. Students will be encouraged to develop and pursue personal imagery while working from a variety of sources. Students are expected to purchase supplies.
Prerequisite: SA 1770 or SA 1800 or SA 1790.

SA 2813 Watercolor 3 credits
Alternate Years
An introduction to painting using watercolor. Students paint from representational forms in still life and landscape, and experiment with color and design using non-objective imagery. The course explores both the technical and expressive aspects of watercolor paint. Class projects are geared to Individual skill, making them appropriate for beginning and advanced students. Students are expected to purchase supplies.
Prerequisite: SA 1770 or permission of instructor.

SA 2819 Studio: Painting and Drawing 3 credits
Alternate Years
Explores painting, drawing and mixed-media techniques while encouraging the development of a personal visual language. Through the manipulation of collected materials, paper, paint, drawing tools and digital images, students will explore blending disparate elements and materials into a cohesive whole. The course gives special emphasis to choice of materials and inventiveness of ideas. Students are expected to purchase supplies.
Prerequisite: SA 1770.

SA 2850 Ceramics I 3 credits
Fall and Spring Semesters
Focuses on basic methods of hand building and wheel-throwing in clay. Students construct container forms employing the fundamentals of design and decoration in clay. *This course meets the General Education Arts Breadth requirement.* **Fee.**

SA 2870 Artists' Books 3 credits
Alternate Years
This course explores and focuses on making unique artist's books. Beginning with simple structures, students will learn to construct traditional and non-traditional book forms using images and text. Through creating one-of-a-kind books, students will address concept, design and technique. Images of work by contemporary book artists will provide an understanding of the many ways in which ideas can be presented in this form. Students are expected to purchase supplies.
Prerequisite: SA 1770.

SA 3072 Digital Art II
Emphasizes use of digital painting and drawing to create a cohesive body of creative work. Students build upon skills and methods taught in Digital Art to create work that is produced digitally and/or made by integrating traditional art making techniques with digital components. Students synthesize experience and technique to create a cohesive portfolio of digital art that uses formal design elements and principles to communicate their ideas visually.
Prerequisite: SA 2072.

SA 3300 Portfolio & Presentation 3 credits
Spring Semester
Designed for the studio artist and designer, this course introduces the techniques and materials used in the professional presentation of fine art, graphic design and desktop publishing. Students will learn the many options available to them and apply the skills to sequencing, matting, mounting, photographing, and digitizing artwork for exhibition and presentation purposes. Special attention will be paid to archival considerations, precision, and to the resources though which materials can be acquired. A final portfolio of work will appear in the Student Art Exhibition. Students are expected to purchase supplies. (Same course as DES 3300).
Prerequisites: SA 3950, SA 3980 and senior standing.

SA 3750 Printmaking II
Encourages students to develop one of the printmaking processes studied in Printmaking or Relief Printmaking. Deep understanding of the process is encouraged, along with experimentation and manipulation of materials. Presenting prints in a professional manner is a component of the course. Emphasis is placed on developing personal artistic vision and voice in order to produce a cohesive portfolio of prints. Students are expected to purchase supplies.
Prerequisite: SA 2750 or SA 2755

SA 3797 Photography II 3 credits
Offered periodically within a three-year academic cycle
This course is a continuation and refinement of the materials covered in SA 2796 Darkroom Photography. Photography II is a further exploration of advanced black and white photography techniques. Emphasis will be placed upon photography as a fine art, developing a personal vision and a more advanced technical knowledge of the medium. **Fee.**
Prerequisite: SA 2796.

SA 3800 Drawing II
Encourages students to develop an individual expressive style based on prior drawing experience. Advances drawing techniques to develop formal and conceptual skills Emphasis is placed on developing personal vision and voice in order to produce a cohesive portfolio of drawings. Students are expected to purchase supplies.
Prerequisite: SA 1800

SA 3860 Ceramics II 3 credits
Fall and Spring Semesters
Offers the student with experience in using clay a more advanced exploration of pottery and sculptural containers. The course also includes instruction in firing and glazing. **Fee.**
Prerequisite: SA 2850.

SA 3950 Design Concepts 3 credits
Fall Semester
Develops understanding of the creative process and enhances individual creativity by exploring topics such as magic, the hero, materials, dreams, childhood memories, and nature. Using these topics and others as beginning ideas, students create original images in two and three dimensions. Students are expected to purchase supplies.
Prerequisites: SA 1770, SA 1790, any 2000-level DES or SA course, and junior standing.

SA 3980 Fine and Applied Arts Seminar 3 credits
Fall Semester
The capstone course for the Design and Studio Arts majors focus broadly on the nature of an integrated perspective on the arts, with specific attention to the various visual arts, such as graphic design, studio art and photography. It provides an opportunity for students to articulate their own informed philosophies of art while synthesizing their prior learning and experience. The course will focus on contemporary issues in the arts; for instance public art, government funding, censorship, appropriation, and the making of judgments regarding the role of art in society. This course is the required capstone course for Design and Studio Art majors and is open to all other majors. (Same course as DES 3980).
Prerequisites: SA 1770, SA 1790, any 2000-level DES or SA course, and junior standing.

SA 4050 Independent Studio: Studio Arts 1 - 8 credits
Fall and Spring Semesters
See description on page 29 of this Catalog, under Independent Study.

Women's and Gender Studies

The interdisciplinary field of Women's and Gender Studies includes the range of women's experiences, struggles, and accomplishments.

Study in this field promotes action toward a more equitable world, and strengthens understanding and awareness of gender as it applies to personal experiences.

The Women's and Gender Studies program includes courses and faculty drawn from throughout the College. Students do not need to be pursuing the Women's and Gender Studies minor to enroll in Women's and Gender Studies courses. Students may obtain a minor in Women's and Gender Studies in conjunction with a major in any area of study. Students wishing to pursue a Women's and Gender Studies minor should contact the Women's and Gender Studies coordinator at wgs@curry.edu.

Requirements for Women's and Gender Studies Minor:		**Credits**
Required Courses:		
WGS 2000	Gendered Lives	3
WGS 3900	Women's and Gender Studies Senior Seminar: Selected Topics	3
Choose three from the following list (Note: The courses chosen must be from at least two different disciplines):		**9**
Total Credits Required for Women's and Gender Studies Minor:		**15**

Students should choose three from the following list:

BIOL/PSY/WGS 2450	Human Sexuality
COM/WGS 3652	Gender Communication
ENG/WGS 2110	American Literature I
ENG 2330	Feminine and Masculine in Literature
ENG 2632	Women in 19th Century World Literature
ENG 2635	Banned Books and Dangerous Ideas
ENG 2850	Women in Film
ENG 3340	Women in Modern Literature
ENG/WGS 3620	Victorian Literature
HW/AFAM/WGS 3050	Race, Class, Gender and Health
NSG 2051	Maternity Nursing
P&H/WGS 2292	Social History of Women
P&H/WGS 2420	Gay Politics in the United States
P&H/WGS 2440	Gender Inequality: Women and Politics
PSY/SOC/WGS 2115	Men, Self and Society
SOC/PSY/WGS 2060	Aging and the Life Cycle
SOC/CJ/WGS 2402	Domestic Violence
SOC/WGS 2470	Sex, Gender, and Sexuality
SOC/WGS 2480	Sport & Society
SOC/WGS 2620	Diversity in Families
SOC/WGS 2650	Sociology of Health and Health Care

SOC/WGS 2680	Sociology of Work
SOC/WGS 2760	Wealth, Poverty and Social Class
SOC/CJ/WGS 3404	Sociology of Violence
SOC/CJ/WGS 3640	Deviance and Social Control
SOC/CJ/WGS 3404	Sociology of Violence
SWK/WGS 2410	Working with Individuals

Students may petition the Women's and Gender Studies Committee to receive credit for course(s) or coursework not listed above.

WGS 2000 Gendered Lives 3 credits

Fall and Spring Semesters

An introductory, interdisciplinary survey of the impact of gender in all of our lives, this course will examine the diversity and commonalities of gendered experiences and perspectives across time and cultures. The changes and choices in people's lives resulting from women's and other social movements, as well as the major problems which still remain will be explored. Students will learn how sexism operates in a dynamic with other systems of oppression both historically and in contemporary contexts. *This course meets the General Education Diversity requirement.*

WGS 2060 Aging and the Life Cycle 3 credits

Offered periodically within a three-year academic cycle

Focuses on various developmental stages of the life cycle from birth to death including cross-cultural materials, attitudes and values about the aging process, rites of passage, and the accompanying changes of status for the individual. Major milestones of each developmental stage in the life cycle are discussed focusing on often differing societal expectations regarding gender and age. (Same course as SOC 2060, PSY 2060).

Prerequisite: Any 1000-level Sociology or Psychology course.

WGS 2110 American Literature I 3 credits

Fall Semester

Focuses on the work of diverse authors, writing from the colonial period through the late 19th century. Texts include the work not only of conventionally canonized writers, but also orature and writing by the often underrepresented, including Native- Americans, African-Americans, and women. *This course meets the General Education Humanities Breadth requirement.* (Same course as ENG 2110). *Prerequisite: Six (6) credits of Writing/English at the 1000-level.*

WGS 2115 Men, Self & Society 3 credits

Offered periodically within a three-year academic cycle

This course will explore the origin and creation of masculinity. The focus will be on political and socio-cultural contributions to gender identity in men and the consequences of masculinity for men and for society. The diverse psychological experiences of masculinity from various perspectives will also be highlighted, particularly those experiences from men of color, gay men, and men with nontraditional gender identity. (Same course as PSY 2115, SOC 2115).

Prerequisite: Any 1000-level Sociology or Psychology course.

WGS 2292 Social History of Women 3 credits

Offered periodically within a three-year academic cycle

Examines the changing position of women in the United States from colonial times to the present. Emphasis will be placed on the role of class, race, and ethnic differences in shaping women's experiences and on the relationship between economic change and shifting notions of womanhood. Topics will include the "Cult of True Womanhood," female activism, paid and unpaid work, the "modern" women of the 1920s, the women's movement, as well as other contemporary issues. (Same course as P&H 2292).

WGS 2402 Domestic Violence 3 credits

Every year

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

WGS 2410 Working with Individuals 3 credits

Spring Semester

Introduces students to the systems model, which enables them to view individuals in relation to family, social network, privilege, race, gender, and community. Knowledge of both historical and current social trends is examined as it relates to providing mental health services to men, women, children, and culturally diverse populations. The student will develop basic interviewing, assessment, relationship building, and goal-setting skills. The theoretical value-based and skill-oriented learning is integrated using case studies. Students will learn to plan and implement intervention strategies (Same course as SWK 2410).

WGS 2420 Gay Politics in the United States 3 credits

Offered periodically within a three-year academic cycle

Looks at current issues in gay politics. Among the issues considered are the constitutionality of the Defense of Marriage Act and the impact of gay marriage, whether those who are openly gay can serve in the military, the extent to which gay issues can be raised in schools and colleges, gay adoption, and the targeting of gays by hate groups. The course also considers the election of gays to political office both on the state and national level and examines the prospect of a gay person becoming President or Vice President. (Same course as P&H 2420).

WGS 2440 Gender Inequality: Women and Politics 3 credits

Offered periodically within a three-year academic cycle

Examines the role that women play in politics in the United States and around the world., Not only has the United States never had a female president, women make up only 20% Congress. In comparison, Rwanda's parliament is made up of almost 64% women. The course will examine the implications of women's exclusions from public life in a global context; the obstacles to women's greater participation; how women have gained greater voice in political leadership in some countries; and the different kinds of issues women bring to the political arena. We look at women's participation from the fight for the right to voter through the modern feminist movement; and study public policies as they affect women, such as violence against women and personal health. We will also reflect on the future, and evaluate what barriers, if any, still exist to women's full political participation and representation. (Same course as P&H 2440).

WGS 2450 Human Sexuality 3 credits

Alternate Years

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

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

WGS 2470 Sex, Gender, and Sexuality 3 credits

Alternate Years

Sex, gender, and sexuality are social constructions that have enormous impact in society. This course will examine the differences among sex, gender, and sexuality. What are the norms and social expectations associated with each of these terms and what are the consequences for not complying? Cross-cultural patterns will be considered in an effort to recognize and appreciate human diversity and gain insight into the ways we understand and experience ourselves. Discrimination, sexism, and homophobia, and responses to these forms of oppression, will be examined. (Same course as SOC 2470). *This course meets the General Education Diversity requirement.*

Prerequisite: Any 1000-level Sociology course.

WGS 2480 Sport and Society 3 credits

Offered periodically within a three-year academic cycle

This course will bring a critical sociological perspective to the realm of sports. Students will examine sports and the impact it has in social, cultural, and economic areas of social life, both in the United States and internationally. Using sociological theories such as functionalism, conflict theory and symbolic interaction, students will analyze the role of athletics in society in general and look at particular athletic performances in selected sports. Other variables will be considered, including professional and amateur status, gender, social class, ethnicity, and disability status of athletes and how these variables affect social and personal identity and status, establish strong socializing role models for society, and become important issues in public discourse. The role of sports in rehabilitation, recreation, and in shaping standards of competitiveness and social values will be examined (Same course as SOC 2480).

WGS 2620 Diversity in Families 3 credits

Offered periodically within a three-year academic cycle

A popular image of the "family" is that of a male father and female mother and their children; a self-contained entity. This course explores why that image does not match reality and demonstrates that there are many different kinds of family, kinship, and household arrangements. These variations

are the products of custom, and are influenced by social, economic, and political variables/realities. The course examines the various forms families can take, the various roles family members perform, and the function of families in social life. Recent challenges to traditional families, the result of the struggles of people to survive and adapt to a wide range of societal situations, challenges, and changes will be considered. (Same course as SOC 2620).

WGS 2650 Sociology of Health and Health Care 3 credits

Offered periodically within a three-year academic cycle

Avoidable health inequalities arise from the environments in which people live, as well as political, social, and economic forces. This course examines factors such as: culture, gender, race/ethnicity, class, and age and their impact on health and treatment in the healthcare system. The experience of illness, the social and cultural factors of health and disease, the institution of medicine, and the healthcare system will be discussed. The course will also consider the relationships between healthcare providers and consumers. (Same course as SOC 2650).

WGS 2680 Sociology of Work 3 credits

Offered periodically within a three-year academic cycle

Examines how work is organized, how people experience it, and what it means to them. Explores different workplace structures and how people's places within them relate to their earnings and general wellbeing, including their identity and pride, autonomy, health, and safety. Studies occupational socialization, subcultures, and relationships. Considers how work - or the lack or loss of it - affects people off the job. Reviews how opportunities to get work and move up at the workplace are distributed and their relation to social inequality. Efforts to democratize and humanize workplaces through labor unions and other forms of collective action will be discussed. For all these areas, the role of race-ethnicity, gender, citizenship status, and class will be assessed (Same course as SOC 2680).

WGS 2760 Wealth, Poverty and Social Class 3 credits

Alternate years

Differential distribution of income, wealth, and power is found across the United States and the globe. The nature and extent of wealth and poverty, and the gradations in between, as well as social policies aimed at addressing inequality are the focal points for this course. How do we measure poverty? What causes poverty and why does it persist? Power relations and value systems underlying the distribution of resources will be considered. While emphasizing the U.S. larger global issues about wealth and poverty will be introduced. The intersection of global location, gender, race/ethnicity, and family background on wealth and poverty will be addressed. Key concepts introduced include: stratification, life chances, status and prestige, lifestyle, power and powerlessness, social mobility, and class conflict. (Same course as SOC 2760). *This course meets the General Education Diversity requirement.*

WGS 3050 Race, Class, Gender and Health 3 credits

Fall Semester

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

Pre or Corequisites: HW 1000 and junior standing.

WGS 3404 Sociology of Violence 3 credits

Every Year

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

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

WGS 3620 Victorian Literature 3 credits

Offered periodically within a three-year academic cycle

This course will cover British literature and culture during Queen Victoria's reign from 1837-1901. It was an age of

Charles Dickens, the Brontës, Jane Austen, George Eliot, Oscar Wilde, Lewis Carroll, Bram Stoker and many other well-regarded writers. It was also an age of urbanization, class and gender conflict, religious crisis, bureaucratization, imperial expansion, and an information explosion that parallels our own. (Same course as ENG 3620).
Prerequisite: Six (6) credits of English at the 1000-level.

WGS 3640 Deviance and Social Control 3 credits
Offered periodically within a three-year academic cycle
Examines people's behaviors and attributes that others come to believe are deviant. Reviews sociological theories that account for deviance. Explores different forms of social control that define and aim to prevent and inhibit deviance. Analyzes deviance as both a violation of social norms and a possible prelude to social change. The importance of deviance and social control theory to crime and criminal justice will be reviewed. Race, gender, and social class will be considered as factors that influence people's perceptions of people as deviant and how those people are treated. (Same course as SOC 3640, CJ 3640).
Prerequisite: Any 2000-level Sociology or Criminal Justice course.

WGS 3652 Gender Communication 3 credits
Alternate Years
Explores ways women and men accept, reject, and negotiate their social roles through communication. It looks at commonly-held stereotypes about femininity and masculinity, shows how language reinforces these, and offers strategies for change. (Same course as COM 3652).

WGS 3900 Women's and Gender Studies Senior Seminar: Selected Topics 3 credits
Spring Semester
This seminar will encourage students to reflect upon and synthesize concepts and experiences from their work as Women's and Gender Studies minors. The specific content selections depend on the professor's area of expertise. However, all seminars will include the following: reflections on the totality of the student's study of the women's and gender studies literature; reflections on how the women's and gender studies literature has been integrated into the student's academic program; and reflections on how the women's studies literature relates to and has application to the student's life.
Prerequisites: WGS 2000 and at least two other courses toward the Women's and Gender Studies minor.

Writing Program

The Writing Program offers foundational academic writing courses to all students as they make the transition from high school to college. Courses in the First Year Writing Program are taught in a workshop environment with smaller course caps and students receive regular feedback from their instructors and fellow classmates. The First Year Writing Program also works closely with the Writing Center and coordinates the placement of incoming students into WRIT courses.

For courses in Creative Writing, Journalism, and Professional Writing see Communication and English.

WRIT 1060 Academic Writing Process 3 credits

Fall and Spring Semesters

This course supports students in the transition to college-level writing, with emphasis on the importance of purpose, audience, and tone. Students will learn to focus their ideas, develop their voice, and construct organized essays. WRIT 1060 teaches students strategies for drafting, revising, and editing their written work for a variety of contexts. Students must earn a grade of C- or better to progress to WRIT 1400, Reading, Writing, Research I. This course cannot be taken on a Grade/Pass/Fail basis.

Prerequisite: Performance on Writing Assessment.

WRIT 1400 Reading, Writing, Research I 3 credits

Fall and Spring Semesters

This course introduces students to reading and writing at the college level, emphasizing the process of composing source-based essays to a specific audience and purpose. WRIT 1400 presents strategies for critical reading, purposeful revision, and reflection within a clear writing process. Time will be spent working on presenting ideas with clarity and correctness. *This course meets the General Education First Year Core requirement.*

Prerequisite: Successful completion of WRIT 1060 with a C- or above or demonstrated proficiency on the Writing Assessment.

WRIT 1500 Reading, Writing, Research II 3 credits

Fall and Spring Semesters

Advancing concepts introduced in WRIT 1400, this course focuses on research writing at the college level. Emphasis will be on developing a sound research process from inquiry to final product using strategies for applying research methods in order to locate,critically read, and evaluate diverse texts (scholarly, popular, print, media). Focus will be on presenting research in a comprehensive research writing project using appropriate rhetorical conventions. *This course meets the General Education First Year Core requirement.*

Prerequisite: WRIT 1400 or equivalent course experience.

Division of Continuing and Graduate Studies

The Division of Continuing and Graduate Studies (CE/Grad) at Curry College appreciates the unique needs of adult students and provides certificates, degree programs, and individual courses for personal and professional advancement. In general, the Division adheres to the overall College academic policies and procedures, as defined in earlier sections of this Catalog. Following are Continuing and Graduate Studies-specific policies and procedures. Additional course registration and campus information can be found in our Schedule Guides published for every semester.

CE/Grad's flexible schedule allows adults to enroll in credit and non-credit courses, part-time evenings or weekends in hybrid and fully online formats. Courses are offered in Milton and Plymouth. The College is committed to providing an educational experience that emphasizes academic quality and the development of individual talents and abilities.

A Continuing Education (CE) student is an individual who has officially registered through the Division of Continuing and Graduate Studies and whose primary course load at Curry is composed of evening and weekend courses offered in a face-to-face, hybrid, or online format. Any Continuing Education student who chooses to take a course before 4:00 p.m. during the fall or spring semester will pay tuition and fees commensurate with the standard full-time (i.e., day) student rate. Continuing Education students do not pay a student activity fee and, thus, are not eligible to use the gym facilities or participate in varsity sports and other student activities covered by the fee.

Summer and Winter Sessions

In addition to fall and spring semesters, two summer sessions and a short January wintersession are scheduled each year. Summer and wintersession courses vary in length to provide flexibility and convenience. Some courses are taught in an intensive format, meeting daily and/or on weekends for a one-, two-, or three-week period. Summer course schedule guides are available through the Division of Continuing and Graduate Studies and on the student portal generally in March of each academic year. Wintersession course schedules are generally available by November.

Academic Support & Campus Services

Academic and Career Advising

Our Advisors are available to help you make educational decisions as you are considering applying to Curry College and throughout your academic career. Our academic advisors are available by appointment to talk with you about career paths, certificate, undergraduate or graduate degree programs, transfer credit and degree requirements, course selection. To make an appointment, call the Milton campus at (617)333-2364 or Plymouth at (508) 747-2424. You can also reach our advisors by email at: ccce@curry.edu.

Academic Enrichment Center (AEC)

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

The Adult Center at PAL

The Adult Center at PAL (ACP) serves adult students who have a primary diagnosis of a language-based learning disability and/or AD/HD and who have average to above-average intellectual ability. The ACP offers one-on-one and small group support to help adult students develop their strengths and overcome obstacles so they can achieve greater success in the academic and professional world. An individual may be enrolled on a fee basis in the Adult Center at PAL whether they are registered for undergraduate or graduate courses at Curry, enrolled at another institution, or preparing to enter an undergraduate or graduate academic program. However, enrollment is limited, and priority is given to students enrolled in other Curry College courses. Curry College students can accumulate up to 6 credits for ACP courses, after which they can continue to enroll in ACP courses for no credit.

Bookstore

New and used textbooks for all Curry campuses can be purchased online via the Campus Bookstore at www.curry.bkstr.com. If you do not see a listing for your course online, or for students using book vouchers, please contact the Curry Bookstore by email at bookstor@curry.edu. In addition, textbooks for all Curry campuses can be purchased in person at the bookstore located on the second floor of the new Student Center at the Milton Campus. The Bookstore also carries a full line of Curry College clothing and gift items, school supplies, health and beauty products, snacks and beverages. Please call (617) 333-2322 for current store hours or visit the web at www.curry.bkstr.com.

I.D. Cards

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

Parking

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

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

Curry Student Web Portal & Student E-mail Accounts

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

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

Campus Safety

The Curry College Department of Public Safety's mission is to provide a safe and secure environment for the entire community. This encompasses all students, employees and everyone that visits the campus. Public Safety is everyone's responsibility; we ask the entire Curry College Community to get involved. The department provides services 24 hours a day, seven days a

week. Information regarding campus security and personal safety including topics such as crime prevention, College law enforcement authority, crime reporting policies, crime statistics for the most recent three year period, and disciplinary procedures is available upon request from the Curry College Public Safety Office, 1071 Blue Hill Avenue, Milton, MA 02186 or by calling (617) 333-2232.

Registration and Admission Information

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

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

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

By Mail:
Mail completed registration forms and payment to:

Division of Continuing and Graduate Studies
Milton Campus
Curry College
1071 Blue Hill Avenue
Milton, MA 02186-2395

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

By Phone:	**By Fax:**
Milton:	
(617) 333-2364	(617) 979-3535
Plymouth:	
(508) 747-2424	(508) 746-2531

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

Continuing Education
Undergraduate Admission Procedures

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

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

Applications to all programs are completed online. The following documents are required:

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

Special admissions requirements and procedures apply to the RN-BS and ACCEL nursing programs. See the website for additional details.

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

International Students
International students are required to be admitted to an undergraduate or graduate degree program as full-time students. Because international student admission, transfer credit, and visa paperwork is complex and takes time to process, the deadline is June 1, 2017 for attending Fall 2017, October 1, 2017 for attending spring 2018, and February 1, 2018 for attending Summer 2018 semester. Please meet with an academic advisor to discuss procedures.

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

Leadership Degree

The Bachelor Arts Leadership degree is offered through the Curry College Continuing Education program. Courses are delivered evenings in the hybrid and 100% on-line format.

Core Leadership Courses

Course #	Title	Credits
LDR 2000	Discovering the Leader in You	3
LDR 2100	The Tools of Leadership	3
MGT 3510	Leadership in a Global Environment	3
LDR 2300	Leading Virtual Teams	3
LDR 2400	Ethical Leadership	3
LDR 2500	Leading Change	3
COM 2180	Leadership Communications	3
LDR 3000	Strategic Leadership	3
LDR 3100	Action Learning Project I	3
LDR 3200	Action Learning Project II	3
	Total Core Leadership Credits	**30**

Support Courses—Choose 4 courses from the list below

AC 2100	Technology for Leaders	3
COM 2112	Conflict Management	3
COM 2230	Writing for Communications	3
COM 3040	Persuasion	3
COM 3050	Crisis Communications	3
MGT 2510	Organizational Systems & Processes	3
MGT 2500	Human Resource Management	3
PSY 2070	Motivation	3
PSY 2800	Social Psychology	3
	Total Required Supporting Credits	**12**

LDR 2000 Discovering the Leader in You 3 credits

Focuses on enhancing students' individual awareness, reflection, and effectiveness as leaders. Through a focus on self-assessment, offers students an opportunity to learn to appreciate the differences between themselves and others and deepen their understanding of what motivates people in the working environment. Organizations are only as effective as the individuals who work in them. In this program orientation, students are introduced to the methodologies and processes that are essential aspects of leadership: competency development and planning, action learning, and mentoring. In addition, students are assessed on their leadership capabilities and use the outcomes to determine the focus for development.

LDR 2100 The Tools of Leadership 3 credits

This course will expose the students to various tools and concepts that can be used to make them a better informed and more effective leader. The course will include a review of basic financial statements, budgeting and economic trends, forecasting, customer and supplier relationship management, risk management, and various other concepts and tools that can increase the leader's ability to lead. The course format will include lectures, business case discussions and hands on use of the latest technologies.

LDR 2300 Leading Virtual and Global Teams 3 credits

The team is the unit of the organization where most leaders begin to develop influence skills. A team can be defined as a group of individuals whom you directly manage or those

whom you influence on a project basis. Leading teams involves managing different personalities, cultures, and varying skill levels, while simultaneously securing resources and managing expectations of stakeholders. As the world becomes more connected, companies are increasingly using virtual teams. Building high performance virtual teams presents managers with special challenges that are not present in face-to-face teams. Through practicing in and observing team dynamics, students will determine the principles of building highly effective teams. The pragmatic approach used in this course combines learning through classic case situations and team research that connects theory with experience through team activities.

LDR 2400 Ethical Leadership 3 credits
The course considers leadership dilemmas that can arise when the individual's values conflict with those of the organization, or when a situation requires decisions with conflicting value sets. Within this course, students use case studies, their own experiences, and current events to examine actions leaders have taken and consequences faced when confronted with ethical dilemmas. Students will work with real-life ethical dilemmas for an understanding of and in-depth reasoning of the problem. They will develop an action plan for solving and preventing similar problems at the organizational and societal levels. From these exercises and discussions, students have an opportunity to develop a personal model for ethical leadership.

LDR 2500 Leading Change
3 credits
This course offers students an opportunity to develop the knowledge base necessary to lead and manage organizational change. The course begins with exploring the drivers and technologies most influencing organizational change today. Organizational strategies and structures and the optimal design for an organization will be addressed. The course will apply classic and contemporary change models, while evaluating both small- and large-scale corporate change efforts. The dynamics of change at the individual level will also be examined, as well as strategies to manage people through this change process. The format of this course will be interactive, with the goal of producing a degree of change in the understanding, skills and capabilities of each participant with respect to managing change.

LDR 3000 Strategic Leadership 3 credits
Strategic leaders look within and beyond their organizations to determine the right direction for action. Strategic leadership capability extends beyond operational excellence; it requires an appreciation of the external environment, the future, innovation, and change and the impact of all four factors on the organization. A common gap in leadership competence of today's administrators and managers is the ability to consider the role of the organization within its wider current and future technological, competitive, and economic environments. This course will build an understanding of the core concepts of strategy making and help participants achieve a strategic mindset. Based on these analyses, students will develop recommendations for success in organizations and in themselves.

LDR3100 Action Learning Project I 3 credits
This course will review and apply the outcomes of previous courses and facilitate their application to a leadership role. The course will examine how knowledge is transformed to application using role play to reveal and develop leadership skills, identify how to apply personal strengths to specific leadership circumstances, and offer structured instructor and peer commentaries and suggestions. This course will also work to glean information and wisdom from current literature on leadership (secondary data) and on the specific instances that you will lead. Students will research a current leadership topic through the use of personal research skills and the college library sources available and in a step by step process, construct and present a course paper.

LDR3200 Action Learning Project II 3 credits
The goals of this course are threefold: 1.) To gather primary data by means of survey and/or interviews, 2.) To produce a final project that will take two forms: a written document that synthesizes the information gathered in the literature search and the primary data gathered, and 3.) to make a public presentation of the findings of your project that demonstrate active application. Research methodology and guidelines and rubrics will be provided to establish frameworks for success.

Graduate Programs

- Master of Arts in Criminal Justice (MACJ)
- Master of Business Administration (MBA)
- Master of Education (M.Ed.)
  - Principal & Supervisor Licensure (PSL)
  - Certificate of Advanced Graduate Studies in Educational Leadership (CAGS)
- Master of Science in Nursing (MSN)

Mission Statement

The Division of Continuing and Graduate Studies at Curry College recognizes the dedication of adults committed to advancement through graduate education. Curry offers graduate degree programs, certificate of advanced graduate studies (CAGS), and graduate certificates designed to provide the knowledge, skills, and competencies needed to advance. Our graduate programs are designed to develop critical reasoning, intellectual rigor, and reflective practice. Each program delivers the curricular challenges that inform and cultivate personal and professional development.

Knowing that academic success is achieved through high levels of faculty and peer engagement, Curry ensures that graduate students work closely with expert faculty in small, individualized learning environments that nurture the development of creative, highly competent leaders. Through small classes and cohort-based delivery models, students come to know their faculty and fellow students well and benefit from these professional networks. Curry recognizes the unique challenges adults face in undertaking graduate work and responds with a full range of academic and advising services.

ACADEMIC POLICIES

Financial Aid Satisfactory Academic Progress

Whether enrolled on a full- or part-time basis, all graduate students must maintain Satisfactory Academic Progress (SAP) to receive financial aid.

Curry College has adopted the following SAP standards in accordance with the requirements of the U.S. Department of Education. These SAP standards are for financial aid purposes only and do not replace or override the academic policies of the College. Eligibility to continue enrollment at the College is defined below and in the Academic Policies and Procedures section of this Catalog. . All students are responsible for ensuring their adherence to SAP and all other academic standards.

Satisfactory academic progress for Graduate students includes four standards of measurement:

1. **Cumulative Grade Point Average (Qualitative) -** In order to retain financial aid eligibility, all graduate students enrolled in a degree program must maintain a minimum cumulative grade point average of 3.0 on a scale of 4.0. If a student's GPA falls below 3.0, their financial aid eligibility will be reviewed.
2. **Minimum Grade in Each Course -** The minimum passing grade in each graduate course is a B-. If a student receives a grade of C+ or below in any course, a review of their financial aid eligibility will result.
3. **Credits Attempted Versus Credits Earned (Quantitative)**
   All students must complete at least 67% of the credits they attempt. The 67% is based on a ratio of the cumulative number of credits a student has attempted versus the cumulative number of credits a student has earned.

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

   For example, a student who has attempted 18 credits must successfully complete at least 12 of those credits.

   For a part-time student, satisfactory academic progress will be evaluated at the end of each semester and the student will also be required to complete the same 67% of their credits to be considered to be making satisfactory progress and to be eligible for financial aid.

4. **Maximum Time Frame (Length of Study)**
   While the College allows up to six years to complete a graduate degree, financial aid does not extend over that time frame. Students must complete all of their degree requirements within the maximum allowable time frame which cannot exceed 150% of the published length of, or the required number of credits in, the program.

For example:

If the published length of a full-time master's program is two years and the number of credits earned for the degree is 36, the maximum time frame for completion is three years and the maximum credits attempted would be 54.

Regardless of whether a student is receiving financial aid during the time frame, all semesters and credit hours are used toward the maximum time frame. Once a student has exceeded the maximum time frame, the student will no longer be eligible for financial aid. If at any point within the course of their graduate program it becomes apparent that a student will be unable to meet SAP standards within the maximum time frame, the student will become ineligible for financial aid.

Satisfactory Academic Progress Reviews

All degree-seeking graduate students are evaluated for Satisfactory Academic Progress (SAP) at the end of the spring semester as part of the College's regular annual review process for all three of the standards of measurement outlined in the SAP policy. Regular annual reviews will occur when all grades and credit hours have been officially recorded by the Registrar.

Students who do not meet one or more of the SAP standards will become ineligible to receive financial aid and will be notified of their ineligibility by the Student Financial Services Office. A student may appeal the loss of financial aid by following the procedures outlined in the Regaining Financial Aid Eligibility section (see below).
Students who enroll in a semester following the annual SAP review and choose to appeal will be reviewed for adherence to the SAP standards at the end of that semester, regardless of when the appeal is received.

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

Regaining Financial Aid Eligibility

Enrolling without Financial Aid

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

The Right to Appeal

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

Appeal Process

A student may file an Appeal to the Appeals Committee in order to attempt to receive financial aid. The Appeals Committee consists of the Director of Student Financial Services, Director of Financial Aid, Registrar, Associate Registrar and the Assistant Vice President of Continuing & Graduate Studies.

Please note these appeals are separate from academic appeals.

Grounds for filing a financial aid appeal must be due to an extraordinary circumstance such as a documented serious medical condition or death of an immediate family member that interfered with a student's performance.

The student must file the Appeal and explain in detail why they were unable to maintain Satisfactory Academic Progress, and to detail their plan for returning to Satisfactory Academic Progress status. All appropriate supporting documentation should be included with the Appeal. Completed Appeals may be scanned and e-mailed, faxed or sent by U.S. mail to the committee. *Please note*: Incomplete Appeal forms cannot be reviewed by the Appeals Committee.

Appeal Forms are available in the Student Financial Services Office and in the Registrar's Office.
Please note: Incomplete Appeal forms cannot be reviewed by the Appeals Committee.
Completed forms should be returned to:
Appeals Committee
Curry College c/o Student Financial Services Office
1071 Blue Hill Avenue, Milton, MA 02186

Appeal Outcomes

The Student Financial Services Office will notify students in writing of the outcome of their Appeal within two weeks after the Appeals Committee has reviewed their Appeal. All decisions of the Appeals Committee are final.

Financial Aid Probation

If the student's Appeal for financial aid eligibility is approved, the student may be placed on Financial Aid Probation status. Probation status may be granted if the student's failure

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

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

Students who are on Financial Aid Probation, but who elect not to attend during the summer semester, will be eligible to receive financial aid for the fall semester and will be evaluated at the end of the fall semester. If a student meets the SAP standards at the end of the fall grading period, they will continue to remain eligible for financial aid for the spring semester. If a student does not meet the SAP standards at the end of the fall semester, they will become ineligible for financial aid until such time as they return to Satisfactory Academic Progress.

Academic Education Plans
Resulting from an SAP Appeal review process, an Academic Education Plan can be developed with a student. An Academic Education Plan may be offered as an option to students who are not meeting the SAP standards but who have a strong likelihood of regaining SAP and successful program completion while continuing to receive financial assistance.
The initial review of a student's SAP under the Academic Education Plan will take place at the end of the first semester in which a student is enrolled under the Plan and thereafter annually at the end of the Spring semester as long as a student continues to meet the terms of the Plan. Failure to meet the standards of the Academic Education Plan will result in financial aid ineligibility in subsequent semesters.

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

Transfer Credits
Students who have completed graduate coursework at an accredited institution of higher education may request an evaluation of up to six credits for transfer into a graduate degree program at Curry College. Only three credits may be eligible for transfer towards a Graduate Certificate. For a graduate course to be considered for transfer credit, it must have been completed prior to matriculation into a Curry graduate program and completed within the previous five years. Evaluation of courses for transfer credit is based on the content, applicability, and comparability relative to the graduate program requirements. Transfer credit will be considered only for those courses where a grade of B or better was earned. The Graduate Program Director has final determination regarding the eligibility and award of all transfer credit requests, and students are advised to speak with the respective Graduate Program Director regarding a transfer credit request. To apply for transfer credit, a student should obtain a Transfer Request form from the Division of Continuing and Graduate Studies and return the completed form along with the official college transcript, course description and syllabus from the appropriate college catalog. To obtain a preliminary evaluation, students may apply for transfer credit with an unofficial transcript. However, prior to the official award of transfer credit, official transcripts must be mailed directly from the sending institution and reviewed.

Degree Completion Time Limits
Students are expected to maintain good academic progress throughout their graduate program. All graduate program requirements for the award of a graduate degree must have been met in a time period not to exceed six (6) years following admission into the graduate program. Only in the exceptional case of hardship will an additional extension be considered by the Graduate Program Director.

Repeating a Course
Students who earn a grade of C+ or lower on their first attempt at a course may be required to repeat that course and may do so only once. The subsequent grade earned for the course will be recorded on the permanent student record along with the initial grade. Only the higher of the two grades, however, will be included in the overall grade point average calculation, and only the credits associated with the higher grade will be included in the credits earned toward

graduation. A graduate student must maintain a minimum grade point average (GPA) of 3.0 to remain in good academic standing.

Course Refund Policy
Students who withdraw from a graduate level course may be eligible for a refund depending upon the date of withdrawal. Full refunds will be made only if a course is cancelled or if the student drops the course prior to the first class. It is the student's responsibility to be aware of the course refund schedule. This information is provided in the term Schedule Guide and on the College web portal under Tuition and Registration Information.

Course Withdrawal
Every eight (8) week, fifteen (15) week and intensive course has a clearly defined course withdrawal schedule. Students have until the end of the 5th week to withdraw from an 8-week course and through the end of the 10th week to withdraw from a 15-week course. When a student withdraws from a course, the "W" will become part of the student's academic history and will remain on the transcript permanently. If a student repeats a course, the new grade will be recorded on the transcript, and the "W" will remain but will not be calculated into the GPA. A withdrawal ("W"), however, will be used to determine a student's academic progress, and a student may be placed on Academic Review if the earned hours divided by the attempted hours falls below 67%. A student's attempted credits are calculated based on the initial start date and not from the current term.

Program Withdrawal
A graduate degree student who seeks to withdraw from the College should obtain the official Withdrawal Form from the Division of Continuing and Graduate Studies. A student must complete the official Withdrawal Form and return it to the appropriate Graduate Program Director. Nonattendance does not constitute an official withdrawal and students are responsible for all academic work until officially withdrawn.

Readmission Policy for Graduate Students
To apply for readmission into a graduate program, a student should contact the Division of Continuing and Graduate Studies Office to initiate the process. Readmission to a graduate program is contingent upon approval of the respective Graduate Director. Readmission decisions are based on a number of factors including the student's prior graduate history, outstanding coursework needed to complete the degree, program curricular changes, and good financial standing with the College. Readmission to a graduate cohort program is also contingent upon space availability.

Academic Integrity Policy
The College policy is detailed in the Academic Policies and Procedures section of this Catalog.

Administration of Leave of Absence
On an exceptional basis, a student may need to request a Program Leave of Absence with the intention of resuming their studies typically after one semester or less. A student may only apply and be granted a Program Leave of Absence for one semester at a time. Additional semester program leave requests must be requested in writing and will be subject to an additional Continuation Fee. For each semester that a student is granted a Leave of Absence, a student is charged a $95 Continuation Fee. The Division of Continuing and Graduate Studies oversees the administrative process for graduate students who request a Program Leave of Absence.

Students should access the Leave of Absence Request Form online from the Curry Portal. The form details the policies and procedures related to a Program Leave of Absence Request and requires students to provide a brief explanation for their request. Online request forms should be submitted to the Division of Continuing and Graduate Studies office via the respective graduate program email address. Each Leave of Absence request will be reviewed promptly by Graduate Studies Advisors and the Graduate Program Director Students are notified about the status of their request within one week.

Academic Dismissal
A student may be dismissed from the College if his or her academic record does not meet the standards for good academic standing during the semester of probation. A student may also be subject to dismissal from the College for academic dishonesty, which includes plagiarism. Plagiarism is defined as taking the work of another as if it were one's own, including the use of text and internet sources without proper citations. Academic integrity is of highest importance in an institution of learning and the College expects it from all Curry College students.

Administrative Dismissal
A student may be dismissed from the College for not abiding by administrative policies such as, but not limited to, the Curry College sexual harassment policy, meeting financial obligations to the College, failure to demonstrate responsible

and safe behavior, or contributing to a hostile learning environment. Graduate students are expected to follow the Curry College Code of Conduct. A copy of a student's dismissal notice will be placed in the permanent academic file.

Appeal Process

A student may appeal an academic standing decision or other academic policy decision by submitting an Academic Petition form, available from the Registrar's Office or academic advisor. The Graduate Program Director and the Assistant Vice President of Continuing & Graduate Studies review appeal petitions. Students may receive assistance with any aspect of the appeal process, including advice on stating the basis for the petition, by contacting their respective academic advisor.

Final Grade Appeals

A student has the right to dispute a final grade for a graduate course. The student is responsible for initiating the grade appeal process at the beginning of the subsequent semester following the award of the disputed grade. First, the student must meet with the professor to discuss the resolution of the grade. If the student is not satisfied with the outcome of this discussion, the student can present the dispute in writing to the appropriate Graduate Program Director. Both the student and the professor may be present for the discussion with the Graduate Program Director. If, at this step in the process, the student or professor is not satisfied with the outcome of the appeal process, either party may initiate a meeting with the Assistant Vice President of Continuing & Graduate Studies through a written request. Both the student and professor may be present for the discussion with the Assistant Vice President of Continuing & Graduate Studies. When necessary, a final grade appeal may be reviewed by the Graduate Curriculum and Policy Committee to ensure that the process has been fair and fully followed. The decision of the Assistant Vice President of Continuing & Graduate Studies is final. A final grade appeal should be resolved by the end of the subsequent semester following the initial grade award

Mission

The mission of the Curry College Master of Arts in Criminal Justice (MACJ) program is to provide students with the intellectual and pragmatic skills needed to become effective leaders, reflective practitioners, and ethical administrators of criminal justice agencies. The MACJ program and curriculum outcomes are designed to develop the critical thinking and problem-solving skills criminal justice practitioners need to effectively address contemporary societal problems with innovative, ethical, and evidenced-based solutions.

The program is geared toward practitioners in law enforcement, the courts, corrections, and other criminal justice organizations seeking advancement to leadership positions, as well as college graduates eager to pursue or advance a career in the criminal justice field. The MACJ program provides students with the necessary skills to be effective and innovative criminal justice leaders and with the abilities to collaborate with communities, criminal justice agencies, and other organizations to address complex criminal justice problems.

Program Rationale

As the 21st century unfolds, the criminal justice community has increasingly recognized the importance of pursuing formal higher education to complement the training provided by the professional academies. By drawing upon advanced education to support the development of a more sophisticated set of analytical and problem solving skills the educated criminal justice practitioner is better prepared to address the inherent challenges of leading criminal justice agencies working with increasingly diverse communities. The development of problem-solving skills requires an educational experience that emphasizes reflective, creative, and critical thinking.

In the criminal justice field, effective leaders must balance not only efficiency and effectiveness but they also deal with a complex social world recognizing important social values such as equality and justice. Curry's MACJ program recognizes these real world challenges and prepares leaders with the skills and knowledge they need to develop, implement, and evaluate effective solutions that are also just, sustainable, and progressive. Our program emphasizes evidenced-based applications intended to build and strengthen cultures of integrity within criminal justice organizations and the larger communities where they are nested—values in action.

Four Cornerstones

Graduates of the Curry College Master of Arts in Criminal Justice program develop applied skills and gain an in-depth understanding in the four program cornerstones: Public Administration, Ethical Leadership, Problem-solving, and Innovation.

- **Public Administration:** Students will define and integrate theoretical and practical issues related to organizational development and behavior and build management skills in the areas of communication, collaboration supervision, planning, and evaluation
- **Ethical Leadership:** Students will develop the skills needed to be an ethical leader in a criminal justice organization, including personal assessment, reflective practice and critical thinking, conflict resolution, and understanding the community dynamics that are affected by the solutions implemented by the criminal justice system. Ethical leadership is aimed towards what works for the common good—framing justice with a social lens
- **Problem-solving:** Students will develop the ability to address problems facing criminal justice organizations though the integration of criminological and social theory with research and evidence-based analysis to assess how data and other types of information can be translated into effective and ethical policies and programs
- **Innovation:** Students will develop the ability to think critically and creatively using evidence-based analysis to address problems through novel and ethical solutions that can be evaluated through different frames of reference. In today's dynamic world of criminal justice, technology plays an increasingly important role in developing, implementing, and evaluating innovative solutions

Master of Arts in Criminal Justice

Grades and Academic Standing

The minimum passing grade in each course is a B-. A grade of C+ or lower in any course is cause for academic review. Students must maintain a minimum grade point average of 3.0 to remain in good academic standing. Academic review will take place if the GPA falls below a 3.0. Students must also maintain a satisfactory rate of progress measured by cumulative attempted credits. A student is making satisfactory progress when at least 67% of attempted credits have been completed with a passing grade. The complete Graduate Academic Standing policy can be found in the Graduate Studies Policies section of this Catalog.

Enrollment and Application for Admission

The cohort program has rolling admissions. Prospective students should submit their application by August 1 to enroll in September. The specific admissions requirements for the Master of Arts in Criminal Justice are outlined on the Graduate Programs website. Application forms for the program are available at both campus locations or may be downloaded from the Graduate Programs website at: http://www.curry.edu/macj

Cohort Enrollment Policy

Curry College's MACJ is a cohort program with classes held one evening during the week. The academic year is comprised of three semesters made up of two, 8-week terms each semester. Students enroll in two consecutive 8-week courses each semester– Fall Semester (Term I and Term II); Spring Semester (Term III and Term IV); and Summer Semester (Term I and Term II). Students entering the Curry MACJ commit to continuous enrollment in a "cohort" format. Program pedagogy is designed for optimal learning through the cohort experience. Therefore, once enrolled changing cohorts is not an option, except for extraordinary reasons. Extraordinary reasons, for example, are documented health or family emergencies. Students will not be allowed to delay their program or shift cohorts for issues such as management of their reimbursement funds or short-term work related pressures. Students who request to delay continuous enrollment in their cohort must make a formal request in writing to the Director of the MACJ Program. The request must include documentation of the 'extraordinary' reason for changing the cohort sequence. The Director and/or the Assistant Vice President may request further information. Decisions are made by the Director of the MACJ Program, with final approval or rejection by the Assistant Vice President of Continuing and Graduate Studies. All decisions are final.

Graduate Student Code of Conduct:

The MACJ program is committed to promoting ethical standards within the field of criminal justice, and as such, it holds the students to the highest standards of honesty and integrity. The MACJ program is grounded in four cornerstones: Ethical Leadership, Innovation, Problem Solving, and Public Administration. The Academic Honesty statement is detailed in the Academic Policies and Procedures section of this Catalog and the MACJ Student Handbook, and due process for potential violations is detailed in that section. In addition, for alleged violations of the Student Code of Conduct, including any disruptive, intimidating, or hostile behavior in the learning environment toward students or faculty, a team shall be convened to investigate such allegations. This team shall include the Co-Director(s), at least one MACJ-involved faculty and the Assistant Vice President of Continuing Education and Graduate Studies (or his/her designee). This team reserves the right to place students on academic probation or to administratively dismiss any student who is found in violation of the Code of Conduct.

The Curriculum

The accelerated, 31-credit Master of Arts in Criminal Justice program consists of ten courses and may be completed in less than two years. The curriculum sequence begins by developing a foundation of knowledge in the four program cornerstones: public administration, ethical leadership, problem- -solving, and innovation.

Students complete the entire program over ten, eight-week terms beginning with the course, *Leadership in the 21st Century,* followed by *Social Policy and the Administration of Justice, Criminology: Theory and Application, Methods of Inquiry in Criminal Justice, and Criminal Justice Data Analysis.* These five MACJ courses provide the intellectual and practical foundation necessary to complete the subsequent coursework. The MACJ program coursework culminates in a Capstone course, Innovation in the Administration of Justice, which requires students to complete a substantive group project addressing a contemporary criminal justice problem through the application of an innovative, applied research and problem-solving approach.

Thesis Option

Students interested in pursuing an advanced graduate degree (Ph.D. or C.A.G.S.) beyond graduation will have the option of completing two independent courses over two traditional semesters. The student develops an in-depth concept paper for review and approval by the MACJ Director and a professor with expertise in the selected topic. The thesis option is contingent on high academic performance in the program, the viability of the thesis proposal, and the ability to complete the thesis over two sequential semesters. Students work closely with a professor who serves as a mentor throughout the duration of the thesis. Thesis students complete all courses except MCJ 6045 Contemporary Issues in Criminal Justice: Analysis and Application (or MCJ 6040, depending upon scheduling and timing of the student thesis and group project) and MCJ 7000 Innovation in the Administration of Justice, which are replaced by MCJ 7500 Master's Thesis I: Thesis Foundation and Prospectus (3 credits) and MCJ 7600 Master's Thesis II: Thesis and Defense (4 credits). Specific scheduling will be worked out with the mentor professor and the MACJ Director (see course descriptions in the following section).

Internship Option

For students seeking career entry into a criminal justice agency, MCJ 6090: MCJ Graduate Internship (3 credits) is available as an elective course in place of MCJ 6040: Contemporary Issues in Criminal Justice or MCJ 6045: Contemporary Issues in Criminal Justice: Analysis and Application, or MCJ 6080, Elective, Special Topics, Research Writing Intensive, with the approval of the MACJ Director.

Program Curriculum (31 credits)

FIRST SEMESTER

MCJ 6005 Leadership in the 21st Century
MCJ 6010 Social Policy and the Administration of Justice

SECOND SEMESTER

MCJ 6015 Methods of Inquiry in Criminal Justice
MCJ 6080 Elective: Special Topics, Research Writing Intensive

THIRD SEMESTER

MCJ 6025 Criminal Justice Data Analysis
MCJ 6036 Criminal Justice Organizational Management: Change and Resource Allocation

FOURTH SEMESTER

MCJ 6020 Criminology: Theory and Applications
MCJ 6040 Contemporary Issues I

FIFTH SEMESTER

MCJ 6045 Contemporary Issues II
MCJ 7000 Innovation in the Administration of Criminal Justice

MCJ 6005 Leadership in the 21st Century **3 credits**

This course examines modern methods of leadership and administrationin criminal justice organizations with a focus on problem-solving and innovation. The goals of criminal justice organizations are examined from historical, theoretical and practical perspectives with an emphasis on effective models of leadership and reflective practice. Using evaluation instruments such as the Myers-Briggs Type Inventory, students complete self-assessment evaluations to discover their individual approaches to interpersonal communication, leadership and decision-making. Topics covered include: leadership development, problem-oriented policy and practice, the functions of a public service organization, methods for decision-making, and innovation in strategy, and vision and planning. Accountability issues of managers to both the administration and line level workers are emphasized.

MCJ 6010 Social Policy and the Administration of Justice **3 credits**

Recognizing that leaders and administrators of criminal justice agencies must be cognizant of social policy issues, including unintended consequences and ethical considerations of current and emerging social policies and laws, this course examines contemporary social policy and law issues within the macro-political environment in which justice administrators must lead their organizations. The course will examine the dynamic role of criminal and civil law, both 'on the books' and its translation in 'street levelbureaucracy'.

MCJ 6015 Methods of Inquiry in Criminal Justice **3 credits**

This course examines how to conduct criminal justice research and how leaders can be better consumers of criminal justice research and other types of information relative to the needs of their agencies. The relationship between theory, research, and practice is examined, leading students to develop an understanding of the differences between quantitative and qualitative research while exploring various methodological designs. Problems and errors associated with sampling, analysis of data, interpretation of results, and research limitations are presented. Important issues in criminal justice research are discussed including ethics, confidentiality, and vulnerable populations.

MCJ 6020 Criminology: Theory and Application **3 credits**

Theories of criminology are examined from historical, empirical, and policy perspectives. Using the major criminological theories which explore crime and its' etiology, students will explore and deconstruct the strengths and weaknesses of both historical and modern theories, with special attention to the role of theory in policy-making. Individual, structural, and social process theories are examined, with special attention to risk and protective factors in inhibiting or promoting crime. The behavior of criminal law will be explored.

MCJ 6025 Criminal Justice Data Analysis **3 credits**

This course provides students with an understanding of how criminal justice research is conducted and how one systematically evaluates quantitative research reported in the criminal justice literature. Traditional data analysis, including the topical areas of measures of central tendency and dispersion, probability, sampling distributions, and univariate and multivariate techniques for hypothesis testing are examined. Students learn how to select appropriate statistical tests and how to properly interpret results. Utilizing analysis software such as SPSS or MS Excel, students perform analysis on a variety of criminal justice data.

MCJ 6036 Criminal Justice Organizational Management: Change and Resource Allocation **3 credits**

As public administrators must navigate changing internal and external environments, this course focuses on planned change, with an emphasis on risk assessment, innovation, problem-solving, resource management, and ethical decision-making within criminal justice agencies. The course will examine the allocation of human and fiscal resources, including human resource planning (hiring, promotion, training, and assignment), the legal rights and responsibilities of public employers and employees, ethical issues in human resource management, sustainability, collective bargaining and impasse resolution, and related issues of budgeting and securing alternative fiscal resources such as grants as they relate to organizational change.

MCJ 6080 Elective: Special Topics, Research Writing Intensive **3 credits**

This course will present a "deep dive" on a relevant contemporary criminal justice topic with a special focus on strengthening research writing. Working through the specific topic, students will learn to write a comprehensive literature review, using scholarly sources. There will be a special focus on developing information literacy and organizing extant research materials in writing. Connections to the cohort's collaborative project may be prioritized in the selection of topics.

using scholarly sources. There will be a special focus on developing information literacy and organizing extant research materials in writing. Connections to the cohort's collaborative project may be prioritized in the selection of topics.

MCJ 6040 Contemporary Issues in Criminal Justice 3 credits

This course examines topical issues emerging in criminal justice and is designed to respond to the contemporary justice environment with a focus on innovative, ethical, problem-oriented approaches to various criminal justice issues, problems, and crime types. Specific topical issues will focus and align with the capstone project completed in MCJ 7000: MCJ Innovation in Criminal Justice. *Specific topics will vary, but could include domestic or community violence, policing, criminal procedure, juvenile justice, diversity in the justice system, inequality, corrections, or crime mapping/technology innovations.

MCJ 6045 Contemporary Issues in Criminal Justice: Analysis and Application 3 credits

This course deepens knowledge of the topical issues examined in MCJ 6040 through an analysis and/or application component that provide a hands-on perspective. Class projects and requirements are selected based on the topical content in MCJ 6040 and the capstone project completed in MCJ 7000. Students selecting the thesis or internship option may not be required to take this course (pending MACJ Director approval). Specific topics will vary, but could include domestic or community violence, policing, criminal procedure, diversity in the justice system, juvenile justice, inequality, corrections, or crime mapping/technology innovations.

MCJ 6090 MCJ Graduate Internship 3 credits

Graduate students with no previous work experience in a criminal justice setting may request a placement in a criminal justice or community service setting and supervision by a graduate faculty member. Approval of MACJ Director is required.

MCJ 7000 Innovation in the Administration of Justice 4 credits

Serving as a final capstone assessment instrument, students assume the role of a criminal justice leader to examine employee motivation, organizational and community culture, group dynamics, interpersonal and public communication, and how the ethics of management and labor impact the effectiveness of problem-solving and innovation. Basic intervention strategies for negotiating and resolving disputes and conflicts in criminal justice settings are reviewed with an eye toward innovative and ethical approaches. This course integrates the curriculum with the capstone project. Working with a faculty mentor, students are required to work as a team to address a real-world issue facing a criminal justice or community agency. Students work together to develop a comprehensive, innovative, ethical, and evidence-based approach to address this issue. Students approved for the thesis option are not required to complete MCJ 7000.

MCJ 7100 Independent Study 1 to 3 credits

Allows students to pursue particular research interest that is not normally a part of the MCJ curriculum or a part of the Capstone Seminar I or II. Working individually with a graduate faculty mentor, MCJ 7100 could involve either directed reading or independent research. Approval of MACJ Director required.

MCJ 7500 Master's Thesis I: Thesis Foundation and Prospectus 3 credits

In this first of two sequential courses, the thesis student will integrate knowledge and understanding developed in the core curriculum to prepare a thorough and analytic research prospectus on an appropriate thesis project topic. The prospectus will include a literature review, a compilation of resources and databases to be used in the research, a detailed research methodology, and an appropriate bibliography. The research project will be completed in Master's Thesis II. Approval of MACJ Director is required.

MCJ 7600 Master's Thesis II: Thesis and Defense 4 credits

The student will complete the thesis project begun in Master's Thesis I by initiating the individual research project, gathering data, sorting and identifying key variables, and integrating their findings within the context of the criminal justice theory and literature. The student critically analyzes the data and draws summary conclusions, prepares a written thesis and publicly defends their findings in an open forum. After successfully defending the thesis, the written thesis is bound and catalogued in the Levin Library for public use. Successful completion of MCJ 7500 and the approval of MACJ Director are required.

Master of Business Administration

Four business-critical themes are central to Curry College's Master in Business Administration (MBA). The unique framework for the model of business excellence integrates:

I. Leadership and Ethics
II. Strategic Planning
III. Decision-Making Tools
IV. Problem Solving

Prerequisites:
The Common Body of Background Knowledge
Prerequisite courses are an important foundation of the MBA curriculum. Because this unique degree accepts students with diverse disciplinary backgrounds, the prerequisite courses ensure a common 'language' of business. Through their professional achievements, students may have achieved a minimum level of background knowledge in some areas of business. However, all students must have completed coursework in the seminal disciplines of economics, accounting, and statistics.

Therefore, students must complete the following courses in preparation for their graduate program:

- **Principles of Economics – Micro or Macro**
- **Financial Accounting or Accounting 1 & 2**
- **Statistics**

MBA Course Transfer Policy
At the discretion of the MBA Director, up to two courses may be considered for transfer into the program. Transfer credit will only be awarded for courses taken in a Master of Business Administration program. Students must have received a grade of "B" or better. Courses from graduate programs other than an MBA program are not transferable. Once a student is matriculated at Curry College, no transfer credit will be allowed. To have coursework reviewed for transfer credit, students must submit all original syllabi and transcripts. All decisions are final. Because Curry's MBA is cohort-based, it is important that courses are taken in sequence with the entire group to help develop teamwork and group process skills.

Cohort Enrollment Policy
Curry College's MBA is a two-year cohort program with classes held one evening during the week. The academic year is comprised of three semesters made up of two, 8-week terms each semester. Students enroll in two consecutive 8-week courses each semester– Fall Semester (Term I and Term II); Spring Semester (Term III and Term IV); and Summer Semester (Term I and Term II). All courses are delivered in a "hybrid" format. Each Milton course typically meets in the physical classroom five of the eight weeks and online for the other three weeks. The Plymouth campus is a "50/50 hybrid" format and meets four weeks online and four weeks in the physical classroom. Students entering the Curry MBA commit to continuous enrollment in a cohort format. As a cohort, students complete the 12 courses in the Program by taking six courses each year for two years. Program pedagogy is designed for optimal learning through the cohort experience. Therefore, once enrolled, changing cohorts is not an option, except for extraordinary reasons. Extraordinary reasons, for example, are documented health or family emergencies. Students will not be allowed to delay their program or shift cohorts for issues such as management of their reimbursement funds or short-term work related pressures. Students who request to delay continuous enrollment in their cohort must make a formal request in writing to the Director of the MBA Program. The request must include documentation of the 'extraordinary' reason for changing the cohort sequence. The Director and/or the Assistant Vice President may request further information. Decisions are made by the Director of the MBA Program, with final approval or rejection by the Assistant Vice President of Continuing and Graduate Studies or designee. All decisions are final.

Grades and Academic Standing
The minimum passing grade in each course is a B-. A grade of C+ or lower in any course is cause for academic review and necessitates repeating the course. Students must maintain a minimum grade point average of 3.0 to remain in good academic standing. Academic review will take place if the GPA falls below a 3.0 or for an individual course grade of less than a B-.

Students must also maintain a satisfactory rate of progress measured by cumulative attempted credits. A student is making satisfactory progress when at least 67% of attempted credits have been completed with a passing grade. The complete Graduate Academic Standing policy can be found in the Graduate Studies Policies section of this Catalog.

Capstone Scheduling Policy

Students must take the "capstone module" - MBA 7600 and MBA 7610 - at the end of their MBA program. Students must complete all other required coursework prior to entering this module.

Capstone Travel: Many of the Capstone projects include an opportunity to travel in study of the topic and client business-related activities. The costs related to travel area not included in the tuition and are optional. Details of previous Capstone travel, costs and benefits will be discussed during orientation and throughout the first 10 courses of the program.

Students who, for extraordinary reasons, must cycle out of the program for a term or semester may have to join another cohort to complete their capstone module, if they have not been able to complete all required prerequisite coursework.

Curry College has a rich history as being a "School of Elocution" including leadership from the first Chancellor, Alexander Graham Bell. Throughout the program, students are required and encouraged to develop excellent presentation skills working with the instructors in the Curry College Speaking Center. All video and other artifacts of presentations and course work are the property of the school and may be used for the advancement of the College.

REQUIRED CURRICULUM AND COURSE SEQUENCE

The unique format of Curry College's MBA Program pairs a theory-based with an application-based course each semester. Six eight-week courses are offered over three semesters per year (Fall I and II, Spring I and II, Summer I and II). Students take two courses consecutively each semester. In the summer, courses meet for 7 weeks.

First Semester		
MBA 6000	Human Resource Management for Competitive Advantage	3
MBA 6010	Business Law and Corporate Governance	3
Second Semester		
MBA 6400	Management of Information and Technology	3
MBA 6300	Strategic Managerial Economics	3
Third Semester		
MBA 6200	Managerial Accounting	3
MBA 6210	Strategic Financial Management	3
Fourth Semester		
MBA 6320	International Business	3
MBA 6410	Strategic Marketing	3
Fifth Semester		
MBA 6510	Supply Chain Management and Operations Analysis	3
MBA 6500	Strategic Process and Planning	3
Sixth Semester		
MBA 7600	Strategic Consulting Project: Capstone Foundation	3
MBA 7610	Strategic Consulting Project: Capstone Recommendations	3
Total Required Credits		**36**

Throughout the MBA Program, students are exposed to a variety of teaching and learning strategies including: lecture, discussion, case analysis, problem-solving, group- and team-building exercises, guest lecturers, computer simulations, and e-learning.

MBA 6000 Human Resources Management for Competitive Advantage 3 credits

This course will define and articulate tactical and practical critical factors that affect behavior, policy creation and adherence to the human resource management of the enterprise.

People are the defining difference in companies. This course will explore Culture, Motivation, Ethics, Recruitment, Selection, Retention, Training and Development, Compensation, Power and Politics, Interpersonal Relationships, Evaluation of Performance, and Labor Law considerations. As a result, students will be equipped to proactively manage people through applied planning techniques for the company and employees to meet mutual goals. Students will be able to improve their ability to navigate organizational systems as well as the management and leadership of individuals and teams in large and small organizations.

This course is about scholarship, teamwork, discussions and research with colleagues from different professional and industrial backgrounds, giving you opportunities to develop your thinking beyond what is usually possible given the time pressures on the job. In discussions, you will be able to benefit from the experiences of a diverse group of peers with different approaches to considering and solving business problems.

Performance in this course will depend on your ability to appropriately apply the course material to cases and current situations. You will apply your knowledge of Human Resources strategies and organizational dynamics to specific problems and seek out missing perspectives that will help you avoid unintended consequences of your decisions.

MBA 6010 Business Law & Corporate Governance 3 credits

This course examines business contracts and corporate governance to anticipate legal problems, analyze how to avoid them, and employ principles in competent decision making. In order to achieve sustainable competitive advantage, business managers must understand the elements of contract law and their application to the business environment. Further, it is important to develop an understanding of the legal and ethical issues that corporate boards and CEOs encounter. This course will explore contracts, bankruptcy law and labor law, as well as the growing importance of corporate governance. The student will review the role of the board of directors, management, audit committee, shareholder interests, and the executive involvement in developing a good corporate governance culture.

The student will utilize the case method for evaluating problems and analyzing information and apply the course material to case studies involving contemporary legal and ethical challenges in various business settings. The student will demonstrate knowledge of corporate governance, contract formation, various forms of contracts, and other laws that affect business (such as bankruptcy law and labor law) through teamwork, discussions, and application of learned material to problem-solving.

MBA 6200 Managerial Accounting 3 credits

Managerial Accounting will take the student beyond the preparation of financial statements and cost accumulation to the analysis of accounting information and the decision making policies and procedures that are enhanced by the systematic collection and reporting of financial data. Topics include cost analysis for decision-making and performance evaluation; strategic cost analysis; management control systems; income measurement; assets and liabilities; income taxes; statements of change in financial position; and capital budgeting. The emphasis of this course will be on the application of acquired accounting information and analytical techniques, to problem resolution and decision-making.

MBA 6210 Strategic Financial Management 3 credits

This course provides an opportunity to learn about investment and financing. The investment decision allocates scarce resources for projects in the organization and involves asset valuation, capital budgeting, and time value of money, risk management, and working capital management. The financing decision determines sources of cash to finance the investment decisions and involves capital structure, financial instruments, the risk-return Trade-off, financial planning, and the cost of capital. Ethical considerations and management in the global context are integrated into these topics. The emphasis of this course will be on the application of acquired financial information and analytical techniques, to problem solving and decision-making.

MBA 6300 Strategic Managerial Economics 3 credits

This course uses economic theory and tools to examine how a firm can make optimal managerial decisions in the face of the constraints it faces. It looks at three levels. First, it uses the theory of the firm as a unifying theme to examine the managerial decision-making process. Second, it then introduces a number of special topics such as firm architecture, industry analysis and competitive strategy, risk management, and international economies of scale. Third, it introduces an

international view into managerial economics to reflect the globalization of production, distribution, and competition in today's world.

MBA 6320 International Business 3 credits
This course will introduce the student to the discipline of international business. This course will demonstrate the uniqueness of the international business environment and focus on aspects of business skills necessary to compete in the global arena. International Business addresses the creation of competitive advantage in the multinational firm as well as the complexities of managing a multinational firm. Course emphasis will include economic, social, cultural, legal, and environmental influences on the formulation and execution of the business policy of firms engaged in multinational business. Students will explore the forces of regionalization and globalization and the functions, problems and decision-making processes of multinational business organizations. This course will include examination of the strategies and structures that both local and multinational firms adopt and explains how firms can perform their key functions (production, marketing, R & D, finance, human resource management) to compete successfully in the international business environment. Considerations include the nature of global industries and global competition to assist managers in understanding how to create and administer a successful global strategy. Specific topics include: trends, challenges and opportunities of globalization, the cultural environment, the economic and political environments, international trade theory, government influence on trade, regional economic integration, Country Analysis Framework, and CAGE Analysis Framework.

MBA 6400 Management of Information and Technology 3 credits
Information Technology is an integral discipline in establishing the competitive positioning of businesses and how they are managed. The infrastructure of business organizations relies on the IT structure and is a part of determining the strategy of the organization. The strategies of goal setting, positioning, and communications influences the success of an organization. Through use of case studies and hands-on technical sessions, this course will explore the process a manager follows in order to make informed decisions regarding the planning, implementation, and use of information and technology within an organization.

MBA 6410 Strategic Marketing 3 credits
This course stresses the strategic application of broadly accepted marketing concepts to the ever-changing global markets of today. The students will explore the strategic role of marketing within business firms and nonprofit organizations. Topics will include: industry and competitive analysis, customer analysis and consumer behavior, market segmentation, market research, distribution channel policy, product policy and strategy, pricing policy, advertising, sales force management, brand management, industry marketing, and services marketing. Based on weekly cases, readings, lectures, and research students will prepare weekly presentations to enhance discussion of the topics.

MBA 6500 Strategic Process and Planning 3 credits
This course examines business and corporate strategy. The focus is on strategic management, the process of choosing and defining purposes and objectives, formulating and implementing a viable strategy and monitoring strategic performance. The course develops a structure for strategic decision-making, which may be applied to all analytical challenges in the MBA program. Student cohort teams will develop their expertise using strategic analysis tools.

MBA 6510 Supply Chain Management and Operations Analysis 3 credits
This course helps students develop an understanding of the concepts and skills needed for the design and control of operations for service and manufacturing organizations. Operations management is a central skill for all managers, in every function, in manufacturing and service businesses; as well as non-profit and military organizations. We take a strategic approach to the design of an "Operating System" with a focus on the strategic role of operations and technology decisions, and with an emphasis on the integration of R&D, operations, and marketing. The course will emphasize the quantitative and qualitative analyses and techniques that are useful in making decisions on production facilities and capacity, choices of technology and equipment, process design, human resources, and control of operations. This course incudes techniques for optimizing many critical business strategy and operations management decisions such as production capacity, distribution network design, input/output distribution, Materials Resource Planning (MRP), reorder point computations, distribution and logistics management, and production and workforce scheduling.

MBA 7600 Strategic Consulting Project: Capstone Foundation 3 credits

As the Capstone Project Foundation, this seminar is designed to explore changing issues that strategic managers face in the global business and organizational environment. Working with faculty mentors and a sponsoring organization, students use past course materials and knowledge learned as well as personal business experiences to begin addressing the agreed upon client project scope. The client Statement of Work contains the project scope and is the guiding document for the project with identified goals and deliverables. Project development includes forming the consulting organization, "hiring" the Project Manager, and electing the Team Leads. The newly formed consulting organization formed from the cohort discovers industry best practices with thorough research in appropriate areas for the consulting project foundation. Where applicable, students may choose a "global component" to their capstone experience, which may include overseas travel. Countries and companies change with each course. Students who cannot take advantage of the global experience will continue with the "domestic component" to the project.

MBA 7610 Strategic Consulting Project: Capstone Recommendations 3 credits

This seminar continues the foundation work of MBA 7600 and bridges the gap analysis towards the final project presentation. Creative recommendations are discussed based on research, client interactions, and other business activities. Collaboration with a faculty mentor along with the consultant cohort demonstrates mastery of the MBA program themes through integrated knowledge and analytical skills applied to the situational evaluation. The consulting group will prepare the manuscript for client delivery at the formal presentation to the sponsoring organization, fellow students, faculty and friends at the end of the course.

The Strategic Leadership Capstone Project requires students to demonstrate competency in the four core themes and in business disciplines through the application of their broad knowledge in a project for a sponsoring firm. Working with faculty mentors and a sponsoring organization, students will act as consultants to the organization, working on a well-defined "set of deliverables" that will address a multifunctional, "real-life", business issue. Where applicable, students may choose a"Global Component" to their capstone experience, which may include overseas travel. Countries and companies change with each course. Students who cannot take advantage of the global experience will continue with the "Domestic Component" to the project. The Capstone Project will be formally presented to the sponsoring organization, fellow students, faculty and friends at the end of the course.

5 Year BA/MBA Program

This BA/MBA laddered degree program enables students to earn two degrees, their Bachelor of Arts (BA) and their Master in Business Administration (MBA), within five years. All incoming first year students who show interest have the opportunity to be closely advised semester to semester to meet program entry requirements their junior year when they are eligible to enter the program. Eligible students must have a 3.0 GPA or better at the end of their junior year to begin taking MBA courses in the summer following their junior year. There is no standardized test (GRE, GMAT) requirement. Students earn their BA degree at the end of Year 4 and complete their MBA in Year 5. Students in the program will pay the alumni tuition rate (20% reduction) for their graduate credits during the two summers and the fifth year. The four MBA courses taken during year four (Fall and Spring) will be charged as part of the regular tuition load of 18 credits for each semester. This laddered degree program shortens the time to degree and lowers the overall price of the combined degrees. All student undergraduate majors are welcome.

GRADUATE EDUCATION

Our Approach

Graduate Education at Curry College offers the Master in Education, the Certificate of Advanced Graduate Studies (CAGS), and graduate certificates. We believe great teaching and leadership encompasses more than just the ability to manage a classroom and construct a lesson plan. Our programs are designed to engage you in learning how the latest educational research and theory inform and shape effective leadership and good teaching practice, while also helping you build the essential skills that leaders and educators need to succeed. Our faculty members are dedicated to your success and bring their rich experience as teachers and educational administrators into the classroom. Our goal is to empower each graduate to become an outstanding leader, educator and reflective practitioner dedicated to changing the world, one student - or school - at a time.

Master's Concentrations and Post-Master's Graduate Certificates

Curry College currently offers two concentrations in the M.Ed. program. These are licensure concentrations approved by the Massachusetts Department of Elementary and Secondary Education (DESE). Each of these concentrations leads to an Initial License in its respective area, assuming that students meet all program requirements. The licensure concentrations are:

- **Elementary (Initial License: Teacher, Grades 1-6)**
- **Special Education (Initial License: Teacher of Students with Moderate Disabilities: Pre-K-8)**
- **Educational Foundations (Non-Licensure)**

The College also offers several graduate certificates. These include:

- **Graduate Certificate in Reading (Leading to Initial Licensure as Reading Specialist, All levels)**
- **Principal and Supervisor Licensure Program (licenses to serve as Principals or Assistant Principals, Academic Supervisor or Director, or Special Education Administrators)**
- **Certificate of Advanced Graduate Study (CAGS) in Educational Leadership**
- **Transition Specialist Certificate**

More information on these graduate certificates is available in the section entitled Graduate Certificates in Education.

M.Ed. Academic Expectations & Program Components

Teachers have a range of academic expectations with regard to teaching and learning, and teacher candidates are expected to perform essential professional and academic responsibilities at a high level.
Academic expectations for the Master of Education include:

1. Communication Skills

- **Spoken Communication and Presentations:** Teachers and administrators must be able to communicate effectively with students, administrators, parents, and colleagues using both formal and informal means. During the course of the program, participants will be expected to present the results of their research in class, to lead discussions, and to participate in-group presentations.

- **Written Communication:** In addition to speaking, teachers and administrators need to communicate on many levels using different styles of writing. They write reports on students that must be clear, concise and accurate; they prepare incident reports and submit plans to superintendents and other administrators for new activities they would like to try; they send letters home to parents, and they communicate with the public in many different ways, both formal and informal.

During the course of the master's program, students will be asked to demonstrate different kinds of writing, from informal reflections to formal research papers. Skill in organizing an essay or report and the ability to write clearly, effectively, and with proper grammar and syntax, are essential components of the program. To succeed in the Master's program, students need to demonstrate effective writing skills across a variety of genres including developing research papers, essays, and professional and technical writing.

2. Academic Research

Although licensure programs are primarily directed at preparing teachers and administrators to succeed in their classroom and school roles, a working level of familiarity with research practices is essential for anyone who aspires to earn a Master of Education degree or post-master's graduate certificate. Much research on education is generated each year – some of it well done and appropriate, and some not. Students should have enough experience to find appropriate research, be sophisticated enough to ask intelligent questions regarding its quality, and be able to produce research on their own. Some courses in the program are primarily directed at classroom skills, while others will require basic knowledge of how to research a topic, evaluate potential sources, and prepare a research paper. Professors will explain their research expectations, and are available to help students who many need it. In addition, many forms of research help are available through the Levin Library.

3. Technological Ability

Educators often find themselves at the cutting edge of technology, as children come to school with more advanced technological skills than many adults. To succeed in the Master's program, students need computer skills in both general and educational software and with equipment capable of supporting online research and classwork. This includes familiarity with word-processing, good keyboarding skills, the adaptability to learn new programs, and the ability to conduct online research. Further, students in the program need access to a high-speed Internet connection. Graduate programs in education are offered in a hybrid or blended format, using online activities to supplement face-to-face classes. The ability to learn and use learning management systems such as Blackboard and to develop required course materials -- such as the program portfolio -- online is essential to student success.

4. General

- **Pedagogy:** Teachers must be able to understand the different needs of children, including different learning styles and cultures, as well as the needs of children who may have learning disabilities or other special needs. They must be able to develop well-crafted curriculum units and lessons; adapt and differentiate their instructional strategies based on the children's needs, model and demonstrate high expectations for all learners, adjust his/her practice using a variety of assessments, and understand when to seek help from other professionals in areas of specialization.
- **Classroom Structure and Management:** Successful teachers understand that creating responsive, respectful and appropriately controlled learning environments promote everyone's success. New teachers should demonstrate an awareness of classroom activity including safety, respect among students, whether children are participating and learning. From this classroom awareness, they should be able to make adjustments to improve results.
- **Professional Disposition:** It is frequently noted that content and instructional knowledge are necessary attributes of effective teachers, but they are not sufficient. A successful teacher must also have an appropriate disposition, able to interact effectively with colleagues, supervisors, parents and especially students. Put another way, teachers need both academic and interpersonal skills. MED candidates are expected to demonstrate appropriate professional dispositions.
- **Fieldwork Expectations:** Teacher candidates are expected to demonstrate competence and growth in field settings, as well as a professional attitude and ethical behavior towards and respect for children, parents and colleagues.
- **Classroom Expectations:** A professional attitude extends to the college classroom as well. Teacher candidates are expected to make academic progress, interact and work effectively with classmates and professors, and demonstrate regular attendance, good listening and collaboration skills. They should be able to contribute to the academic discourse, and demonstrate the ability to reflect on both the profession and their own professional growth and development.

Program Components

In addition to ongoing classes, the Master of Education program contains the following components: testing requirements of the Massachusetts Department of Elementary and Secondary Education (DESE) and field experiences relative to the degree and license sought. Depending on the program, the field experiences may also include the development of a Candidate Assessment of Performance (CAP) Evidence Binder.

Field Experiences

In accordance with both college and state expectations, the M.Ed. Programs and Post Master's Certificate in Reading require two fieldwork experiences. The first of these is called a pre-practicum experience. In this experience, students fully participate in classroom and school experiences in settings appropriate to their licensure goals for a minimum of 150 hours over the course of a semester. Throughout the pre-practicum experience, candidates plan and deliver Instruction to a variety of students, learn the intricacies of the role they will undertake, implement strategies for effective classroom management, and reflect on their developing practice. By reflecting on observations in the field, on the nature of teaching and learning, and on effective classroom practice, teacher candidates build analytical skills to help them refine and improve their own teaching.

The second fieldwork experience is the Practicum, formerly known as Student Teaching. Teacher candidates work in an appropriate classroom setting, building the skills to take over all activities within the class and demonstrate mastery of the professional expectations for teachers. Work in the practicum involves demonstrating proficiency in elements of effective practice outlined in the CAP. The practicum requires a minimum of 300 hours in the field, and is accompanied by a seminar. The College places students in different settings for the pre-practicum and the practicum – urban and suburban -- and at different levels and with a variety of learners to provide students with a broad range of experiences.

The MED Program's Field Placement Coordinators assist with and oversee these field placements for students at both campuses. Teacher and administrator candidates who are already working in a school setting may be able to complete their fieldwork at their current school, although flexibility on the part of the school and candidate will be required. Those who are not working in a school will be placed by their field placement coordinator. All placements are subject to review and a final determination by the field coordinator, who must contact the school principal and district, arrange for an appropriate program supervisor, and complete the necessary paperwork. Each student will have a supervising practitioner at the field placement in charge of day-to-day supervision, feedback and evaluation and a program supervisor who will visit and observe the candidate to provide support, evaluation and progress.

M.Ed. Digital Portfolio or Evidence Binder

Each teacher and administrator candidate in the M.Ed. program develops a digital portfolio or evidence binder during the practicum portion of their program of study. This evidence serves as a means of reflection and development throughout the fieldwork component of a candidate's program, and also as a demonstration of a candidate's ability to meet standards for licensure set forth by the MED program and Mass. Department of Elementary and Secondary Education.

Licensure and the Massachusetts Tests for Educator Licensure (MTEL)

The Commonwealth of Massachusetts has established a range of requirements for teaching and administration, including a series of examinations known collectively as the Massachusetts Tests for Educator Licensure (MTEL). New teachers and those interested in seeking new licenses must all pass the Communications and Literacy Skills test. Therefore, passing scores on both portions of this test are required for matriculation into a license-oriented M.Ed. program at Curry College.

Math Subtest: As of March 2009, a separately scored subtest of mathematics was added to the General Curriculum Test. Students may take the multi-subject and the mathematics sub-test on the same day or in two separate blocks. Curry College offers various forms of support for the Math subtest. All candidates applying for admission to the Master of Education Elementary or Moderate Disabilities licensure programs are required to take the General Curriculum math test prior to admission.

The MED program uses this initial result for advising teacher candidates as to next steps, as all candidates must pass the math subtest before participating in the practicum and finishing the program. Students who have not passed the math test upon admission to the program are required to take a seven-week math workshop. This workshop is offered during the first semester of the program and focuses on math content and preparation for the mathematics subtest. Practice tests for the General Curriculum Math are available at www.mtel.nesinc.com. Check Curry College website for details.

In addition, prospective teachers are required to pass subject matter tests in their areas of licensure. These are:

- **Elementary and Special Education Concentrations:**
  Communication and Literacy Skills Reading and Writing Sub-tests; Foundations of Reading test, General Curriculum Math subtest; and General Curriculum Multi-Subject subtest.
- **Reading Programs:**
  Communication and Literature Skills Reading and Writing Subtests, Reading Specialist test.
- **Educational Leadership Candidates (Principal/Assistant Principal; Supervisor/Director; Director of Special Education):**
  Communication and Literacy Skills Reading and Writing Subtests must be taken and passed prior to admission to the program.

Candidates in the MED Program are required to take and pass all required MTEL examinations by the deadlines outlined by the program in order to be admitted to the program, be registered for and complete their practicum and graduate from their program. Candidates should be aware of testing deadlines and maintain a testing schedule that allows them to meet the program's deadlines. Please consult the Director of Graduate Programs in Education for testing deadlines. There are no exceptions to the MTEL testing deadlines.

Institutional Pass Rates: Massachusetts Tests for Educator Licensure
Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students who receive federal financial assistance to prepare annual reports on teacher preparation and licensing. Curry College had a 100% pass rate for all program completers in Communication and Literacy Skills Reading and Writing Subtests, Foundations of Reading, General Curriculum Multi-Subject and Early Childhood Curriculum during the 2016-2017 reporting year. Curry College had a 97% pass rate for all program completers in the General Curriculum Mathematics test during the 2016-2017 reporting year. Information about Curry pass rates is available upon request by contacting the Licensure Officer/Title II Coordinator, at 617-333-2196.

Cohort Enrollment Policy

Curry College's M.Ed. is a cohort program with classes held one evening during the week and one Saturday per month. Classes meet for five consecutive semesters, and students entering the Curry M.Ed. program commit to continuous enrollment. Program pedagogy is designed for optimal learning through the cohort experience. Therefore, once enrolled, changing cohorts is not an option, except for extraordinary reasons: for example, a documented health emergency. Students may have the option of extending the last semester by one additional semester, with permission of the Graduate Program Director, to allow enough time to complete a full-time practicum in a school and associated coursework. Students will not be allowed to delay their program or shift cohorts for issues such as management of their reimbursement funds.

Students who request to delay continuous enrollment in their cohort must make a formal request in writing to the Graduate Program Director. The request must include documentation of the pressing reason for changing the cohort sequence. The Director and/or Dean may request further information. Decisions are made by the Graduate Program Director and all decisions are final.

Elementary Education Teacher (Initial License, Grades 1-6)

Who Should Pursue This Program

This concentration prepares students to be elementary teachers, and leads to an initial license for grades 1–6. It is appropriate for people who already serve in schools as para-professionals or aides, as well as for career changers. It also provides the coursework necessary for currently licensed teachers to obtain a professional license.

Curriculum and Course Sequence

The Master's in Elementary Education consists of 34 credits, and is offered in a cohort format. Students join the cohort when it starts, and proceed through the program together. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last well beyond the end of the program. Courses are taken in the order offered. Below is a sample schedule for this five-semester, 20-month, program.

Course #	Title	Credits
SEMESTER ONE		
Orientation and Preparation		0
MED 6110	Children, Society and Education	3
MED 6710	Fundamentals of Teaching	3
SEMESTER TWO		
MED 6040	Literacy and Language Arts	3
MED 6720	Inquiry-Based Instruction	3
MED 6440	Teaching Exceptional Children	3
SEMESTER THREE		
MED 6360	Balanced Literacy	3
MED 6555	Math Applications	3
SEMESTER FOUR		
MED 6450	Strategies for Classroom Management and Pre-Practicum	3
MED 6730	Classroom Based Assessment	3
SEMESTER FIVE		
MED 6015	Sheltered English Immersion	3
MED 6210	Practicum & Seminar	4
	Total Required Credits	**34**

Master of Education

Special Education
(Initial License Teacher of Students with Moderate Disabilities, Pre-K-8)

Who Should Pursue This Program

This concentration prepares candidates to teach students with moderate disabilities, and leads to an Initial License for grades Pre-K-8. The program is appropriate for people who already serve in schools as para-professionals, aides, or teachers in other disciplines, as well as for career changers. It also provides the coursework necessary for currently licensed teachers who seek a master's to obtain a professional license.

Curriculum and Course Sequence

The Master's in Special Education consists of 34 credits and is offered in a cohort format. Students join the cohort when it starts, and proceed through the program together. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last beyond the end of the program. Courses are taken in the order offered. Below is a sample schedule for the 20-month cohort.

Course #	Title	Credits
SEMESTER ONE		
Orientaion and Preparation		0
MED 6110	Children, Society and Education	3
MED 6710	Fundamentals of Teaching	3
SEMESTER TWO		
MED 6040	Literacy & Language Arts	3
MED 6720	Inquiry-Based Instruction	3
MED 6440	Teaching Exceptional Children	3
SEMESTER THREE		
MED 6555	Math Applications	3
MED 6420	Models of Programs for Special Needs Children	3
SEMESTER FOUR		
MED 6450	Strategies for Classroom Management & Pre-Practicum	3
MED 6430	Psycho-Educational Assessment	3
SEMESTER FIVE		
MED 6015	Sheltered English Immersion	3
MED 6210	Practicum & Seminar	4
	Total Required Credits	**34**

EDUCATIONAL FOUNDATIONS

Who Should Pursue This Program

This concentration is appropriate for students who already have or are not seeking a state license. This may also include students who work with adults, provide training for corporations, determine that they no longer wish to pursue a teacher license during the program, serve youth in non-school settings, or simply want to explore issues in education.

Curriculum and Course Sequence

The Master's in Educational Foundations consists of 34 credits, offered according to the sample plan below. Students may join the cohort when it starts, or take courses when they are scheduled at either Curry campus. and proceed through the program together. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last well beyond the end of the program. Below is a sample schedule for this five-semester, 20-month, program. Substitutions of courses below for others are permitted with the approval of the Graduate Director.

Course #	Title	Credits
SEMESTER ONE		
Orientation and Preparation		0
MED 6110	Children, Society and Education	3
MED 6710	Fundamentals of Teaching	3
SEMESTER TWO		
MED 6040	Literacy & Language Arts	3
MED 6720	Inquiry-Based Instruction	3
MED 6440	Teaching Exceptional Children	3
SEMESTER THREE		
MED 6555	Math Applications	3
MED 6420	Models of Programs for Special Needs Children	3
---or--		
MED 6360	Balanced Literacy	3
SEMESTER FOUR		
MED 6450	Strategies for Classroom Management & Pre-Practicum	3
MED 6430	Psycho-Educational Assessment	3
-- or--		
MED 6730	Classroom-Based Assessment	3
SEMESTER FIVE		
MED 6015	Sheltered English Immersion	3
-- or --		
MED ----	[Insert a course not already taken from above]	3
XEDU 5703	How to Write an IEP	1
	Total Required Credits	34

Master of Education

Curry College/Hillside School Collaborative Internship Program

Who Should Pursue This Program

Become an Elementary Education teacher with the Curry/Hillside School M.Ed. This full-time, residency program leads to an initial teacher license in Elementary Education (1-6). It is appropriate for teaching assistants, childcare professionals, or career changers. It also provides the coursework necessary for currently licensed teachers to obtain a professional license.

Curriculum and Course Sequence

The Master of Elementary Education degree is a 34-credit program that begins each summer and ends the following summer. It is offered in a full-time residency format. Students join the cohort when it starts, and proceed through the program together. Cohorts and the residency program allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last well beyond the end of the program. Courses are taken in the order offered. Below is a sample schedule for this five semester, 14 month program.

All courses are Curry College courses, including those at Hillside Elementary School location. Students must officially register for each course through the university.

Course #	Title	Credits/Location
SEMESTER ONE		
MED 6110	Children, Society, and Education	3 (Curry)
MED 6710	Fundamentals of Teaching	3 (Curry)
MED 6040	Literacy and Language Arts	3 (Curry)
SEMESTER TWO		
MED 6730	Classroom-Based Assessment	3 (Curry)*
MED 6450	Strategies for Classroom Management and Pre-Practicum	3 (Hillside)
MED 6555	Math Applications	3 (Hillside)
JANUARY INTERSESSION		
MED 6015	Sheltered English Immersion (SEI)	3 (Curry)
SEMESTER THREE		
MED 6440	Teaching Exceptional Children	3 (Curry)*
MED 6720	Inquiry-Based Instruction	3 (Curry)*
MED 6210	Practicum Seminar	4 (Hillside)
SEMESTER FOUR		
MED 6333	Literature for Reading, Writing, and Thinking	3 (Curry)

*Taken with current Curry cohorts

Requirements of the Program.

- An earned Bachelor's Degree from an accredited institution
- Passing scores on the Massachusetts Tests for
- Educator Licensure (MTEL) Communication andLiteracy Skills Test (CLST)
- Attempt the Massachusetts Tests for EducatorLicensure (MTEL) General Curriculum - Multi-Subject
- Demonstrated ability to pass the MTEL GeneralCurriculum Mathematics Subtest. A passing score on the Math Subtest is not required to apply toCurry's M.Ed. program.

Total Required Credits **34**

COURSE DESCRIPTIONS

MED 5703 How to Write an IEP 1 credit
This 1 credit course is intended to increase the ability of special educators at the Elementary, Middle, and High School level to write Individual Education Programs that clearly articulate the levels of performance, needs of students, goals, objectives, and service delivery. The IEP's should reflect an understanding of the guidelines and laws for Special Education and should clearly communicate the specific actions, accommodations, and component of service being provided to the student. Participants will have an opportunity to give and get feedback and to learn strategies for making IEP's more useful to their daily work. The course will be divided into eight modules. The first module will focus on a brief overview of policy and regulations surrounding the IEP. Next, participants will develop an understanding about how special education eligibility is determined and how to communicate the students' strengths and needs. Using a case study approach, the following modules will address the description of current levels of performance and the development of accommodations, modifications, measurable goals and objectives, and appropriate service delivery and placement options. Finally, the last module will guide the student in developing a complete IEP including supporting documentation.

MED 6010 Education and Society 3 credits
Teaching does not take place in a vacuum. Education in America has evolved based on a long sequence of events – from changes in philosophy and technology to the historical influences of immigration, racial dynamics, economics, and changing societal structures. From the one room school house to the advent of public schools to Sputnik to No Child Left Behind, our educational systems are structured around differing philosophies, purposes, and goals. Further, whether they are aware or not, how teachers and schools conduct their business betrays an attitude towards learning, towards children, and towards the purposes of education that will influence results in the classroom. In this course, students will become aware of underlying educational philosophies, will review the major events in American history that have shaped our educational system, and will consider the various, often competing, goals and purposes ascribed to the educational process and the public schools. In so doing, students will consider their own goals, and will shape an initial purpose statement and philosophy of education that will serve as the basis for reflection, consideration and change throughout the Masters program. (Not offered, 2017-18.)

MED 6015 Sheltered English Immersion 3 credits
The SEI endorsement is a key part of the Massachusetts initiative called RETELL, the intent of which is to close the achievement gap for ELL students. Every Massachusetts educator, with few exceptions will be required to obtain an SEI endorsement. The purpose of this course is to provide teachers with the knowledge and understanding to shelter their content instruction effectively so that ELLs can access curriculum and achieve success in school. This course is a hybrid course, using both in-class instruction and online instruction. Students will have the opportunity to develop and analyze lesson plans in all content areas using ELL standards. The course emphasizes the instructional competence needed to develop, evaluate and adapt teaching strategies and materials to enhance opportunities for ELL student growth.

MED 6030 Children, Families, and Community 3 credits
This course explores the contexts of the lives of learners and trains educators to become effective communicators. Participants will understand family, school, and society as social systems, and be able to apply this understanding in their relationships with children, colleagues, parents and the community. (Not offered, 2017-18.)

MED 6040 Literacy and Language Arts: Strategies and Practice 3 credits
This course explores the fundamental principles, theory, research, and practice of reading and language arts. It introduces the basic components of reading, from phonology and orthology through fluency, and considers emergent literacy, how the culture impacts reading, assessment of reading skills, writing, and the needs of English Language Learners. Students will be able to demonstrate knowledge of these fundamental principles of reading, and of the relationship between reading, writing, listening and speaking.

MED 6060 Integrated Curriculum Math and Science 3 credits
This course explores the theories, methods, and materials necessary for effective instruction in mathematics, technology, science, and health. Participants will become familiar with the curriculum standards and instructional practices of mathematics, science, and related disciplines.
(Not offered, 2017-18.)

MED 6065 Integrated Curriculum - Social Studies and the Arts 3 credits
This course is the first in a series of curriculum courses. It

introduces the concepts of curriculum development, and explores theories, methods, and materials necessary for effective instruction in social studies, literature, and the arts. Participants will become familiar with the curriculum standards and instructional practices of the arts, social science, literature, and related disciplines.
(Not offered, 2017-18.)

MED 6070 Adapting and Differentiating Instruction 3 credits
This course builds on theories of learning, curriculum, and instruction, and prepares teachers to adapt and differentiate their teaching to learner needs. Participants develop insight into how they and others learn and build skills in creating and delivering instruction that meets high standards and student needs. (Not offered, 2017-18.)

MED 6110 Children, Society and Education 3 credits
From the one-room schoolhouse to No Child Left Behind, America's schools have been shaped and re-shaped both around changing communities and changing philosophies, purposes and goals. This course explores the context in which public education takes place today, from the broad historical trends, to the lives of learners and their families. Participants consider the forces shaping the lives of children in their differing family and community cultures, how these circumstances affect individual students, and how teachers' own philosophies shape their interactions with students. Related topics of child development are also considered.

MED 6330 Literature for Reading, Writing and Thinking 3 credits
This course examines the selection and use of literature in elementary and secondary classrooms and literature programs, and the range of literature-based activities that can be used to promote student success and engagement in reading. Students will explore the essential aspects of a quality literature program, including genres, literature programs, methods to support reading comprehension and enjoyment, pre-and post-reading activities, and teaching and learning strategies such as literature circles. Students will consider current theories of literacy development, and will develop a working knowledge of the Mass. ELA frameworks.
Prerequisite: MED 6040

MED 6360 Balanced Literacy 3 credits
In this course students build on their understanding of the components of reading from MED 6040, and learn how to structure a series of reading activities that not only address the components of reading but also respond to students individual learning styles. Using a balanced literacy approach, participants learn how to design classroom reading through a combination of reading aloud, guided reading, shared reading, independent reading, and word study. In pursuing a balanced approach, the course will also consider additional strategies for encouraging students both to enjoy reading and to understand what they have read.

MED 6420 Models of Programs for Special Needs Students 3 credits
This course explores the range of special education programs and services from historical, legal, ethical, social, and educational perspectives. Participants develop knowledge of federal and state laws and regulations governing special education, learn the roles and responsibilities of special educators, understand the services provided by related agencies, appreciate the various forms of programs, curriculum and instruction, and understand the educational technology related to special education students.
Prerequisite: MED 6440

MED 6430 Psycho-Educational Assessment and Planning for Special Needs Students 3 credits
This course examines standardized and informal methods of psycho- educational assessment of students. Participants learn procedures for documenting performance, identifying academic and cognitive strengths and weaknesses, and preparing psycho-educational reports. They learn to prepare and evaluate Individualized Education Programs (IEPs), and conduct collaborative conferences with teachers, parents, administrators and the community.
Prerequisite: MED 6440

MED 6440 Teaching Exceptional Children 3 credits
This course is designed to give students a broad introduction to exceptional learners and their education. Included will be discussions of the characteristics of learners with varying disability types, the legal guidelines governing special education, and the processes of referral, identification and placement of special needs students. Also covered will be the psychological, social, educational, medical and cultural issues pertaining to special education, as well as current trends and controversial issues in special education today. (Formerly Children with Special Needs).
Prerequisite: MED 6050

MED 6550 Conceptual Math 3 credits
This content-oriented course will improve, broaden and deepen teacher candidates' proficiency and understanding of mathematics as an inquiry-based discipline. Successful teachers understand the connections among different branches of math, and think of math as a means for solving problems and understanding the world. Since doing mathematics often involves complex problems, young mathematicians must develop persistence and flexibility, build on one another's ideas, and communicate and justify their findings. In order for an educator to help children develop these life-long skills, he or she must be a successful, confident problem-solver with a solid understanding of fundamental mathematics.

MED 6555 Math Applications 3 credits
Educators need to develop skills in problem-solving, real-world applications of mathematical concepts, and the ability to convey these concepts to children in the elementary and middle grades. Math is a subject well suited to inquiry-based teaching. This course includes applications, interpretations, and analyses of patterns, functions, algebra and statistics. Educators will use Explore Learning's gizmos or similar tools for real world explorations and inquiry. Common Core State Standards for Mathematical Practice will be applied.

MED 6710 Fundamentals of Teaching 3 credits
This course introduces the fundamentals of teaching including Universal Design for Learning, backward mapping to build lessons with the end in mind (understanding by design), the principles of curriculum and instruction, lesson planning, Bloom's taxonomy, individual learning styles, issues of child development and teaching strategies for student engagement. A field experience will be included.

MED 6720 Inquiry-Based Instruction 3 credits
This research-based course is designed to provide prospective teachers with the knowledge and experience necessary to use inquiry – asking questions – as an instructional strategy. Focusing on science and social studies, and using the backwards design model, prospective teachers will learn to develop and deliver lessons that encourage students to ask questions, think critically, and take ownership of their learning; that is, to learn how to learn.

MED 6730 Classroom-Based Assessment 3 credits
Assessment is a vital part of the learning process, whether in higher education or elementary school. This course explores types of external assessments and data produced within a well-organized, well-structured, positive, nurturing and supportive learning environment. It will also explore project-based learning, performance assessment, standards-based assessments, progress monitoring, and the range of assessments in use in school systems. Finally, the course will cover basic concepts of assessment such as validity and reliability, and consider state and national comparisons, including valid and inappropriate inferences from these data.

MED 7100 Independent Study 1-3 credits
Allows students to pursue particular research interest that is not normally a part of the MED curriculum. Working individually with a graduate faculty mentor, this could involve either directed reading or independent research. Approval of the MED Director required.

Field Work Courses

The Master of Education programs leading to licensure require two field experiences prior to the completion of the degree. This fieldwork is also required by the state for licensure candidates, and the college's requirements are designed to meet State standards. Different programs or student needs may require that different fieldwork arrangements are made from the courses below.

MED 6450 Strategies for Classroom Management and Pre-Practicum 3 credits

This course and pre-practicum focus on developing strategies and methods to create positive and effective learning environments. Participants will learn effective instructional and behavioral management strategies and be able to cultivate social competence and academic achievement. Participants will become skilled at preparing special needs students for inclusion in a variety of educational situations.

In this experience, students fully participate in classroom and school experiences in settings appropriate to their licensure goals for a minimum of 150 hours over the course of a semester. Throughout the pre-practicum experience, candidates plan and deliver Instruction to a variety of students, learn the intricacies of the role they will undertake, implement strategies for effective classroom management and reflect on their developing practice. By reflecting on observations in the field, on the nature of teaching, and learning and effective classroom practice, teacher candidates build analytical skills to help them refine and improve their own teaching.

MED 5490 Reflective Practice 2 credits
MED 6200
MED 6300
MED 6400

This two-credit course focuses on the development of initial teaching skills and the process of reflection as a means to enhance pedagogical practice. Students will observe and participate in classroom field experiences in settings appropriate to their licensure goals for a minimum of 150 hours over the course of a semester. By reflecting on those observations and activities, on the nature of teaching and learning, and on effective classroom practice, students will build analytical and pedagogical skills to help them refine and improve their own teaching. (Not offered 2017-18)

MED 5671 Practicum and Seminar 4 credits
MED 6210
MED 6310
MED 6410

Prerequisite: Successful completion of Pre-Practicum – MED 6450. Licensure students must have taken and passed all applicable MTEL tests for their license/concentration prior to first of December prior to being registered and enrolled in the practicum.

The practicum provides the second and final fieldwork experience for graduate students pursuing an Elementary or Moderate Disabilities initial license. Required by the Massachusetts Department of Elementary and Secondary Education, the practicum requires candidates spend a minimum of 300 hours for a first initial license or 150 hours for a second initial license in an appropriate public school setting aligned to the candidate's licensure goals in order to practice and demonstrate readiness for licensure as outlined by the Massachusetts Professional Standards for Teachers and Candidate Assessment of Performance (CAP).

This final experience in the field is critical as teacher candidates participate daily and assume full responsibility in order to understand the expectations of teachers and the specific role they are about to undertake. During the practicum, teacher candidates continue to learn instructional strategies, assess student learning, integrate coursework taken thus far, gain further experience, and develop their teaching style and reflective stance in a supervised setting. In addition to the required 300 or 150 hours in the field, students attend a seminar. The seminar provides a forum for candidates to discuss their experiences and explore particular concepts related to teaching practice.

Curry College offers several post-master's certificates, described below.

Principal and Supervisor Licensure Program

Strong and effective leaders are in demand to meet the challenges of state and federal accountability, high-stakes testing, classroom diversity, and constrained resources. This Curry College's Principal and Supervisor Licensure (PSL) Program combines theory and practice through its practicum-linked assignments in:

- change theory
- instructional leadership
- data-driven assessment
- teacher evaluation, recruitment, supervision and support

Our Principal and Supervisor Licensure program is designed to provide aspiring school administrators with relevant education, hands-on preparation, and real-world practical experiences needed to qualify for a school leadership position. Developed in partnership with a select group of area districts, the program is built upon a collaborative working relationship between area school districts and Curry College. Using a unique practicum-linked assignment and assessment model to assure theory is closely linked to practice, the program bridges the divide between research and reality to assure effective administrator preparation. The Curry College program is unique in its collaboration, its emphasis on practice in support of theory, and its strong support of leadership candidates. For students who want to further their education in leadership, the PSL program also serves as the first phase of Curry's new Certificate of Advanced Graduate Study (CAGS) in Educational Leadership, described later in this section.

Licensure: This Post-Master's certificate prepares experienced educators to prepare for the following leadership roles:

- **Principal/Vice Principal (Pre-K—8; 5--12)**
- **Supervisor/Director (level depends on pre-requisite license)**
- **Special Education Administrator**

Unique Program Features

- Intensive 12-month program
- "Grow your Own" model, where districts identify and support their own selected candidates
- Full year, 550-hours of administrative work in the field as a pre-practicum and practicum to gain real-world leadership experience
- Coursework informed by the latest research on best practices
- Practicum assignments differentiated by licensure area
- District/College partnerships to assure high support and meaningful learning
- Blend of technologically-enhanced online and on-the-ground instruction and discussion
- Program exceeds revised minimum Massachusetts DESE standards for licensure

District/College Partnerships

Curry College developed this program in collaboration with a core group of participating districts. This working partnership and commitment maximizes the success of principal/vice principal, supervisor/director and administrator candidates in their practicum settings. Partnership expectations for both district partners and the College are described below.

State Approved Program

In 2012, the Massachusetts Department of Elementary and Secondary Education (DESE) promulgated new standards for school leadership and required that all colleges and organizations that prepare candidates for public school leadership positions redesign their programs to meet DESE's new standards. Curry College's program meets DESE's new program standards and has received DESE approval.

DESE has also developed a Performance Assessment for Leaders, known as MA-PAL. Principal licensure candidates must complete a set of tasks that principals are likely to encounter, and collect artifacts and other material demonstrating what they have done. Candidates for Supervisor/Director or Special Education Administrator are not required to complete any state assessments at this time.

Program Requirements

The program is designed for experienced educators who have demonstrated leadership capacity and interest. As such, the PSL program requires:

- An earned Master's degree in an education-related discipline from an accredited institution
- Passing scores on the Massachusetts Tests for Educator Licensure (MTEL) Communication and Literacy Skills Test
- Candidates must also hold a current educational license, must have at least 3 years' experience working under that license, and must have a mentor who holds the license the candidate is seeking with at least 3 years' experience working under that license.
- Evidence of leadership experience or potential
- District support for full participation in the program
- Competent use of common business application software (i.e., Word, PowerPoint) and familiarity with learning technologies

As the program is offered in a hybrid or blended format, with some in-person classes replaced by online activities, students must be experienced and adept at the use of computers and able to learn new programs quickly.

Curriculum and Course Content

The Principal and Supervisor Licensure program is a 23-credit post-master's certificate offered in a cohort format. Students join a cohort and proceed through the program together. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last beyond the end of the program. The start date of the program may alter the schedule. Below is a sample schedule for the program.

SEMESTER ONE		**Credits**
EDL 7010	Theory and Practice of Leadership	3
EDL 7150	Getting Started: Pre-Practicum in Educational Leadership (50 hours minimum)	1
SEMESTER TWO		
EDL 7020	Leadership in Teaching and Learning	3
EDL 7030	Human Resources, Operational Systems, and School-Based Budgeting	3
EDL 7160	Practicum in Educational Leadership (250 hours minimum)	3
SEMESTER THREE		
EDL 7040	Community and Family Engagement	3
EDL 7160	Practicum in Educational Leadership (250 hours minimum)	3
SEMESTER FOUR		
EDL 7050	Education Law, Ethics and Policies	3
EDL 7060	Sheltered English Immersion for Administrators	1

COURSE DESCRIPTIONS

EDL 7010 Theory and Practice of Leadership 3 credits

Leadership is an abstract term that defies clear definition in the practical world. School leaders understand current research, are able to analyze data, write clearly and are great organizers; they also possess strong interpersonal skills, sincerity, empathy and humor. A great school leader is also an ideal scholar-practitioner. This course serves as the introduction to this Educational Leadership program and, by combining a study of current theory and best practice, supports the development of prospective and emerging school leaders. It is organized into four major components: theory and practice in organizational leadership, organizational culture and community leadership, school improvement and educational change, and organizational planning – linking beliefs, goals, objectives, outcomes and assessments. *This course provides candidates with opportunities to begin their work with the MA PAL tasks 1 and 2.*

EDL 7020 Leadership in Teaching and Learning 3 credits

This course provides students with the opportunity to acquire the knowledge to meet professional standards and expectations addressing the most important aspects of school-based leadership. Educational leaders are responsible for nurturing a school-wide focus on learning, and an academic culture that informs all instructional activity and is based on informed beliefs that are shared by the school community. In addition, they need to develop and implement high quality curriculum that is derived from and aligned with the Common Core and the Massachusetts State Frameworks. The curriculum must meet the needs of all students and instruction must provide opportunities for each student to access the curriculum content according to their abilities. Powerful leadership that is focused on student achievement derives its authority from a deep understanding of the many complex factors that contribute to the growth and development of successful schools. One of the important methods that leaders use to understand these factors is the effective use of data. In this course, principal/vice principal candidates continue their work on MA PAL Tasks 1 and 2.

EDL 7030 Human Resources, Operational Systems, and School-Based Budgeting 3 credits

This course prepares the future principal or program leader to work with administrative colleagues, staff, and school-based teams to design and implement routines that encompass all aspects of school operations: recruitment, hiring, developing and retaining quality staff with a heavy emphasis on observation and providing relevant feedback; and scheduling and planning to maximize time on learning to organize the entire school day to foster student health and safety. A complementary aspect of this course addresses topics pertaining to fiscal management, strategic planning, and an analysis of resources as a solid approach to school management. This course aligns strongly with the work for MA PAL Task 3.

EDL 7040 Community and Family Engagement 3 credits

This course defines and analyzes the multiple stakeholders that comprise the community and the many agendas that must be balanced and managed. Educational institutions at all levels are integral parts of the communities they reside in and serve. Education leaders must not only manage the relationship between their institutions and their communities, but they also need to be participants in the life of those communities and the families they support to maximize student performance. This course provides a full exposure to the various types of strategies necessary for engaging and collaborating with both internal and external communities and examines specific examples of effective community engagement, along with national and international trends. This course aligns strongly with the work for MA PAL Task 4.

EDL 7050 Education Law, Ethics and Policies 3 credits

Using both historical and modern readings, philosophical principles and case studies, this course provides the opportunity to reflect on moral leadership and legal issues facing today's school leaders. Students will discuss the decision-making challenges that administrators face when confronted with dilemmas that involve the rights of teachers, students, and the community at large. Issues involving religion and community values, privacy and the First Amendment, due process, search and seizure, collective bargaining rights of staff, and the use of computers and the Internet will be addressed. This course encourages and guides aspiring leaders to develop the ability to navigate conflicting values and ongoing societal change. By grappling with the ethical and legal dilemmas faced by educators, past and present, this course provides opportunities for students to develop the intellectual and moral foundation that ethical leaders demonstrate in their work and their lives.

EDL 7060 Sheltered English Immersion for Administrators 1 credit

New and evolving State standards require that all in-service and pre-service teachers complete a 3-credit course. on working with students whose native language is not English, based on the Sheltered English Immersion model that Massachusetts has endorsed. Administrators who have not taken the teacher course are required to take a one-credit administrator course on the same topic.This one-credit course addresses the expectations for administrators in assuring that ELL students receive the support and instruction that they need and deserve. The College's one-credit course for administrative endorsement in Sheltered English Immersion has been approved by the Massachusetts DESE.

EDL 7150 Pre-Practicum 1 credit

A requirement of the Massachusetts DESE, the Pre-Practicum is an opportunity for aspiring administrators to acquire an overview of the position to which they aspire. Paired with an experienced, accomplished administrator who is serving as the supervising practitioner, candidates will observe and perform tasks associated with their prospective future roles. (50 hours)

EDL 7160 Practicum 3 credits

In this year-long, 6-credit, 500-hour practicum candidates will actively participate in the administrative life cycle of a full school year through ongoing involvement in leadership activities and duties that involve student and family issues, scheduling, faculty leadership, instruction and assessment. Candidates will assume principal/vice principal, supervisor/director or special education administrator duties depending on the licenses they are pursuing. Candidates will demonstrate through their practicum experiences the ability to meet all State standards. The practicum is offered in parallel with academic courses, and practicum requirements directly align with the coursework.

Sections of EDL 7160 can be taken as a one-credit (minimum 84 hours), two credit (minimum 168 hours) or three credit course (minimum 250 hours) depending on the semester. Written approval of the program coordinator is required to alter practicum assignments.

Certificate of Advanced Graduate Study in Education Leadership (CAGS)

The Certificate of Advanced Graduate Study in Educational Leadership builds on the Principal and Supervisor Licensure Program (PSL) described above. Candidates who complete the PSL program will have met all of the requirements to move forward and earn the CAGS. Whether they choose to do so is entirely at their option.

The PSL program is an intense educational experience in which students take classes that delve into the theory and research behind best leadership practices, and students spend 550 hours in an extended field experience. This 23 credit program meets all of the state standards for these licenses, and prepares students both to pass the PAL exam (for principal candidates), and to serve well in the leadership positions to which they aspire. In so doing, Curry's PSL program serves as Phase I of the CAGS for students who choose to continue.

To this rigorous program, the CAGS adds four additional courses (13 credits) that allow students to build or expand on learning in the PSL. This opportunity for further in-depth study and continuing their own research will help them become the well-rounded and engaged professionals they aspire to be. The four additional courses, described below, supplement the PSL experience with coursework focused on research and reflection.

Applicants who have completed a principal licensure program at another institution in 2015 or later may be eligible to enter the CAGS, if they have met similar standards to those found in the PSL program. Educational leaders with older credentials may not enter the CAGS without a first phase similar to Curry's PSL program, but may take individual courses for their own professional development. For more information on requirements for the program, contact the Program Coordinator or Director.

The complete course of study starting with PSL courses and adding the additional CAGS courses appears below.

Principal and Supervisor Licensure Program

EDL 7010	Theory and Practice of Leadership
EDL 7020	Leadership in Teaching and Learning
EDL 7030	Human Resources, Operational Systems, and School-based Budgeting
EDL 7040	Community and Family Engagement
EDL 7050	Education Law, Ethics and Policies
EDL 7060	Sheltered English Immersion for Administrators
EDL 7150	Pre-Practicum in Educational Leadership
EDL 7160	Practicum in Educational Leadership

Additional CAGS Courses

EDL 7070	Trends in 21st Century Education
EDL 7080	Diversity and Balance
EDL 7090	Teacher/Staff Quality through Differentiated Supervision
EDL 7170	Data Analysis, Planning and Action Research

EDL 7070 Trends in 21st Century Education 3 credits

This course explores both dramatic and incremental societal trends that have created significant need for change within the public schools. In the course, participants will identify and explore issues arising from increasing regulatory, legal and societal expectations. They will research, present and discuss current trends and questions such as: Is retention in grade effective? How much homework is enough? How can school leaders effectively and appropriately use modern communication vehicles? What is the impact of a zero-tolerance policy? How can teachers and administrators use data and technology to support learning, while simultaneously controlling its misuse, as in instances of bullying? How much testing is appropriate and what kinds of tests best support student learning? How can an appropriate and representative range of parents become involved in the school? Participants will complete the course by exploring a trend of particular interest in their home school, discussing related concerns and issues with school stakeholders, and developing a paper/presentation that outlines the issues, current practices, and considerations at the school. This paper will include recommended approaches to the issue, plus a reflection on leadership skills needed to address it.

EDL 7080 Diversity and Balance 3 credits

In *Diversity and Balance*, participants learn to identify students and families who are struggling, and to develop an organizational framework that supports students, teachers, and families. This framework must build and maintain respect between and among students, families and staff, helping all stakeholders work together to support all students and their families as the school seeks to address needs or find appropriate services. Participants in the course will explore and become familiar with the increasing state and federal regulations, expectations regarding family participation in the schools, mandated practices for teaching children whose native language is not English, and common and/or mandated approaches to student success. It will also explore issues for students such as those who are medically fragile, whose gender identities are different from their original gender identification, who have lost a close family member, or who live in violent circumstances, as well as other issues that may reflect those facing administrators participating in the class. Finally, participants will identify a challenge or goal with regard to student special needs or backgrounds in their own schools, research and explore ways to address this goal, and determine appropriate steps that might be taken to better serve students in their schools in this area or others.

EDL 7090 Teacher/Staff Quality through Differentiated Supervision 3 credits

In this course, participants will take a closer look at the dimensions of human resource management and development, and will address the particular issue of teacher supervision in depth. They will focus on formulating successful hiring, support and evaluation strategies, will identify ways to mentor new staff members, and will learn how to differentiate supervision for novice and veteran staff. In so doing, they will learn to distinguish between exemplary and less than satisfactory staff performance, have difficult conversations with struggling teachers, support staff morale, lead staff development, and allocate fiscal resources to accomplish educational goals. They will discuss the issues and theories of leadership and motivation that apply in evaluating teachers to increase their success. They will also learn to balance the legal requirements of personnel oversight with a humanistic implementation of policies and procedures. To be successful, educational leaders must be knowledgeable in content and pedagogy, and participants will learn theories and explore examples of successful approaches to building teachers' classroom skills. Finally, the course will present the range of educational law with respect to hiring, collective bargaining, day to day supervision, and formative and summative evaluation, providing an opportunity for deeper exploration on a selection of these issues.

Pre-Requisite: EDL 7050 or the equivalent

EDL 7170 Data Analysis, Planning and Action Research 4 credits

In this course, CAGS candidates will build on data collection, analysis and program change efforts completed in the first phase of the program. The course provides an opportunity for these candidates to use additional research, internal data analysis, and an analysis of the success of those strategies to build on that previous work. Candidates will revisit the data collection, analysis and change efforts completed in the first phase of the program; will assess the status of strategies they implemented, and will then work with a small group of stakeholders to determine and implement next steps. They will also keep a journal of their work of at least 50 hours in the field, noting the analysis of their previous work and their efforts with their work group. They will then formulate an action plan, carry out at least one strategy of this plan (which may be an extension of their previous work), and reflect on how they used their leadership skills in this work, how well their strategies worked, what next steps might be taken, and what, if anything, they might have done differently.

Practicing administrators who are not pursuing a CAGS will examine data sources and existing practices in their schools to determine an area of need in student achievement. They will work with a small group of stakeholders which may include teachers, administrators, parents, students, and/or community members, to discuss strategies for addressing the area of need. They will formulate an action plan, implement at least one strategy, assess how the strategy worked, and reflect on what next steps might be taken, how they used and developed their leadership skills, and what, if anything, they might do differently in the future.

Prerequisite: EDL 7010 and EDL 7020, or equivalent.

Reading Specialist License

Post-Master's Graduate Certificate in Reading:

Curry periodically offers a Post-Master's certificate leading to an Initial License as a Reading Specialist (All Levels). The certificate is run as a cohort and consists of 21 credits taken over the course of a year (three semesters). Students in this program must have at least an initial license in another area of teaching and have taught under that license as a teacher of record in a public school for at least a year. They must also have passed the MTEL Communication and Literacy Skills Test. Call for more information.

The post-master's certificate is designed for experienced teachers who want to earn a reading specialist's license. Eligible teachers will already possess an earned Master's degree in a discipline relevant to education, must possess a license to teach, and must have taught as a teacher of record under that license for at least one year. More experience is desirable. Students join a cohort starting at a particular time, and proceed through the program together. New cohorts are offered periodically, depending on demand. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last well past the end of the program. Courses are taken in the order offered. This program is offered on a periodic basis. Below is a sample schedule for the 12-month cohort.

READING COURSES

		Credits
MED 6360	Balanced Literacy	3
MED 6330	Literature for Reading, Writing & Thinking	3
MED 6350	Assessment & Intervention in Reading	3
MED 6320	Improving Reading Instruction	3
MED 6340	Teaching of Writing	3
Fieldwork		
MED 6300	Reflective Practice	2
MED 6310	Practicum – Reading	4
	Total Required Credits	**21**

Students in the program take two courses each semester in a prescribed order, with an overlay of field observation during the first or second semester. Each course will meet on a single weekday evening, 5:30 – 9:00 for eight consecutive weeks, so that two courses are completed each 16-week semester, plus occasional Saturdays. The program consists of 21 credits, and usually lasts for three semesters (1 year). MED 6040 or its equivalent is required as a pre-requisite to this course. Courses for the certificate are drawn from the following.

MED 6040 Literacy and Language Arts: Strategies and Practice 3 credits

This course explores the fundamental principles, theory, research, and practice of reading and language arts. It introduces the basic components of reading, from phonology and orthology through fluency, and considers emergent literacy, how the culture impacts reading, assessment of reading skills, writing, and the needs of English Language Learners. Students will be able to demonstrate knowledge of these fundamental principles of reading, and of the relationship between reading, writing, listening and speaking.

MED 6320 Improving Reading Instruction 3 credits

This course provides greater depth and breadth in the fundamental principles of reading, along with appropriate background in literacy, language acquisition, second language acquisition (English Language Learners), and related topics. Building on assessment and intervention skills students have gained, it focuses on the application of instructional strategies and interventions. Topics will be addressed on a K-12 spectrum, and will consider the leadership role of a reading specialist in reading instruction.

Prerequisite: MED 6350 Assessment and Intervention in Reading

MED 6330 Literature for Reading, Writing and Thinking 3 credits

This course examines the selection and use of literature in elementary and secondary classrooms and literature programs, and the range of literature-based activities that can be used to promote student success and engagement in reading. Students will explore the essential aspects of a quality literature program, including genres, literature programs, methods to support reading comprehension and enjoyment, pre-and post-reading activities, and teaching and learning strategies such as literature circles. Students will consider current theories of literacy development, and will develop a working knowledge of the Mass. ELA frameworks.

Prerequisite: MED 6040

MED 6340 The Teaching of Writing 3 credits

This course reviews research on children's writing development, writing processes, and writing as it pertains to the process of language development and reading. Participants will explore instructional methods for teaching and assessing writing, and will develop a peer-reviewed portfolio of their own writing.

Prerequisite: MED 6040

MED 6350 Assessment and Intervention in Reading 3 credits

This course focuses on specific difficulties that children encounter when learning to read, including print awareness, motivation, vocabulary, fluency, phonemic awareness, and behavioral and organizational patterns. Students will become familiar with current tools and techniques in reading assessment, and will learn to determine the causes of reading problems and how to structure interventions to address them. Students will learn basic principles of assessment (validity, reliability, bias). They will learn to administer and interpret informal reading assessments, and to identify appropriate assessment instruments. They will also become familiar with, and develop initial interpretation skills for, standardized diagnostic instruments.

Prerequisite: MED 6040

MED 6360 Balanced Literacy 3 credits

In this course students build on their understanding of the components of reading from MED 6040, and learn how to structure a series of reading activities that not only address the components of reading but also respond to students individual learning styles. Using a balanced literacy approach, participants learn how to design classroom reading through a combination of reading aloud, guided reading, shared reading, independent reading, and word study. In pursuing a balanced approach, the course will also consider additional strategies for encouraging students both to enjoy reading and to understand what they have read.

MED 6400 Reflective Practice 2 credits

This two-credit course focuses on the development of initial teaching skills and the process of reflection as a means to enhance pedagogical practice. Students will observe and participate in classroom field experiences in settings appropriate to their licensure goals for a minimum of 150 hours over the course of a semester. By reflecting on those observations and activities, on the nature of teaching and learning, and on effective classroom practice, students will build analytical and pedagogical skills to help them refine and improve their own teaching.

MED 6410 Practicum and Seminar 4 credits

Licensure students must have taken and passed all applicable MTEL tests for their license/concentration prior to first of December prior to being registered and enrolled in the practicum.

Prerequisite: Successful completion of Pre-Practicum – MED 6450.

The practicum provides the second and final fieldwork experience for graduate students pursuing an Elementary or Moderate Disabilities initial license. Required by the Massachusetts Department of Elementary and Secondary Education, the practicum requires candidates spend a minimum of 300 hours for a first initial license or 150 hours for a second initial license in an appropriate public school setting aligned to the candidate's licensure goals in order to practice and demonstrate readiness for licensure as outlined by the Massachusetts Professional Standards for Teachers and Candidate Assessment of Performance (CAP).

This final experience in the field is critical as teacher candidates participate daily and assume full responsibility in order to understand the expectations of teachers and the specific role they are about to undertake. During the practicum, teacher candidates continue to learn instructional strategies, assess student learning, integrate coursework taken thus far, gain further experience, and develop their teaching style and reflective stance in a supervised setting. In addition to the required 300 or 150 hours in the field, students attend a seminar. The seminar provides a forum for candidates to discuss their experiences and explore particular concepts related to teaching practice.

Curry College offers an endorsement licensure program, described below.

Transition Specialist Program

The Curry College graduate certificate program in Transition Specialist Endorsement is designed to provide advanced training to special education teachers and counselors who wish to specialize in transition planning services. The sequence of courses and field experience have been developed to meet the standards and competencies for the Transition Specialist Endorsement set by the Department of Elementary and Secondary Education. Transition Specialist candidates must have a minimum of two years experience under one of the following licenses: An Initial or Professional license as Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of Visually Impaired, Teacher of the Deaf and Hard of Hearing, School Guidance Counselor, Social Worker/School Adjustment Counselor or Rehabilitation Counselor.

The Transition Specialist Endorsement program is specifically designed for teachers and counselors already licensed in their field of study and offers additional training and career options for those professionals who are motivated to advance their knowledge and skills. The course and field assignments have been integrated throughout the program to meet the state standards and requirements for endorsement. The graduate level of the endorsement program leads to a qualification in the area of Transition Specialist, meeting a critical need recognized by the state.

Licensure: This program prepares experienced educators for the following role:

- Transition Specialist (all levels)

Unique Program Features:

This program is offered in a hybrid or blended format with some in-person classes replaced by online activities. Students must be experienced and adept at the use of personal computers and learn new programs quickly. Students should be competent in the use of common business application software (i.e. Word, PowerPoint) and familiarity with learning technologies.

State Approved Program:

The Curry College Transition Specialist Endorsement Program is designed to meet the standards, guidelines, and competency requirements established by the Department of Elementary and Secondary Education (DESE) for Transition Specialist Endorsement.

Program Requirements

This program is designed for experienced educators. As such the program requires:

- Bachelor's Degree from an accredited institution
- Copy of your official teaching or counseling licenses and or certifications
- Completed Application
- Current Resume
- Minimum of two years experience under one of the following licenses or certifications:

  At either the initial or professional level:

  - Teacher of Moderate Disabilities (PreK-8; 5-12)
  - Teacher of Students with Severe Disabilities (All levels)
  - Teacher of the Deaf and Hard of Hearing (All levels)
  - Teacher of Students of the Visually Impaired (All levels)
  - School Guidance Counselor
  - School Social Worker/School Adjustment Counselor
  - Rehabilitation Counselor

SPE 6910 Foundations and Implementation of Transition Education and Services **3 credits**

This course will explore the historical foundations of the transition movement including State and Federal transition related legislation and policies for providing transition services at the local level. This course will also explore evidence-based transition practices including college and career readiness practices. Additionally, the course provides an introduction to various topics related to transition planning including identifying the skills necessary for postsecondary success and the various models for the role of Transition Specialists.

SPE 6920: Effective Collaboration with all Stakeholders **3 credits**

This course focuses on models and strategies for collaboration among students and families in IEP development, transition education and services, and support networks. The Transition Specialist's roles and responsibilities as a collaborative consultant will be explored. Participants will have the opportunity to develop partnerships with employers, institutes of higher education, public agencies, and community service agencies.

SPE 6930: Individual Transition Assessment and System Evaluation **3 credits**

This course introduces participants to a variety of approaches to assess student interest, strengths, preferences, and needs in order to provide appropriate, individualized, and meaningful transition services. Participants will be provided with the foundational background and opportunities to practice developing individualized transition assessments that will lead to appropriate and measurable postsecondary goals that address educational, employment, independent living needs, and social, communication and functional skills.

SPE 6940: Developing Transition Systems and Supports **3 credits**

This course provides students with an overview of the components of the transition systems and supports involved in providing services to students in order to prepare them for life after high school. Included are those systems and supports that address the unique needs, strengths, interests, and preferences of a range of students with disabilities. The overarching goal of this course is to provide participants with a broad understanding of methods to develop evidence-based transition-specific materials and curricula that promote self-determination and self-advocacy.

MED 6945: Practicum & Seminar in Transition Specialist **3 credits**

This course requires a supervised 150-hour field-based experience that includes providing transition services for transition-aged students with disabilities who have IEP's, in collaboration with their families, community members, and other relevant professionals. A minimum of 100 hours of field-based experience shall be completed within a Massachusetts public school, approved private special education school, or educational collaborative. The remaining 50 hours must be completed in a community based setting working with transition age youth in order to gain experience assisting youth transition from school to adult life. Monthly seminar meetings will allow candidates to discuss issues, concerns, and trends in the field of transition services and supports for students with special needs. Regular meetings with program supervisors will supplement seminar sessions and supervising practitioners, who will observe, mentor, assess, and collaborate with candidates in field-based settings.

Master of Science in Nursing (MSN)

Curry College's Master of Science in Nursing is designed for nurses who want to enhance their practice with cutting-edge knowledge and skills. Among the program features are:

- Convenient campus locations
- A superb nursing faculty committed to excellence in nursing education
- A cohort based model where students will stay together as a group throughout the program
- A 2-year commitment; one full day of classes per week
- Extensive clinical immersion at a range of clinical sites

Application for Admission
Curry accepts applications on a rolling basis and space in the cohort is limited. Admissions decisions are normally made within two weeks of the receipt of all application materials. We encourage applicants to complete their applications two months before the upcoming cohort. After that time, applications will be considered on a space available basis.

Cohort Enrollment Policy
Curry College's MSN is a cohort program with classes held one day each week for four semesters. Students entering Curry's MSN degree program commit to continuous enrollment with the same group of students. Therefore, once enrolled, changing cohorts is not an option, except for extraordinary reasons. Extraordinary reasons, for example, are documented health or family emergencies.

Any student who requests to delay continuous enrollment in their cohort must make a formal request in writing to the Graduate Director of the MSN Program. The request must include documentation of the 'extraordinary' reason for changing the cohort sequence. The Director and/or the Assistant Vice President may request further information. Decisions are made by the Director of the MSN Program, with final approval or rejection by the Assistant Vice President of Continuing and Graduate Studies. All decisions are final.

Length of Time to Complete Program
All course work and program requirements must be completed within six years.

Grades and Academic Standing
The minimum passing grade in each course is a B- (80) and is necessary for progression in the program. A grade of C+ or lower in any course is cause for academic review. A course can only be repeated once. Students must maintain a minimum grade point average of 3.0 to remain in good academic standing. Academic review will take place if the GPA falls below a 3.0. Students must also maintain a satisfactory rate of progress measured by cumulative attempted credits.

A student is making satisfactory progress when at least 67% of attempted credits have been completed with a passing grade.

The complete Graduate Academic Standing policy can be found in the Graduate Studies Policies section of this Catalog. Additional policies and information for the MSN program are in a nursing policy and information booklet.

Master of Science in Nursing (MSN)

Curriculum Requirements

The MSN program is comprised 35 credits. The first two semesters include core graduate nursing courses. The first year of the curriculum is identical for both concentrations; the concentrations diverge in semester 3 of Year 2.

Semester 1		
MSN 6200	Advanced Pathophysiology	3 credits
MSN 6000	Advanced Assessment and Clinical Reasoning	3 credits
MSN 6600	Informatics and Health Information Management	3 credits
Semester 2		
MSN 6300	Nursing Theory, Science and Evidence-Based Practice	3 credits
MSN 6500	Advanced Pharmacology	3 credits
MSN 6040	Advanced Evidence-Based Research and Statistical Analysis	3 credits

MSN 6000 Advanced Assessment and Clinical Reasoning **3 credits** *Semester 1*

This advanced assessment course builds on basic physical assessment concepts and addresses comprehensive health assessment. The course applies clinical decision-making models while integrating assessment skills and techniques. Emphasis is placed on techniques of complete history taking and systematic physical assessment utilized by the master's prepared nurse in the identification of health needs in differing care environments.

MSN 6040 Advanced Evidence-Based Research and Statistical Analysis **3 credits** *Semester 2*

This course examines research design, analysis, and strategies for incorporation into nursing practice. It focuses on methods of using research findings to solve identified clinical problems, and in developing questions appropriate for population-based research. The course prepares students to conduct analytic critiques of the research literature for scientific merit, and to synthesize these critiques for application to practice. Students examine evidenced based guidelines and articulate how evidenced-based research is used to implement and evaluate outcomes. The course emphasizes research-based nursing practice in clinical population management.

MSN 6200 Advanced Pathophysiology **3 credits** *Semester 1*

This course emphasizes utilizing knowledge of physiological alterations as a framework for clinical decision-making. Includes novel and break through scientific gains in pathophysiology using the most current literature and evidence.

MSN 6300 Nursing Theory, Science and Evidence Based Practice **3 credits** *Semester 2*

This course focuses on nursing science, nursing theorists, adjunctive discipline theorists, and the use of evidence-based information to advance nursing knowledge. Learners discuss and analyze conceptual and theoretical perspectives specific to advanced nursing practice. The processes of creating theorybased practice guidelines are explored. Emphasis is on creating strategies for the master's prepared nurse to incorporate theory into the clinical and educational practice environments.

MSN 6500 Advanced Pharmacology **3 credits** *Semester 2*

This advanced pharmacology course builds upon a basic understanding of the concepts and principles of pharmacology. Advancing knowledge of drug actions, clinical usage of drugs and rationales for drug therapy are included. Physiological factors of disease processes are related to drug mechanisms.

MSN 6600 Information and Health Information Management **3 credits** *Semester 1*

This course uses classroom and online approaches for class content. TIGER (Technology Informatics Guiding Educational Reform) competencies guide course content. Students will assess systems that underlie all information technologies, and change theories. Students assess systems that underlie all information technologies and change theories. Students utilize informatics to assess the care environment to improve patient care outcomes and demonstrate a beginning competency in informatics to monitor, educate and improve organizational and clinical performance. The role of the master's prepared nurse as a participant in the design and implementation of information technology systems in departmental and hospital-wide initiatives are understood in the context of current workplace environments.

The curriculum courses for both tracks in Year 2:

Semester 3

MSN 6450	Health Policy, Systems and Financing	3 credits

Semester 4

MSN 6100	Leadership	3 credits
MSN 7892	Capstone Seminar (scholarly project)	2 credits

MSN 6450 Health Policy Systems and Financing **3 credits**
Semester 3

This course provides the student with an overview of development, implementation, and evaluation of health policy on local, national, and global levels. The student considers the impact of health care policies on a variety of stakeholders including patients and families, care providers, insurers, and governmental regulators. A discussion of the impact of health policy financing and reimbursement within both public and private health care delivery organizations allows the learner to develop insight into considerations for individual nursing practice.

MSN 6100 Leadership **3 credits**
Semester 4

This course focuses on the history, development and integration of the role of the master's prepared nurse as a reflective practitioner. Course content includes leadership, chaos, and complexity theories, and the relationship of these theories to error and innovation in health care. Concepts of conflict, change, communication, coaching and mentoring, advocacy, vision and creativity are discussed. . Emphasis is placed on understanding and fostering development of individual leadership abilities by creating an opportunity for students to assess and reflect upon their own approaches to leadership.

MSN 7982 Capstone Seminar **2 credits**
Semester 4

The capstone seminar allows students to apply skills acquired in their master's course work and collaborate with faculty to design a specific clinically based administrative or educational project. Using critical analysis of the practice setting needs, students use theory and evidence-based strategies to develop and implement a scholarly project. The final product, appropriate to the advanced practice role focus, includes an abstract, a presentation and a poster suitable for a conference. Students present their capstone projects in their practicum settings.

Master of Science in Nursing (MSN)

Four courses in the Nursing Education concentration may be taken separately, if students want to earn a Nursing Education Certificate. The Nursing Education Certificate can be earned post-master's for professional development. With the agreement of the MSN Program Director and acceptable preparation, the courses could be taken post-baccalaureate and the credits could be transferred to the MSN degree program. The course, MSN 6100 Leadership, is required as part of the Certificate curriculum.

NURSING EDUCATION CONCENTRATION REQUIREMENTS

Semester 1		**Credits**
MSN 6200	Advanced Pathophysiology	3
MSN 6000	Advanced Assessment and Clinical Reasoning	3
MSN 6600	Informatics and Health Information Management	3
Semester 2		
MSN 6300	Nursing Theory, Science and Evidence-based Practice	3
MSN 6500	Advanced Pharmacology	3
MSN 6040	Advanced Evidence-Based Research and Statistical Analysis	3
Semester 3		
MSN 6460	Curriculum Theory, Design, Frameworks, Development, and Evaluation Methods	3
MSN 6760	Teaching Strategies and Evaluation Methods	3
MSN 6450	Health Policy, Systems and Financing	3
Semester 4		
MSN 6100	Leadership	3
MSN 7892	Capstone Seminar	2
MSN 7863	Practicum in Nursing Education	3
	Total Required Credits:	**35**

NURSING EDUCATION COURSES

MSN 6460 Curriculum Theory, Design, Frameworks Development, and Evaluation Methods **3 credits** *Semester 3*

This course provides the student with practical applications in nursing and health-related curriculum design, including the development of a teaching/learning philosophy, evaluation of mission statements, programmatic goals, learning objectives, individual courses, and teaching plans for diverse learning populations. The course explores various curriculum frameworks and models. A selected curriculum model will be analyzed identifying successes and opportunities for improvement. This course will also incorporate opportunities to apply curriculum assessment and methods for systematic program evaluation within the classroom setting.

MSN 6760 Teaching Strategies and Evaluation Methods **3 credits** *Semester 3*

This course explores adult learning theories; social, legal and ethical considerations; teaching strategies and evaluation methods related to nursing education. The course incorporates practical applications in assessment of learning outcomes, test construction, and test item analysis. Learning style needs of students as a basis for developing appropriate learning environments and instructional methods that promote critical thinking are introduced. Various teaching modalities are examined in a variety of settings that include classroom, clinical, online, laboratory, and simulation in order to develop essential skills required as a nurse educator.

MSN 7863 Practicum in Nursing Education **3 credits** *Semester 4*

This practicum experience expands and refines the analytical and organizational competencies necessary for the nurse educator role. Paired with a preceptor and under the direction of faculty, the student obtains a fuller perspective of what nurse educators achieve in academic and clinical settings. Assignments from earlier courses create a basis for an education project within the agency. Learning opportunities provide the student with access to selected settings, clinical exposures, laboratory exercises, simulation, faculty/ agency meetings and organization activities. As part of the practicum experience students are expected to develop clinical proficiency through the use of focused and sustained clinical experiences (130 hours).

NURSING ADMINISTRATION CONCENTRATION REQUIREMENTS

Four courses in the Nursing Administration concentration may be taken separately, if students want to earn a Nursing Administration Certificate.The Nursing Administration Certificate can be earned post-master's for professional development. With the agreement of the MSN Program Director and acceptable preparation, the courses could be taken post-baccalaureate, and the credits could be transferred to the MSN degree program. The course, MSN 6100 Leadership, is required as part of the Certificate curriculum.

Semester 1		**credits**
MSN 6200	Advanced Pathophysiology	3
MSN 6000	Advanced Assessment and Clinical Reasoning	3
MSN 6600	Informatics and Health Information Management	3
Semester 2		
MSN 6300	Nursing Theory, Science and Evidence-based Practice	3
MSN 6500	Advanced Pharmacology	3
MSN 6040	Advanced Evidence Based Research and Statistical Analysis	3
Semester 3		
MSN 6470	Organizational Leadership in Health Care	3
MSN 6770	Quality Improvement Science and Risk Management in Healthcare	3
MSN 6450	Health Policy, Systems and Financing	3
Semester 4		
MSN 7892	Capstone Seminar	2
MSN 7873	Practicum in Nursing Administration (130 hours)	3
MSN 6100	Leadership	3
	Total Required Credits:	**35**

NURSING ADMINISTRATION COURSES

MSN 6470 Organizational Leadership in Healthcare **3 credits** *Semester 3*

The course defines interventions, and their operation to proactively build a culture of patient safety. The course identifies themes and patterns within organizational systems and places for potential improvement. Guidelines and goals from national organizations and regulatory agencies are analyzed including the Joint Commission, Agency for Healthcare Research and Quality (AHRQ), the National Quality Forum (NQF), the National Academy of Medicine, National Patient Safety Goals, and the Institute for Healthcare Improvement (IHI). Students explore the use of data and analytics essential to advancing organizational performance. Students develop the business, financial management and human resource management skills used by nurse leaders and administrators to improve health care outcomes. The course focuses on the collaboration, consultation, communication and leadership skills necessary to assure patient safety throughout the health care system and over transitions of care.

MSN 6770 Quality Improvement Science and Risk Management in Healthcare **3 credits** *Semester 3*

This course reviews the history and growth of quality improvement science for modern applications in nursing and health care. Models from other high reliability disciplines including the airline industry will be used to analyze the current healthcare delivery system, regulation, compliance, the intersection of finance and budgeting, and judging future risk. Risk management tools including Failure Effects Mode Analysis (FEMA) and Root Cause Analysis (RCA), along with other system outcome measurements, benchmarking techniques and regulatory reporting are analyzed. Theoretical and research bases for effecting change in healthcare systems to improve patient outcomes is a major focus.

MSN 7873 Practicum in Nursing Administration **3 credits** *Semester 4*

This practicum experience expands and refines the analytical, leadership and organizational management competencies related to the nurse administrator role. Paired with a nurse leader acting as a manager/administrator in a selected care environment, the student focuses on gaining a full perspective of the current and evolving organizational leadership role, with a focus on quality, risk management and processes of managing health care delivery. The student attends agency organization and management meetings and takes responsibility for the design, coordination and management of a health care project appropriate to the student's chosen population and practice setting (130 hours).

GRADUATE CERTIFICATES IN NURSING

The four core courses in the Nursing Education or Nursing Administration concentrations may be taken separately, if students want to earn a Graduate Certificate in either discipline. A Certificate can be earned post-master's for professional development. With the agreement of the MSN Program Director and acceptable preparation, the courses could be taken post-baccalaureate, and the credits could be transferred to the MSN degree program. The course, MSN 6100 Leadership, is required in each Certificate curriculum.

See the Nursing Education Concentration Requirements or the Nursing Administration Concentration Requirements sections of the Catalog for a listing of the courses in each discipline.

Academic Advising

The Academic Advising office exists to offer guidance and support to students throughout their undergraduate experience as they explore and make choices regarding their academic program, major, and educational goals.

The goals of the Academic Advising Office are the following:

- Assist students in creating their schedule for each semester, help to narrow their choices around declaring a major, and provide useful advice on required courses and General Education requirements
- Based on the tenets of proactive, holistic, appreciative advising, the Advising Office staff seeks to assist students in developing strategies and utilizing resources that will enable them to take responsibility for and become engaged in their learning throughout college and beyond. These include, but are not limited to: Tutoring, time management or study skills strategies, counseling, conflict resolution skills, accommodations, and instructional technology assistance.
- Encourage students to establish meaningful connections with their faculty advisor, and to also become involved in the campus community by participating in co-curricular activities and programs

The Advising Office first interacts with students following their acceptance to pre-register them for a few classes prior to Summer Orientation. Many students attend a Summer Orientation session, or speak with an advisor by phone to complete their schedule for the fall semester. Students are assigned to an academic advisor, usually in their major, in August, and it is possible to request a change of advisor on the student portal, should a student wish to do so.

Faculty advisors first meet with their advisees at Meet and Greet (following Convocation) and usually for 2-3 additional meetings throughout the semester to discuss any issues or concerns which may impact their academic progress.

Computer Labs

Computer Labs, located in the Kennedy Building, Webb Learning Center, Hafer Building and Levin Library, provide students with a variety of tools and resources to support the applied technology program as well as other academic areas of study and research. The facilities contain Macintosh and PCs, slide and flatbed scanners, a dye-sublimation color printer, and laser writer printers, all connected via an Ethernet network. During the regular college year, the Kennedy and Hafer Macintosh lab facilities are open on Mondays through Thursdays from 8:00 a.m. to 10:00 p.m., on Fridays from 8:00 a.m. to 4:00 p.m., and on Sundays from 2:00 p.m. to 10:00 p.m. The Kennedy and Hafer labs are closed Saturdays. The Levin Library lab is open during regular library hours. Lab assistants are available to provide help for Curry students. The computing functions taking place in the labs are word processing, electronic spreadsheets, database management, Internet access, graphic design, desktop publishing, the integration of photography and computer technology, digital imaging, academic research and various specialized projects.

Experiential Education

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

The Center for Career Development

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

Curry Speaking Center

The Curry Speaking Center is a facility where students can work with a faculty member or peer facilitator to learn and reinforce speaking skills. The Curry College Speaking Center is one of fewer than 20 centers to be certified by the National Association of Communication Centers, with endorsement from the National Communication Association. The Speaking Center provides individual assistance to students at all

stages in the speech preparation process. Students preparing a speech or presentation for any class may work on it at the Speaking Center. A key element in the success of the Speaking Center is the staffing by carefully selected, trained peer tutors known as Speech Associates who work one-on-one with students by videotaping practice sessions, giving feedback, and aiding students in polishing their presentations. The Speaking Center is open to any students in any course, regardless of major. It is located on the top floor of AAPC across from the elevators.

Counseling Center

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

Educational Diagnostic Center (EDC)

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

The EDC staff includes special educators and learning disabilities specialists, registered educational therapists, and school psychologists, all of who are masters or doctoral level trained. For information and fees, contact the coordinator, Linda Camp, at (617) 333-2250.

Academic Enrichment Center (AEC)

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

Academic Enrichment courses include Academic Skills for the Adult Learner, Academic Success, American Language and Culture 1, American Language and Culture II, Competencies for Prospective Educators, Discovering Boston, Peer Teaching in the Disciplines, Introduction to Academic Reading: Global Emphasis and Study Abroad Seminar. See page 29 for course descriptions. Non-credit seminars in time management, essay writing, test taking strategies and proper citation are offered periodically.

Louis R. Levin Memorial Library

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

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

No library can have everything and for materials not available at Levin Library, students can take advantage of Interlibrary Loan to borrow materials from other libraries around the country and internationally. You can create your interlibrary loan account from the Library web site.

Levin Library also has a collection of iPads which circulate for two weeks, wireless printing, scanners, and a color printer.

The Library's Education Resource Center (ERC) provides instructional materials for courses in teaching methods. The ERC collection includes print, multimedia and manipulative materials which support Curry's programs for early childhood, elementary, and special needs teachers.

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

Media Services

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

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

Program for Advancement of Learning (PAL)

The internationally recognized Program for Advancement of Learning (PAL) is a comprehensive, fee-based support program providing assistance to students with specific learning disabilities and/or AD/HD with at least average to above average intelligence. Since 1970, when PAL was established in this country as the first program of its kind, PAL has focused on helping each participant to become a competent, effective, independent learner through heightened self-awareness. Students work in individual and/or small group classes with a PAL faculty member in accordance with their individualized learning needs. Classes focus on developing students' understanding of the learning process, brain functions, and use of strategies in cognitive areas such as listening, speaking, reading, written expression, time management, organization, and spatial orientation. Each learner is asked to identify how s/he most effectively gains knowledge, what gets in the way of potential success, and what must be done to achieve the success s/he desires and deserves.

Students receive credit for the first-year PAL courses and are able to continue in the program either full- or part-time as long as needed. Participation in PAL is for a minimum of one academic year and each PAL course carries an additional fee. Summer PAL is an optional program for accepted PAL students that provides a structured college experience in a supportive, enjoyable environment that allows students to begin their first college year with increased confidence and self-awareness. Students earn three credits for their participation in this three-week, intensive course that lays the foundation for developing self-understanding and effective learning habits. Classes focus on discussions, readings, and writing on topics such as brain functions, learning styles, and cognitive processing. Students have multiple problem-solving and critical thinking experiences that connect their personal learning profiles to real-world situations. Summer PAL introduces students to life at Curry and provides an opportunity to develop long-lasting relationships with faculty and students. There is an additional fee for this program.

In the first year, students enroll in required courses bearing 1.5 credits each: PAL 1190 and 1200, The Learning Process I and II. After the first year, PAL students are given the option to continue in one of the following non-credit courses: PAL 1210, Advancement in Learning, PAL 1220, Learning Transitions, and PAL 1230, Selected Topics in Learning. This course sequence is designed to provide a comprehensive and individualized approach to meeting student needs to develop independence. (See course descriptions for details).
Many successful graduates of PAL regard the support they received from their PAL professors and peers as critical components of their personal success. PAL students are fully integrated into all of the College's courses and activities. From their first day at Curry to Commencement, PAL students are first and foremost Curry students – fulfilling the necessary curriculum requirements alongside students without learn-

ing disabilities. Students who participate in PAL are often actively involved in leadership roles across the campus, for example: student government, the Honors Program, The Currier Times, ONE Curry, and many other organizations. Approximately 25% of new Curry students are enrolled in PAL.

PAL For Multilingual Students

PAL for Multilingual Students (PML) is designed for students who are either non-native speakers of English or bilingual/multilingual students with a diagnosed language-based learning disability (LD) and/or Attention Deficit Hyperactive Disorder (AD/HD). PML provides individualized teaching based on specific learning profiles including direct instruction of academic English in the areas of critical listening, reading, and communication skills and learning/metacognitive strategies. Specialized services include academic advising, faculty liaison, peer support group, and an individually designed curriculum plan. PML is not intended to be an intensive English instruction program.

For additional information about the program, contact the Coordinator of PAL for Multilingual Students. General information and application procedures may be obtained by contacting the College's Admission Office.

The Adult Center at PAL

The Adult Center at PAL (ACP) serves adult students who have a primary diagnosis of a language-based learning disability and/or AD/HD and who have average to above-average intellectual ability.

The ACP offers one-on-one and small group support to help adult students develop their strengths and overcome obstacles so they can achieve greater success in the academic and professional world.

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

EXPENSES

The total cost of a higher education today is only partially met by tuition and other fees charged by an independent college. To keep these costs at a reasonable level and still provide a quality-individualized education, it is necessary that colleges obtain additional funding from various outside sources. At Curry College these sources include the College's investment of its own endowment funds; gifts from friends, foundations, corporations, alumni, parents, and other donors; and, to a limited extent, federal and state funds.

Charges for Two Semesters	**Commuting Students**	**Resident Students**
Full-Time Tuition	$37,850	$37,850
Standard Room Rate (multiple occupancy)		$8,535
Standard Room Rate (single occupancy)		$10,865
886 (multiple occupancy)		$9,415
886 (single occupancy)		$11,705
Suites Rate (multiple occupancy)		$10,045
SCRH (multiple occupancy)		$10,855
SCRH (single occupancy)		$13,165
Bell Hall (multiple occupancy)		$10,135
Bell Hall (single occupancy)		$12,435

Food Plan Options	
17 meals per week	$7,350
14 meals per week	$6,650
10 meals per week	$5,060

*limited to upper level students in specific residence halls.

Comprehensive Fee *- full time students*	1,870	1,870
Comprehensive Fee *students enrolled less than full-time*	$420	$420
PAL Fee/Credit Bearing (if applicable)	$6,940	$6,940
PAL Fee/Non-credit bearing (if applicable)	$6,780	$6,780
PAL Supportive Fee (if applicable)	$3,650	$3,650
New Student Orientation Fee	$350	$350

Charges are due and payable in two installments. A non-refundable $300 Room Deposit for all residents is due each spring to secure a space on campus for the ensuing year. First and second semester tuition, mandatory fees, and if applicable, room and board, payments are each due before registration for the Fall and Spring semester respectively by the dates and in the amounts specified in the semester invoice. Payments received after the due dates are subject to late fees. The Commonwealth of Massachusetts requires colleges and universities to provide a Student Health Insurance Plan (SHIP) with minimum statutory levels of coverage. Curry College provides this coverage to all students who are enrolled in at least 75% of the full time curriculum. Unless an insurance waiver is completed by the specified due date, insurance will be provided by the College. The rate for the 2018-2019 year is $2,986 and $1,741 for the full year for spring admits.

For additional information on the Curry College sponsored student health insurance plan, brochures are available online at https://www.universityhealthplans.com/Curry

Important Health Insurance Note for students enrolling in the summer 2018 semester:

Students continuing enrollment in the summer semester and who purchased health insurance through the College during fall 2018 or spring 2019 may be charged an additional amount not yet determined, on their student account to extend coverage through the end of the summer semester.

Students required to purchase insurance for the first time due to enrollment in 75% of the full-time course load will be charged an amount to be determined for health insurance. If you have comparable U.S. based coverage you can waive the insurance by logging in to www.universityhealthplans.com/Curry
Note: Please check the Curry website www.curry.edu/tuition-andfinancialaid as updates of costs will be posted once available.

Please note in order to waive health insurance, you must have comparable coverage with an agency based in the United States. Out of state Medicaid coverage is not comparable coverage nor are travel insurance policies. As a result, you cannot waive the College's insurance based on this type of coverage.

Room Rate

This charge provides a room assignment to one of the College residence halls. The room rate is assessed based on your assignment to a specific building or room or any room or building changes you request. As a result, your initial fall semester bill may change once your room assignment is finalized.
Important note: The dining facility and all residence halls are closed during official College vacations, and meals and rooms are not provided during these vacations.

Housing Deposits

Students who want to secure on campus housing must make a housing deposit of $300.

- **Entering Students:** All entering students make the housing deposit at the time of depositing for admission and it is included in the $500 resident student deposit (entering students who will be commuting make a $200 deposit at the time of admission). Questions about the admission deposit process should be directed to the Admissions Office.
- **Continuing Students:** A $300 housing deposit is required to secure on-campus housing. For more information about the housing deposit and room selection process, log in to myCurry and review the information under the Student Life tab.

Comprehensive Fee

The Comprehensive Fee allows the College to offer a variety of co-curricular, co-academic and support services to traditional students to enhance their academic and student life experiences while enrolled at Curry.

Orientation Fee

An orientation fee is required of all new students to cover the cost of the summer and fall orientation programs. This is a fixed fee for all new students and includes room and board for the summer program and supports transitional programming for New Students at the beginning of each semester.

Yearbook Fee

All seniors are charged a $75 yearbook fee on their spring bill. Students may opt out of receiving a yearbook by completing a waiver form available in the Office of Student Affairs by the published deadline.

Parking Fee

There is a parking fee for resident students and students who live off campus who use the College parking facilities. The College reserves the right to revoke the parking privileges of any student who does not comply with the parking and traffic regulations. These regulations are included in the Curry College Motor Vehicle Code, available from the Public Safety Office.

Laboratory and Workshop Fees

There may be fees associated with some Curry College courses; please see the semester Course Selection Guide for details. The fees cover costs of materials and equipment upkeep.

Tuition Insurance

Each year thousands of college students are unable to complete classes for the semester due to unforeseen medical issues such as illness, accidents, or mental health related issues. Unfortunately, in many cases these families are unable to recoup all of their tuition dollars. At Curry College, depending on the timing of the withdrawal, there may be circumstances where you may not be eligible to receive a refund of all of your tuition and fees. We understand that these types of situations can be a financial hardship for many families. Therefore, we are pleased to make available an optional Tuition Refund Insurance Plan.

Tuition Refund Insurance can help refund your tuition, fees, and room/board charges, up to the policy limits, if you are unable to complete the semester due to a covered medical reason such as an illness, accident, or mental health issue. This insurance program complements and enhances our school's refund policy and we believe families will benefit from this added protection. Visit www.gradguard.com/curry for more information.

Credit Hour Tuition Charges

The additional tuition charge for each course credit over 18 in any one semester is $$1,262 The tuition charge for each credit of a total course load below 12 credits in any one semester is.should $1,262 Students paying full tuition and taking a full load of courses are allowed to sit in on other courses without credit, if space is available. All course fees must be paid.

Credit Hour Tuition Charges for Overloads: Enrolling for more than 18 credits

The additional tuition charge for each registered credit over 18 in any one semester is $1,262. This applies to but is not limited to any course, lab, internship, independent study, etc. which places the student in more than 18 credits in the semester.

Private Music Instruction

There is a fee for private lessons. For a schedule of charges, consult the Fine and Applied Arts Coordinator.

Tuition for Non-Matriculating Students

Non-degree students register through Curry's Division of

Continuing and Graduate Studies. Please call the Division of Continuing and Graduate Studies at (617) 333-2364 to inquire about tuition rates, which vary by program.
Non-degree students may audit Continuing Education or Graduate courses on a space available basis. Auditors are subject to full tuition and fees for the course and must be formally registered.

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

CHARGES FOR NON-CLASSROOM LEARNING CREDIT

Field Experiences
The normal per credit tuition rates apply to all Field Experience courses taken at the College.

Life Experience Credit
An evaluation fee will be charged only for credit granted by the Committee of Equivalent Education for past life experiences that are equivalent to college-level work. The evaluation fee will be charged at $75 per credit. Call the Office of Experiential Education at 617-333-2195 for fee information. Please note: these credits cannot be included when your financial aid eligibility is being determined.

Proficiency Evaluation
An evaluation fee will be charged at $75 per credit hour. Please note: these credits cannot be included when your financial aid eligibility and enrollment for federal loan deferment is being determined.

Good Financial Standing:
All tuition and fees are payable on the date specified prior to the opening of each semester. Any student who fails to settle all outstanding balances is at risk for losing the semester's course schedule and, if applicable, their housing assignment. Additionally, the student may not check in at the start of the semester nor depart for study abroad/exchange programs, register for or attend classes, participate in student activities including athletics, utilize campus facilities such as the Fitness Center, be provided transcript service, receive grade reports, or be granted a degree. The student is responsible for any collection costs incurred by the College in collecting past due balances. Students must be in Good Financial Standing in order to participate in all Curry College programs and activities included but not limited to participation as an athlete, resident assistant, student government leader, and club member. To be in Good Financial Standing, a student must have settled their student accounts for all balances currently due. A student's account is considered "settled" when it is either paid or covered by one or a combination of the following:

- Pending financial aid, including alternative loans, with no outstanding paperwork or other issues remaining. Funds must be approved by the lender to be disbursed directly to the College at a specific future date.
- A current and up-to-date payment plan established through Curry's third- party servicer, Tuition Management Systems (TMS) which allows payments to be spread over the course of the academic year.

Billing Statements
Electronic Bills are available via the myCurry portal. Students must complete an e-consent form (which can be found online through the myCurry portal under the Finances tab) to receive electronic notification of the availability of the bill. Students are strongly encouraged to give the bill payer access to their electronic bill by granting them permission to view their financial matters on the myCurry portal for families. See instructions below. It is the student's responsibility to notify Curry's Registrar's Office promptly of any change in address. Fall semester bills are generally available to view in mid-June. Spring semester bills are generally available to view in mid-November. Each bill is due in full within 30 days of the billing date.

Students can view their current bill online by logging onto their myCurry account through the portal at

- www.curry.edu
- clicking on the finances tab
- clicking on the student account invoice

New transactions may take up to 24 hours to appear online.

Instructions for Family Portal
A student can select who, if anyone, they wish to provide access to see their financial matters on line or discuss with a representative of the Office of Student Financial Services by changing the family member's access from "no" to "yes" for each individual family member under the myFamily link of the myInfo tab of the student's myCurry account.
Note: you can change access rights at any time by returning to the myFamily access link.

To Notify Curry About Errors in Your Student Account

If you believe your bill contains an error or you wish to dispute any item contained on it, describe the nature of your dispute in writing and mail it to Curry College, Attn: Student Financial Services, 1071 Blue Hill Avenue, Milton, MA 02186 or email to studentaccounts@curry.edu.

Contact us in writing as soon as possible to preserve your rights. We must hear from you in writing no later than 60 days from the time that we sent you the first bill on which the error or problem occurred. Please provide the following information in your letter:

1. Your name and student ID number
2. The dollar amount of the suspected error
3. Describe the error in as much detail as you can, explaining why you believe there is an error.

After we receive your written notice, we will acknowledge your letter within seven days. Within 14 days from the receipt of your letter, we will either correct the error, or explain our findings to you.

Pending Financial Aid Payments

Students must complete and return all additional documentation, verification, corrections and/or new information requested by Curry's Office of Student Financial Services or the outside agency to which an application was submitted. Financial aid awards will not be posted to a student's account if any paperwork is missing. If paperwork remains outstanding, the financial aid may be forfeited and the student will remain responsible to pay any amounts that would have been covered by the financial aid.

The College reserves the right to decline to register or to continue the registration of any student whose presence it regards as detrimental to the general welfare of the College.

Credit Balances and Refunds

If your cash payments and financial aid, including any disbursements of Federal Title IV funds such as Federal Pell Grants or Federal Direct Loans, create a credit balance on your student account, we will retain these credits on your student account to be used against the charges of future terms of enrollment within the same academic year, only if you complete a Credit Balance Authorization Form (CBA Form). Otherwise, a refund, payable to the student, will be either electronically transferred to your bank account* or a check will be mailed to your permanent address according to the timeframe established by the federal government. Note: checks are not available for pick-up and can take up to 14 days after your refund is processed to arrive.

*All students are urged to register with Nelnet, the College's electronic refund partner to provide you with faster access to your money. There is NO FEE for this service. To register for E-refunds:

- Log into your myCurry account.
- Click on Account Invoice, under the Finances tab.
- Click on the Nelnet link – located at the bottom of the invoice.
- You will be brought to the Nelnet website to create an account. Your account will be prepopulated with information from your Curry student account. Click NEXT.
- Each time you log in going forward, this will be your Nelnet account home screen.
- Click on Manage Refunds to update banking information.
- Confirm your information is correct, including student ID. Click Next.
- Select "Bank Account/Direct Deposit".

Note: If you do not select a refund method, a check will be sent to your permanent address (on file with the College) via first class mail and it will take approximately 14 days to arrive from the date your refund request is processed. It is crucial that you keep your permanent address current with Curry College.

- Enter your banking information.
- Click Save after entering the information

Student Refund of Credit Balances

You may request a student refund for any portion of any credit balance on your student account even if you have filed a CBA Form (see "credit balances" previously). Refunds will only be issued for actual credit balances and will not be issued based on "pending" payments. A student refund normally requires approximately two weeks to process. All student refunds will be made payable to the student except in cases where the credit is based solely on a federal loan to the parent and the parent has not consented to the student receiving the refund. Students may request the refund online through their myCurry account.

- Once logged in go to the finances tab
- Click on refund request

Students can request a direct deposit of any credit balance directly into their bank account. Students sign up for direct deposit of their refund through their myCurry account, Finances tab, on the portal.

Please be aware that institutional based financial aid funds will not post to your student account until approximately one week after that semester's Add/Drop deadline. Refer to the Academic Calendar for Add/Drop dates.

Bookstore Vouchers

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

You may request a Bookstore Voucher by:

- Logging into your myCurry account
- Click on the myFinances tab
- Click Bookstore Voucher request

REFUND SCHEDULE

Entering student deposits for fall semester 2018 are refundable up to May 1, 2018.

Prior to the day of check-in, a student who officially withdraws from the college, is eligible to receive a 100% refund on tuition and certain other fees. ***Should a student be suspended from the College, he/she will not receive a refund and will remain responsible for the full cost of tuition and fees for the semester they were suspended.*** Room and board charges, possible refunds and contract termination charges are discussed below in "Housing Policy and Room and Board Agreement". The refundable percentage of tuition declines as of the day of check in as described on the below:

New and Transfer Students

Withdrawal during the First Week	90%
Second Week	80%
Third Week	80%
Fourth Week	70%
Fifth Week	60%
Sixth Week	60%
Seventh Week	50%
Eighth Week	40%
Ninth Week	40%
Thereafter	0%

Returning Students

Withdrawal during the First Week	90%
Second Week	50%
Third Week	50%
Fourth Week	25%
Fifth Week	25%
Sixth Week	25%
Seventh Week	25%
Thereafter	0%

HOUSING POLICY AND ROOM & BOARD AGREEMENT

The Room and Board Agreement is binding for the entire academic year. Room and board charges do not fall under the tuition and fees refund schedule, but as follows:

Request to Terminate Room & Board Agreement Based upon Student's Withdrawal from College

If after signing the Room & Board Agreement a student decides to withdraw from the College, the student must notify the Office of Residence Life & Housing in writing. The College, in its sole discretion, can determine if the notice of withdrawal results in the termination of the Room & Board Agreement. If the College determines that a student's withdrawal from the College terminates the Room & Board Agreement, the student will be responsible to pay the following to the College:

TERMINATION FEE SCHEDULE

Fee Schedule

All housing deposits are non-refundable and non-transferable, regardless of the time of, or reason for, the termination of this Agreement.

The amount the student is responsible to pay will consist of pro-rated charges based on the date the Agreement is deemed terminated, plus a termination fee. The amounts the student is responsible to pay will be charged to the student's account with the College. The student bears the obligation to pay those amounts.

Financial Information

This Fee Schedule does not apply to students who no longer live in the residence hall because of conduct and/or disciplinary issues. Please see the Termination of Room & Board Agreement Based on Student Conduct section for further information.

Pro-Rated Room & Board Charges and Termination Fee Where Termination of Agreement Occurs During the Fall Semester and Student is a New or Transfer Student:

Date of Termination Fall Semester	Percentage of Room and Board Charges Student is Responsible to Pay	Amount of Termination Fee
First Week	10%	$2,000
Second Week	20%	$2,000
Third Week	20%	$2,000
Fourth Week	30%	$2,000
Fifth Week	40%	$2,000
Sixth Week	40%	$2,000
Seventh Week	50%	$2,000
Eighth Week	60%	$2,000
Ninth Week	60%	$2,000
After Ninth Week	100%	$1,000

Pro-Rated Room & Board Charges and Termination Fee Where Termination of Agreement Occurs Before the Fall Semester and Student is a Returning Student:

Date of Termination Fall Semester	Percentage of Room and Board Charges Student is Responsible to Pay	Amount of Termination Fee
Prior to June 1, 2017	[None]	[None]
June 1 – June 29	[None]	$500
June 30 – July 15	[None]	$700
July 16 – July 31	[None]	$1,000
August 1 – August 15	[None]	$1,500
August 16 – Check-In Day	[None]	$2,000

Date of Termination Fall Semester		
First Week	10%	$2,000
Second Week	50%	$2,000
Third Week	50%	$2,000
Fourth Week	75%	$2,000
Fifth Week	75%	$2,000
Sixth Week	75%	$2,000
Seventh Week	75%	$2,000
After Seventh Week	100%	$1,000

Pro-Rated Room & Board Charges and Termination Fee Where Termination of Agreement Occurs during the SPRING Semester and Student is a NEW or TRANSFER Student in the SPRING Semester:

Date of Termination during to Spring Semester	Percentage of Room and Board Charges Student is Responsible to Pay	Amount of Termination Fee
First Week	10%	$1,000
Second Week	20%	$1,000
Third Week	20%	$1,000
Fourth Week	30%	$1,000
Fifth Week	40%	$1,000
Sixth Week	40%	$1,000
Seventh Week	50%	$1,000
Eighth Week	60%	$1,000
Ninth Week	60%	$1,000
After Ninth Week	100%	[None]

Pro-Rated Room & Board Charges and Termination Fee Where Termination of Agreement Occurs Upon Student's Withdrawal, During Spring Semester and Student is a Returning Student:

Date of Termination during to Spring Semester	Percentage of Room and Board Charges Student is Responsible to Pay	Amount of Termination Fee
First Week	10%	$1,000
Second Week	50%	$1,000
Third Week	50%	$1,000
Fourth Week	75%	$1,000
Fifth Week	75%	$1,000
Sixth Week	75%	$1,000
Seventh Week	75%	$1,000
Thereafter	100%	[None]

Request to Terminate Room & Board Agreement for Reasons Other Than Withdrawal or Dismissal from the College:
Residents who wish to terminate the Room & Board Agreement for any reason other than withdrawal or dismissal from the College must receive prior written permission from the College, through the Director of Residence Life & Housing or other designees to terminate Agreement. A resident may request permission to terminate this Agreement by completing and submitting a request to terminate the housing Room & Board Agreement to the Office of Residence Life & Housing.

Termination of Room & Board Agreement Based on Student Conduct:
Resident students dismissed from college housing or the college due to conduct issues will remain responsible for their housing room & board charges as follows:

Removed from College Housing
Should a student be removed from college housing during the term of the Room & Board Agreement, they will remain responsible for the full room and board charges for the full academic term of the Room & Board Agreement, even if the student is removed during the first semester of the two semester term.

Suspended from the College
Should a student be suspended from the College during the term of the Room & Board Agreement, they will remain responsible for the full room and board charges for the current semester when they are suspended. If suspension is during the first semester of the academic term, in addition to the above, the student will be billed, at the time of suspension, a $1,000 termination fee for the second semester.

For more details, please refer to the Housing Policy and Room & Board Agreement, which can be found under the Residence Life section.

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

The calculation is determined in the following manner. The College must calculate the percentage of financial aid that a student has "earned" during the semester. This is calculated by dividing the number of days the student attended by the number of days in the semester. Refund calculations for students attending 8-week classes only will be based upon the term(s) scheduled to be attended.

Students who remain enrolled through the 60% point of the semester are considered to have earned 100% of their financial aid and will not owe a repayment of the Title IV funds. Title IV funds include: Federal Pell Grants, Federal SEOG, Federal Direct Stafford Subsidized or Unsubsidized Loans, Federal Perkins Loans, TEACH Grants and Federal Direct PLUS Loans. Federal Work Study is excluded from this calculation. Even though a student may be eligible to retain his/her financial aid after the 60% point, enrollment is reported to the National Clearinghouse on a monthly basis and may affect the grace period on your loans. The calculation will be done within thirty days of a student's withdrawal from the College. You will be notified in writing of any adjustments to your financial aid. If the College is required to return any of the Title IV funds that a student received, it may result in an amount owed by the student to the College. Failure of the student to return funds to the federal financial aid programs in a timely manner may result in the student being ineligible to receive future financial aid.

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

FINANCIAL AID

Curry College recognizes the need on the part of some students for financial assistance to meet the cost of higher education. Each student applying for financial aid must file the Free Application for Federal Student Aid (FAFSA) specifying Curry College as a recipient (school code # 002143). The student is also required to provide Curry's Student Financial Services Office with any other documents or information requested by the Student Financial Services Office. Please refer to the College's website for a checklist of documents required.

Financial Information

Student Responsibilities

It is your responsibility to:

- Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov in order to have eligibility determined for and receive a financial aid award that includes federal grant, loan or work-study assistance. (Curry College's school code # is 002143).
- Review and consider all information about the College's programs before you enroll.
- File your FAFSA as early as possible to meet the priority deadline of March 1 for new admissions or April 15 for returning students. Errors can delay your receiving financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties including fines and imprisonment under the U.S. Criminal Code.
- Return all additional documentation, verification, corrections, and/or new information requested by either the Student Financial Services Office or the agency to which you submitted your application.
- Read and understand all forms that you are asked to sign and keep copies of them.
- Accept responsibility for all agreements that you sign including but not limited to loan promissory notes.
- If you have a loan, notify the lender of any changes in your name, address, or College enrollment status and complete all loan exit counseling requirements.
- Perform in a satisfactory manner, the work that is agreed upon in accepting a Federal Work-Study award.
- Know and comply with the deadline for application or reapplication for aid.
- Know and comply with the College's refund procedures.
- Maintain satisfactory academic progress in accordance with the standards in the Financial Aid Satisfactory Academic Progress Policy.

Students Financial Aid Rights

Keep yourself informed about:

- What financial assistance is available, including information about all federal, state, and institutional financial aid programs.
- What the deadlines are for submitting applications for each of the financial aid programs available.
- What the cost of attendance is, and what the policies are on refunds to students who withdraw.
- What criteria are used to select financial aid recipients.
- How the College determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, and personal and miscellaneous expenses, etc. are considered in your budget.
- What resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need for financial aid.
- How much of your financial need, as determined by the institution, has been met.
- The various programs in your student aid package. You have the right to request reconsideration of the award which was made to you if your financial situation substantially changes after you filed your Free Application for Federal Student Aid (FAFSA).
- What portion of the financial aid you receive must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total that must be repaid, the repayment procedures, the length of time you have to repay the loan, and when repayment is to begin.
- How the College determines whether you are making satisfactory progress, and what happens if you are not (see Satisfactory Progress to Degree Completion).
- Graduate students may apply only for loans.

Drug Conviction Policy

Federal regulations require the College to notify all students of federal student financial aid penalties for drug law violations. Students who are convicted of any offense involving the possession or sale of a controlled substance under state or federal law while receiving federal Title IV financial aid benefits (including grants, loans, and work assistance) are ineligible to receive these benefits for the following time periods after the conviction:

For the first offense, the period of ineligibility for Title IV financial aid for possession is one year and for sale is two years. For the second offense, the period of ineligibility for Title IV financial aid for possession is two years and for sale indefinite. For the third offense, the penalty is indefinite. A student who loses eligibility for federal financial aid may resume eligibility before the end of the determined period if:

1. The student satisfactorily completes a drug rehabilitation program that:
   (a) meets Federal requirements; and (b) includes two unannounced drug tests; or
2. The conviction is reversed or set aside.

Financial Aid Satisfactory Academic Progress Policy

Undergraduate Degree Students including Continuing Education Students

Whether enrolled on a full or part-time basis, all undergraduate and Continuing Education degree-seeking students must maintain Satisfactory Academic Progress (SAP) in order to receive financial aid. Satisfactory Academic Progress is defined as proceeding toward successful completion of degree requirements. Curry College has adopted the following SAP standards in accordance with U.S. Department of Education requirements. These SAP standards are for financial aid purposes only and do not replace or override the academic policies of the College. Eligibility to continue enrollment at the College and to participate in varsity athletics can be found in the Academic Policies and Procedures section of the Curry College Catalog and on the College website. All students are responsible for ensuring their adherence to SAP and all other academic standards.

Satisfactory academic progress includes three standards of measurement:

1. Cumulative Grade Point Average (qualitative)
2. Credits Earned (quantitative)
3. Maximum Time Frame (length of study)

Cumulative Grade Point Average (Qualitative)

In order to retain financial aid eligibility, all undergraduate and Continuing Education students must maintain a minimum cumulative grade point average based on the attempted number of credits:

Attempted Credits	Minimum Cumulative Grade Point Average
0 to 18.99	1.5
19 to 59.99	1.8
60 or more	2.0

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

A student's cumulative GPA is based on graded credits only. Transfer courses, withdrawals, and incompletes are not included in a student's cumulative GPA.

Credits Attempted versus Credits Earned (Quantitative)

All students must complete at least 67% of the credits which they attempted. The 67% is based on a ratio of the cumulative number of credits a student has attempted versus the cumulative number of credits a student has earned and a maximum of 180 credits. For example:

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

Maximum Time Frame (Length of Study)

Students must complete all of their degree requirements within the maximum allowable time frame which cannot be longer than 150% of the published length of the program or the required number of credits of the student's degree program. Students enrolled full-time and earning a four-year degree are allowed up to six years or 180 attempted credits of financial aid eligibility to earn the 120 credits required for degree completion.

Regardless of whether a student is receiving financial aid during the time frame, semesters and credit hours are used toward the maximum time frame allowance. Once a student has exceeded the maximum time frame or 180 credits, the student will no longer be eligible for financial aid. If at any point within the course of their program, it becomes apparent that a student will be unable to meet SAP standards within the maximum time frame, the student will become ineligible for financial aid.

Satisfactory Academic Progress Reviews

All degree-seeking undergraduate students, including those enrolled through the Division of Continuing Education will be evaluated for Satisfactory Academic Progress at the end of the Spring semester as part of the College's regular annual review process for all three of the standards of measurement outlined in the SAP policy. Regular annual reviews will occur when all grades and credit hours have been officially recorded by the Registrar.

Students who do not meet one or more of the SAP standards will become ineligible to receive financial aid and will be notified of their ineligibility by the Student Financial Services Office. A student may appeal the loss of financial aid by fol-

lowing the procedures outlined in the Regaining Financial Aid Eligibility section.

Students who enroll in a semester following the annual SAP review and choose to appeal will be reviewed for adherence to the SAP standards at the end of that semester, regardless of when the appeal is received.

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

Regaining Financial Aid Eligibility

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

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

Appeal Process
A student may file an Appeal to the Appeals Committee in order to attempt to receive financial aid. The Appeals Committee consists of the Associate Vice President of Finance for Student Financial Services, Director of Financial Aid, Registrar, Associate Vice President of Academic Affairs, Academic Success Coordinator, and a representative of the Continuing Education and Graduate Studies Office as appropriate.

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

Grounds for filing a financial aid appeal may include a documented serious medical condition, death of an immediate family member, or an unusual circumstance that interfered with a student's performance.

A student, themselves, must submit the Appeal and include the reason for being unsuccessful in achieving satisfactory academic progress and explain in detail why they were unable to maintain Satisfactory Academic Progress, and to detail their plan to return to Satisfactory Academic Progress status. All supporting documentation should be included with the Appeal. Please submit the Appeal online via the MyCurry portal. Please note: Incomplete Appeal forms cannot be reviewed by the Appeals Committee. If you have questions regarding the Appeal process, please contact the Student Success Coordinator at SAP@curry.edu

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

Financial Aid Probation
If a student's Appeal for financial aid eligibility is approved, the student may be placed on Financial Aid Probation status. Probation status may be granted if the student's failure to maintain SAP was due to an extraordinary circumstance beyond the student's control. A student who is placed on Financial Aid Probation status will temporarily regain financial aid eligibility for one successive payment period only.

A student will then be reevaluated at the end of that one semester of enrollment. If a student is unable to return to Satisfactory Academic Progress by the end of that semester, the student will become ineligible for future financial aid at the College until such a time as they return to SAP.

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

Students who are on Financial Aid Probation, but who elect not to attend during the Summer semester will be eligible to receive financial aid for the Fall semester and will be evaluated at the end of the Fall semester. If a student meets the SAP standards at the end of the Fall grading period, they will continue to remain eligible for financial aid for the Spring semester. If a student does not meet the SAP standards at the end of the Fall semester, they will become ineligible for financial aid until such time as they return to Satisfactory Academic Progress.

Academic Education Plans

As a result of a SAP Appeal review process, an Academic Education Plan may be developed with the student. An Academic Education Plan may be offered as an option to students who are not meeting the SAP standards but who have a strong likelihood of regaining SAP and successful program completion while continuing to receive financial assistance.
The initial review of a student's SAP under the Academic Education Plan will take place at the end of the first semester that a student is enrolled under the Plan and thereafter annually at the end of the Spring semester as long as the student continues to meet the terms of their Plan. Failure to meet the standards of their Academic Education Plan will result in financial aid ineligibility in subsequent semesters.

Unapproved Appeals

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

Financial Aid Satisfactory Academic Progress for Graduate Students – Effective July 1, 2011

Whether enrolled on a full or part-time basis, all graduate students must maintain Satisfactory Academic Progress (SAP) to receive financial aid.

Curry College has adopted the following SAP standards in accordance with the U.S. Department of Education requirements. These SAP standards are for financial aid purposes only and do not replace or override the academic policies of the College. Eligibility to continue enrollment at the College can be found in the Academic Policies and Procedures of the annual Curry College Catalog and on the College website. All students are responsible for ensuring their adherence to SAP and all other academic standards.

Satisfactory academic progress for Graduate students includes three standards of measurement:

1. Cumulative Grade Point Average (qualitative) and Minimum Grade Per Course
2. Credits Earned (quantitative)
3. Maximum Time Frame (length of study)

Cumulative Grade Point Average (Qualitative)

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

Minimum Grade in Each Course

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

Credits Attempted Versus Credits Earned (Quantitative)

All students must complete at least 67% of the credits, which they attempted. The 67% is based on a ratio of the cumulative number of credits a student has attempted versus the cumulative number of credits a student has earned.

Attempted credits are those credits for which a student is registered at the end of the College's official add/drop period. Therefore, attempted credits include all graded courses and transfer courses, courses from which a student has withdrawn after the drop/add period (W), and courses for which a student receives an incomplete (IN).
For example, a student who has attempted 18 credits must successfully complete at least 12 of those credits.

For a part-time student, satisfactory academic progress will be evaluated at the end of each semester and the student will also be required to complete the same 67% of their credits to be considered to be making satisfactory progress and to be eligible for financial aid.

Maximum Time Frame (Length of Study)

Students must complete all of their degree requirements within the maximum allowable time frame which cannot exceed 150% of the published length or the required number of credits of the program.

For example:

If the published length of a full-time master's program is

two years and the number of credits earned for the degree is 36, the maximum time frame for completion is three years and the maximum credits attempted would be 54.

Regardless of whether a student is receiving financial aid during the time frame, all semesters and credit hours are used toward the maximum time frame. Once a student has exceeded the maximum time frame, the student will no longer be eligible for financial aid. If at any point within the course of their graduate program it becomes apparent that a student will be unable to meet SAP standards within the maximum time frame, the student will become ineligible for financial aid.

Satisfactory Academic Progress Reviews

All degree-seeking graduate students will be evaluated for Satisfactory Academic Progress (SAP) at the end of the Spring semester as part of the College's regular annual review process for all three of the standards of measurement outlined in the SAP policy. Regular annual reviews will occur when all grades and credit hours have been officially recorded by the Registrar.

Students who do not meet one or more of the SAP standards will become ineligible to receive financial aid and will be notified of their ineligibility by the Student Financial Services Office. A student may appeal the loss of financial aid by following the procedures outlined in the Regaining Financial Aid Eligibility section.

Students who enroll in a semester following the annual SAP review and choose to appeal will be reviewed for adherence to the SAP standards at the end of that semester, regardless of when the appeal is received.

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

Regaining Financial Aid Eligibility Enrolling without Financial Aid

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

The Right to Appeal

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

Appeal Process

A student may file an Appeal to the Appeals Committee in order to attempt to receive financial aid. The Appeals Committee consists of the Associate Vice President of Finance for Student Financial Services, Director of Financial Aid, Registrar, Academic Success Coordinator, a member of the Academic Dean's Office and as applicable, a representative from the of Continuing Education and Graduate Studies Office.

Please note: these appeals are separate from academic appeals.

Grounds for filing a financial aid appeal must be due to an extraordinary circumstance such as a documented serious medical condition or death of an immediate family member that interfered with a student's performance.

A student, themselves, must file the Appeal and explain in detail why they were unable to maintain Satisfactory Academic Progress, and to detail their plan for returning to Satisfactory Academic Progress status. All appropriate supporting documentation should be included with the Appeal. Completed Appeals may be scanned and e-mailed, faxed or sent by U.S. mail to the committee. Please note: Incomplete appeal forms cannot be reviewed by the Appeals Committee. Please submit the Appeal online via the MyCurry portal. If you have questions regarding the Appeal process, please contact the Student Success Coordinator at SAP@curry.edu

Appeal Outcomes

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

Financial Aid Probation

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

For example:

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

Students who are on Financial Aid Probation, but who elect not to attend during the Summer semester will be eligible to receive financial aid for the Fall semester and will be evaluated at the end of the Fall semester. If a student meets the SAP standards at the end of the Fall grading period, they will continue to remain eligible for financial aid for the Spring semester. If a student does not meet the SAP standards at the end of the Fall semester, they will become ineligible for financial aid until such time as they return to Satisfactory Academic Progress.

Academic Education Plans

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

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

Unapproved Appeals

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

Financial Aid Course Repeat Policy

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

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

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

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

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

All repeated courses, regardless of whether they are eligible for financial aid, count toward the student's attempted credits for the purpose of determining satisfactory academic

progress and progress toward degree completion within the maximum allotted timeline for financial aid eligibility.

Explanation of the Return of Title IV Student Aid Policy

The federal refund policy applies to any student who withdraws from all classes or takes an approved leave of absence, but attended the institution for at least one day during the semester for which refunds to federal financial aid programs are due. If a student ceases enrollment as determined by the office of the Registrar before completing the 60% point of the semester (measured in calendar days completed) and has received federal aid, a calculation will be performed to determine the amount of unearned funds to be returned. The amount of funds earned up to the date of withdrawal will be retained on the student's account. The College is required to return a portion of unearned funds to the federal government in accordance with the Return to Title IV refund calculation. Each state has its own refund policy governing both funds awarded by the individual state directly to the student and funds administered by the College on the state's behalf. Examples of Return of Title IV calculations for withdrawn students are available in the Student Financial Services Office. Any student receiving Federal Title IV funds will be subject to the following policy regarding return of Federal Title IV funds. Title IV federal financial aid includes: Federal Pell Grants, Federal SEOG, Smart and TEACH Grants, Federal Direct Stafford Loans (subsidized and unsubsidized), and Federal Direct PLUS Loans. Federal Work- Study is excluded.

The College and the student will be required to return to the federal aid programs the amount of aid received that was in excess of the aid "earned" for the time period that the student remained enrolled.

The percentage of the semester completed is the percentage of aid earned. This is calculated by the number of days the student attended divided by the number of days in the payment period (i.e. semester). For example, if a student withdrew on the 20th day of a semester 114 days in length, the student would have earned only 17.5% of the total aid (s)he was initially awarded. (20/114=0.175). Refund calculations for students attending 8-week classes only will be based upon the term(s) scheduled to be attended.

Scheduled breaks of five consecutive days or longer, i.e. Spring break, are excluded from both the numerator and the denominator in the calculation.

Students who remain enrolled through more than 60% of the payment period are considered to have earned 100% of the aid received and will not owe a repayment of Title IV grant funds, if they withdraw after this time.

If the College returns funds to the Title IV aid programs, it could result in the student owing Curry College for charges that were originally paid at the time of the aid disbursement. Students may also be required to return funds that were released to them for personal expenses. Failure of the student to return funds to federal financial aid programs in a timely manner may result in the student being ineligible for future federal student aid. Title IV refunds are made directly to the Title IV aid programs, and NOT to students. Monies returned to the Title IV aid programs will be applied first to loans to reduce the loan debt of the student and/or parent borrower.

Return of Commonwealth of Massachusetts Funds

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

Additional Policies

Student Financial Services maintains a number of policies which are posted to the Curry web. You are urged to review all policies and contact the office if you have any questions about how these may impact you and your eligibility for financial aid. Policies can be reviewed at http://www.curry.edu/programs-and-courses/undergraduate-programs/tuition-and-financial-aid/policies.html

Financial Aid comes in three forms:

Grants and scholarships, loans, and student employment.
The following Financial Aid Programs are available:

Curry College Named Scholarships

Named Scholarships are provided through the generosity of donors and are awarded by the Curry College Office of Student Financial Services to full-time traditional students annually. The listing below outlines criteria for each of the Named Scholarships we currently offer. Students will automatically be given scholarship consideration based on the eligibility requirements for each scholarship. There is no separate application required. If you have any questions about

your eligibility for any of the scholarship funds listed below, please contact the Student Financial Services Office at 617-333-2354 or Fin-Aid@curry.edu.

Ernest P. Anastos Scholarship – This scholarship was established by Ernest P. "Ernie" Anastos '61, a Communication alumnus and a New York City television news anchorman. It is awarded to a deserving communication major of good character, academic ability, and financial need, with preference given to a student aspiring to a career in television.

The Theodore D. "Ted" Baldwin Scholarship – Established by Ted Baldwin, who excelled at Curry and graduated magna cum laude. Ted reached his full academic potential through the PAL program which helped him see his dyslexia as a challenge to his learning abilities and as an opportunity and not as a disability. In the spirit of helping others confronting their own learning abilities, this scholarship is awarded to a deserving student in the PAL program.

The Carroll Nursing Scholarship – This scholarship was established by Paul '83 and his wife Jean Carroll in memory of their son, Paul Carroll, III. In appreciation of the wonderful care and compassion the nursing staff showed their son and family while he was hospitalized. This scholarship is awarded to a Nursing student from MA in need of financial assistance.

Neil A. Collins Memorial Scholarship – This scholarship was established by Nancy Kidder in memory of her son Neil Collins. Neil was a man of integrity who took his responsibilities seriously and could be counted on to keep his word. He overcame many obstacles and faced challenges with great courage. This scholarship is awarded to adult students with learning disabilities who, like Neil, embark on the journey of transformative learning and discover the amazing strengths they bring to it.

Frieda and Joseph Drapkin Scholarship – This scholarship was established in memory of Joseph Drapkin by his late wife, Frieda Drapkin. Both long-time trustees of the College, the Drapkins demonstrated excellence in the achievement of entrepreneurial endeavor and civic leadership. The scholarship is awarded to deserving Curry students of high standards and good character who strive to attain similar entrepreneurial and civic achievement.

The Carol Freedman Education Scholarship Fund – Established by Carol Freedman '66, an Education major while a student at Curry and very active member of the Curry College campus. Carol made a very successful career of educating elementary age students. Awarded to a deserving Education major of good character, academic ability, with preference given to a student aspiring to a career in teaching.

H. Scott Gault Scholarship – This scholarship was established to provide aid to worthy students in the PAL program seeking education beyond High School.

Benjamin Gordon Scholarship – This scholarship was established by Mr. and Mrs. Alan G. Weiler of Scarsdale, New York, in honor of Mrs. Weiler's father, to aid deserving, intellectually gifted students of the Program for Advancement of Learning (PAL) who could not otherwise avail themselves of this unique opportunity.

Edward H. Hastings Scholarship – This scholarship was established by the Student Government Association of Curry College in memory of long-time Curry Professor and Dean Edward H. Hastings. It is awarded to a student of junior status in good academic standing who has made a contribution to the arts, particularly music, at Curry College.

Justin Hughes Memorial Scholarship – This scholarship was established to perpetuate the memory of Justin Hughes. A 1996 honors graduate of the College, Justin was killed shortly after his graduation from Curry in the summer of 1997. Justin was 23 years old. It is awarded to a returning student who has participated in at least one semester in the GEAR-UP Program or similar community outreach program and has committed to at least one semester of continued participation each year of the award.

Justin P. Hughes Endowed Scholarship Fund II – This scholarship was established by Justin Hughes' parents, Pat and Carole, to continue to honor the memory of their son. The goal of the scholarship is to help high achieving students who need financial assistance in order to complete their degrees. The fund will be awarded to one or more students who are at least entering their Junior year who have a minimum 3.0 grade point average, are in good social standing and have a demonstrated financial need.

Vivian C. Jewett Scholarship – This scholarship is sponsored by alumnae of the Perry Normal School, a predecessor school of the Curry College Education Department which became part of the College in 1974. It is awarded each year to an education major showing academic prom-

ise and financial need. The scholarship honors Perry's long-time teacher and dean, Vivian C. Jewett.

Jerrold P. Kahn Scholarship – This scholarship was established by Mr. and Mrs. Arnold Kahn of Albany, NY, in memory of their son, Jerrold P. Kahn '73. It is awarded to a deserving entering junior or senior in the Communication program, with preference given to a student who aspires to a career in radio.

Agnes M. Lindsay Trust – This scholarship grant is awarded to students from rural New England with financial need. (Rural is defined by the Trust as 15,000 inhabitants or fewer.)

Mahoney Family Scholarship – The Mahoney Family Scholarship is an endowed scholarship established by Trustee John "Ted" Mahoney, Esq. and Barbara, the parents of Curry alumnus John J. Mahoney '03. It is awarded to students demonstrating both financial need and an exceptional determination to overcome challenges and succeed at Curry College.

Judith and Michael Meshken Scholarship – This scholarship was established by Judith and Michael Meshken. It is awarded to a needy student attending the College on a full-time basis who has proper academic and moral standing. Preference shall be given to students from Connecticut.

Jennifer Ann Phillips Memorial Scholarship – This scholarship was established by Mr. and Mrs. David M. Phillips in loving memory of their daughter Jennifer after her death in 1980. It is awarded to an outstanding freshman, sophomore or junior with learning disabilities or one who wishes to teach those with learning disabilities. The recipient must demonstrate financial need and academic excellence defined as "striving and working to full potential.

Lois R. Pickering Early Childhood Education Scholarship - This scholarship was established in accordance with the final wishes of Lois R. Pickering, a 1932 graduate of the Perry Normal School, a predecessor school of the Curry College Education Department which became part of the College in 1974. It is awarded to a returning student who has demonstrated good character, respect for others and of the teaching and learning environment.

Publicover Family Scholarship – This scholarship was established by Roy K. Publicover '68, a former trustee of Curry College, in memory of his parents, Cecilia R. and Albert F. Publicover. It is awarded each year to a deserving sophomore, junior, or senior.

The Samuel M. Quain '01 and Kyle L. Berliner '12 Endowed Scholarship – This scholarship was established by parents Cherie F. Quain and Ira E. Berliner with love and in honor of their children. It will provide assistance to a deserving member(s) of the junior class who clearly loves Curry College as much as Samuel and Kyle did and still do.

Gertrude Whall Queen Scholarship – This scholarship was established by Juanita Queen, a former member of the Curry College Corporation, in memory of her mother, Gertrude Whall Queen '02, an alumna and major benefactor of Curry College. It is awarded to deserving female students of demonstrated ability, character, and potential for excellence.

Thomas L. Radley, Jr. Scholarship – This scholarship was established by a longtime Curry College employee and friend, Mrs. Carol G. Wagner, in memory of her eldest son. It is awarded to deserving juniors or seniors of character, commitment to helping others, and overall promise who are concentrating in sociology.

The Jerald Savage Scholarship Fund – This scholarship was established through a donation from the New England Sinai Hospital Charitable Foundation in memory of former Curry College Board of Trustees member Jerald S. Savage. He was deeply committed to giving back to the community serving as treasurer of the Curry College Board of Trustees since 1996. The scholarship is awarded to a nursing student(s).

Scangas Foundation Scholarship – This scholarship was established by the Scangas Foundation. It is awarded to students of ability and need majoring in business management. Preference will be given to students from Lynn, MA, and to employees or children of employees of West Lynn Creamery, Inc. and Richdale Dairy Stores, Inc., but excluding any persons related to the owners of those companies.

Bernice and Samuel Shapiro Scholarship – This scholarship was established by Samuel Shapiro, a noted industrialist, philanthropist, and holder of an Honorary Doctoral degree from Curry, along with his wife, Bernice. It is awarded to gifted yet needy students in the Program for Advancement of Learning (PAL) who, like their grandson, a

Curry alumnus, demonstrated prior outstanding leadership abilities at the secondary school level.

Jordan Vogel Memorial Scholarship – This scholarship was established in memory of a vibrant young man, loyal friend, and loving son, whose life flourished while attending the Program for Advancement of Learning (PAL). The scholarship provides Jordan's fellow PAL students with the means to continue their education at Curry and the support they need to achieve their full potential.

D. Forbes Will Scholarship – This scholarship was established in memory of Mr. Will, a highly regarded member of Curry's Board from 1972 to 1983. It is awarded to students of high standards and good character who show potential for civic and community leadership, with preference given to students from Canton and Milton, MA.

Other Institutional Aid Programs Available

Need-Based Curry Grants are awarded by the Curry College Student Financial Services Office to full-time, traditional, degree-seeking students who demonstrate financial need as a result of filing the FAFSA. The total of Curry grants, scholarships and waiver funds cannot exceed tuition. Students must reapply for aid annually to determine eligibility. All grants are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester.

Curry Grant

Awarded to full-time, traditional undergraduate degree seeking students on the basis of demonstrated financial need and as funding levels permit. Award amounts vary.

Other Curry College funds are available based on the eligibility requirements noted for each award below. You do not have to file a FAFSA for consideration of this funding.

Merit Based Scholarships

The College offers a number of merit based scholarships. During the admission process, each student who is offered admission to Curry College will automatically be considered for a merit scholarship. Your continued eligibility for these funds in future semesters will be reviewed annually at the close of the spring semester grading period. The award amount will not increase and students not offered a merit award at the time of admission are not eligible for these funds in a future semester.

The College offers a number of merit based scholarships. During the admission process, each student who is offered admission to Curry College will automatically be considered for a merit scholarship.

For students entering the College as of September, 2017: Curry College Trustees Scholarship, Academic Achievement Scholarship, and Excellence Scholarship are awarded to acknowledge past academic achievement, promising academic ability, demonstrated leadership skills, character and citizenship, community service and talent. These awards range from $3,000 to $22,000 and are renewable for three additional years provided you continue consecutive enrollment as a full-time, degree seeking student, maintain a minimum 2.0 grade point average and remain in good social and judicial standing. No additional application or FAFSA is required to be eligible for merit scholarships. Students who file the FAFSA may qualify for need-based aid in addition to a merit scholarship.

Curry Success Scholarship: In addition to one of the above merit scholarships, first-year students entering the College as of September 2013, will also be considered for a Curry Success Scholarship. Students meeting a minimum high school GPA and SAT/ACT score will be considered for this $4,000 scholarship. Similar to the above scholarships, the Curry Success Scholarship is renewable for three additional years provided you continue consecutive enrollment as a full-time, degree seeking student, maintain the minimum grade point average stated in your admission letter and remain in good social and judicial standing. Please note, Nursing students are not eligible for the Curry Success Scholarship.

Alexander Graham Bell Awards

Alexander Graham Bell Awards are awarded to students who meet selection criteria and are renewable provided consecutive, continuous enrollment as a full-time, degree seeking undergraduate student. Students must also maintain satisfactory academic progress as outlined in the Curry College Course Catalog.

Curry Spirit Awards

For students entering the College for September, 2017, the Curry Spirit Award in the amount of $10,000 is awarded to students who meet selection criteria and are renewable provided you complete the FAFSA annually and maintain consecutive, continuous enrollment as a full-time, degree seeking undergraduate student. Students must also maintain satisfactory academic progress as outlined in the Curry College Course Catalog.

Early Action Awards

Early Action (EA) is a non-binding application option where students who apply and complete their application under this plan by the December 1 deadline will have an admission decision mailed to you by December 15.

If you are accepted under the Early Action plan, you will automatically receive an Early Action Award of $2,000. This award is renewable for three additional years resulting in an award total of $8,000 provided you continue consecutive enrollment as a full-time, degree seeking student and remain in good academic, social and judicial standing. No additional application or FAFSA is required. Students who file the FAFSA may also qualify for need-based financial aid.

PAL Supplemental Award

The PAL Supplemental Award in the amount of $2,000 is offered to select full-time, degree seeking undergraduate students who we believe will make a significantly positive impact on our campus. No additional application or FAFSA is required. The PAL Supplemental Award is a one-year award and not a need-based fund. Students who file the FAFSA may also qualify for need-based financial aid.

Merit Scholarships for Students Who Entered Curry as of the 2013-2014 Academic Year

If you were offered a merit scholarship (Trustees Scholarship, Academic Achievement Scholarship, Curry Success Scholarship or Excellence In Education Scholarship) at the time of Admission, your scholarship is automatically renewable for 3 additional years provided you continue to maintain the minimum cumulative GPA outlined in your offer letter and remain continuously enrolled in consecutive semesters in the College as a full-time student in a degree program. You are not required to file a FAFSA to receive a merit based award but you are encouraged to do so. All merit scholarships will be credited to the student's tuition account approximately one week after the end of the add/drop period for the semester.

Curry-Massasoit CJ Transfer Scholarship

Students enrolled through the 2+2 transfer agreement will receive a renewable merit-scholarship in the amount of $6,500 for criminal justice students who have graduated from Massasoit with a minimum 3.0 GPA. The award is renewable for 1 year as long as you are enrolled full-time in Curry's Bachelor degree from criminal justice and maintain a 3.0 cumulative GPA.

Family Discount

If a family has more than one student attending Curry at the same time and both are enrolled full-time as traditional undergraduates in a degree program, the second student will receive a 10% discount of their tuition. The discount only applies to regular full-time tuition charges and excludes course overload fees, room and board and any other fees. There is no application process for this discount. All discounts are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester.
NOTE: Students receiving Merit Based Scholarships or other tuition discounts or waivers are not eligible to receive this discount.

Alumni Discount

If you are the child of a Curry Alum, you will receive a 10% discount on your tuition, provided you are enrolled full-time as a traditional undergraduate in a degree program. The discount applies only to regular full-time tuition charges and excludes course overload fees, room and board and any other fees. There is no application process for this discount. All discounts are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester.
NOTE: Students receiving Merit Based Scholarships or other tuition discounts or waivers are not eligible to receive this discount.

Tuition Waivers/Tuition Exchange

Receipt of either a Tuition Waiver or Tuition Exchange Award invalidates any prior offer of institutional aid including but not limited to merit scholarships, non-need-based awards, need-based grant or tuition discounts. Additionally need-based federal and state aid eligibility may be impacted.

Resident Assistant (RA) Discount

Once you have applied, been selected and accept the role of a Resident Assistant, the Residence Life Office will notify Student Financial Services of your hired status. You will be awarded a RA discount per the terms of your hire date and employment period. All discounts are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester.

FEDERAL PROGRAMS

Federal Pell Grant

A federally funded program that uses a standard formula, established by Congress, to evaluate the information you report on your FAFSA, to determine your Pell Grant eligibility. These funds are awarded to undergraduate students with exceptional financial need who are pursuing their first bachelor's degree. Pell Grant funding is set by the federal government each year. Current awards are estimated to range from a minimum of $650 to a maximum of $6,095 for the academic year 2017-2018 are also based on enrollment status. Students are required to complete a FAFSA annually for consideration. Funds are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester. Award amounts are ESTIMATES until final payment is approved by the federal government.

Federal Supplemental Educational Opportunity Grants (FSEOG)

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

TEACH Grant Program

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to $4,000 per year in grants for graduate and undergraduate students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families. Undergraduates may receive up to $16,000 and graduate students up to $8,000. Please note: These annual amounts are subject to federal budget sequestration and Congressional approval. Students enrolled less than full-time are eligible, but the maximum grant will be reduced. The grant is also available for post-baccalaureate teacher certification coursework.

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

Student Eligibility and Application Requirements Each year, before a TEACH Grant can be disbursed, you must do the following:

- Complete the Free Application for Federal Student Aid (FAFSA), although you do not have to demonstrate financial need.
- Meet the eligibility requirements for federal student aid. You must be a U.S. citizen or eligible non-citizen. For a listing of eligibility requirements, check the U.S. Department of Education's website at http://www.fafsa.ed.gov/faq003htm.
- Enroll in a program of study designated as TEACH Grant eligible. Eligible programs are those that prepare a student to teach in a high-need area.
- Meet one of the following academic achievement requirements:
- Score above the 75th percentile on a college admissions test (e.g., SAT, ACT, GRE).
- Graduate from high school with a cumulative GPA of at least 3.25 (on a 4.0 scale) to receive a grant as a freshman.
- Earn a cumulative GPA of at least 3.25 (on a 4.0 scale) for your college coursework to receive a grant for each subsequent term.
- Complete TEACH Grant counseling by making an appointment with Student Financial Services.
- Sign a TEACH Grant "Agreement to Serve" located online at: https://teach-ats.ed.gov/ats/index.action. Respond the U.S. Department of Education's requests to confirm your continuing intention to meet the teaching obligation.

TEACH Grant Agreement to Serve and Promise to Pay

You must sign a TEACH Grant "Agreement to Serve" and "Promise to Pay" (service agreement) each year you receive a TEACH Grant. Both forms are available online on the Department of Education's website. The TEACH Grant service agreement specifies the conditions under which the grant will be awarded, the teaching service requirements, and your acknowledgment that if you do not meet the teaching service requirements, you must repay the grant as a Federal Direct Unsubsidized Loan with interest accrued from the date the grant funds were first disbursed.

Teaching Obligation

To avoid repaying the TEACH Grant with interest you must be a Highly qualified, full-time teacher in a high-need subject area for at least four years at a school serving low-income students. You must complete the four years

of teaching within eight years of finishing your TEACH grant funded program. You incur a four-year teaching obligation for each educational program for which you received TEACH Grant funds, although you may work off multiple four-year obligations simultaneously under certain circumstances. Specific definitions of these terms are included below.

Highly-Qualified Teacher

You must perform the teaching service as a highly-qualified teacher, which is defined by federal law at http://www.ed.gov/policy/elsec/leg/esea02/pg107.html.

Full-Time Teacher

You must meet the state's definition of a full-time teacher and spend the majority (at least 51 percent) of your time teaching one of the high-need subject areas. Elementary teachers who teach many subjects would not be able to fulfill their service agreement.

High-Need Subject Areas

- Bilingual Education and English Language Acquisition
- Foreign Language
- Mathematics
- Reading Specialist
- Science
- Special Education
- Other teacher shortage areas listed in the Department of Education's Annual Teacher Shortage Area Nationwide Listing at http://www.ed.gov/about/offices/list/ope/pol/tsa.doc.

Schools Serving Low-Income Students

Schools serving low-income students include any elementary or secondary school that is listed in the Department of Education's Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits at: https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp.

Documentation

You must respond promptly to all requests for information or documentation from the U.S. Department of Education. You will be asked regularly to confirm that you either intend to teach or that you are teaching as required. You must provide documentation to the U.S. Department of Education at the end of each year of teaching. If you temporarily cease enrollment in your program of study or if you encounter situations that affect your ability to begin or to continue teaching, you will need to stay in touch with the U.S. Department of Education to avoid your grants being converted to loans before you are able to complete your teaching obligation. Failure to complete the teaching obligation, respond to requests for information, or properly document your teaching service will cause the TEACH Grant to be permanently converted to a loan with interest. Once a grant is converted to a loan, it cannot be converted back to a grant.

Federal Work Study (FWS)

A federally funded program that provides part-time employment opportunities to Curry students with financial need. Unlike other financial aid awards, work study earnings do not reduce tuition charges and therefore, this award is not deducted from the tuition bill. This program was developed by the federal government to provide eligible students with an opportunity to help themselves in meeting some of their out-of pocket educational expenses. The program is subsidized by the federal government and the College provides a matching allocation. Work Study students must work to earn the amount of their academic award. Students will receive a biweekly pay check for the number of hours that they work. As funds are limited, eligible students will receive notice of their eligibility to participate in federal Work Study on their Financial Aid Award letter. Students are required to complete a FAFSA annually for consideration. Curry College's Human Resources Office manages the hiring process for students with this award. Questions about eligibility should be directed to Student Financial Services. If you have any questions about the student employment hiring process including available jobs please view the Student Work Study Employment section of the website or contact Human Resources, 55 Atherton Street, 617-333-2263.

Federal Perkins Loans

A federally funded, need-based educational loan for students with exceptional need. This is a loan and requires repayment. The interest rate is 5 percent. Repayment* of the full amount of the loan borrowed is required and begins nine months after a student graduates, withdraws from the College, or attends on a less than halftime basis. Depending on the total amount borrowed, the student may have up to ten years to repay this loan. Award amounts vary and funds are very limited as future loans to borrowers made from this revolving loan fund are dependent on federal funding levels and repayment by prior borrowers. There are no fees for this loan. There is no interest charged on this loan while the student is enrolled at least half time in a degree program and for nine months after the student graduates, withdraws from the College or

drops below half-time status. The maximum amount an eligible student may borrow is $4,000 per award year for a student who has not successfully completed a program of undergraduate education or $6,000 per award year for a graduate or professional student. The maximum aggregate amount an eligible student may borrow is: (1) $20,000 for an undergraduate student who has completed two academic years and is pursuing a bachelor's degree; (2) $40,000 for a graduate or professional student, including loans borrowed as an undergraduate student; and (3) $8,000 for any student who has not completed two academic years of undergraduate work. First time borrowers must complete an entrance interview online at http://www.mappingyourfuture.org/oslc/. Students who are awarded these funds must sign a Promissory Note before funds can be disbursed. You will be notified during the summer about completing your Promissory Note. Information that you borrowed this loan will be sent to the National Student Loan Data System (NSLDS), and will be accessible by guarantee agencies, lenders and institutions determined to be authorized users of the data system. Students are required to complete a FAFSA annually for consideration. Funds are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester. Federal Perkins Loans are serviced by ACS. ACS can be contacted via telephone by calling 1-800-835- 4611 Monday through Friday 8:00 am - 11:00 pm EST.

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

Important Note: This federal aid program is being phased out by the federal government.

*Under certain circumstances repayment of a Federal Perkins Loan may be deferred or cancelled. During deferment, payments are not required and interest does not accrue. After deferment, the borrower is entitled to a post-deferment grace period of six, consecutive months. Borrowers may be eligible for deferment, cancellation, forbearance or discharge under certain circumstances. The Federal Perkins Loan Addendum may be found online at www.curry.edu Federal Perkins Loans are serviced by University Accounting Services. UAS can be contacted via telephone by calling (844) 870-8701 Monday through Friday 7:00 am - 5:00 pm CST or by email at UASconnect@tsico.com. The website for UAS is https://www.uasconnect.com

Federal Direct Loan Program

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

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

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

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

First-time borrowers at the College must complete Entrance Counseling and sign a Master Promissory Note (MPN) before funds can be disbursed. Loan funds come directly from the federal government and are paid by crediting the student's tuition account. For first-time enrolled students, the amount of the loan awarded will be credited to the student's

Curry College tuition account approximately 30 days after the start of the semester.

For all other students, loan funds will be credited to the tuition account no earlier than ten days prior to the start of the semester.

Award amounts (per Academic year):
- Freshmen (0-29.5 credits) up to $3,500
- Sophomores (30-59.5 credits) up to $4,500
- Juniors & Seniors (60-120 credits) up to $5,500

Terms:
- For new loans as of July 1, 2017, interest rates are determined each spring for the upcoming year for new loans but are fixed for the life of the loan.
- Interest and principal are subsidized by the government until the student ceases to be enrolled at least half-time. Interest accrues during the grace period for loans made after July 1, 2012.
- Repayment begins 6 months after the student graduates, withdraws or stops attending school at least half-time
- Up to a 10 year repayment period - $50 minimum monthly payment.
- An Origination fee, set by the Federal Government, will be deducted from loan proceeds prior to disbursement.

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

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

Terms:
- Interest and principal may be deferred until student ceases to be enrolled
- Interest accrues during in-school grace and deferment periods
- For new loans as of July 1, 2014, interest rates are determined each spring for the upcoming year for new loans but are fixed for the life of the loan. For 2018-2019, interest rates are as follows: Undergraduate, Subsidized and Unsubsidized Direct Loans: 5.05%, Graduate Unsubsidized Direct Loans: 6.6%
- Interest is not paid by the government. Borrower is responsible for all interest payments
- Repayment begins 6 months after the student graduates, withdraws or stops attending school at least half-time with a $50 minimum monthly payment
- Up to a 10 year repayment period
- An Origination fee, set by the Federal government, will be deducted from loan proceeds prior to disbursement

Aggregate Loan Limits – Federal Direct Stafford Loans

	Combined Base Limit for Federal Direct Subsidized and Federal Direct Unsubsidized Loans	Additional Limit for Federal Direct Unsubsidized Loans	Total Limit for Federal Direct Unsubsidized Loans *(minus Federal Direct Unsubsidized amounts for replacement of PLUS denials)*
Dependent Undergraduate Students *(whose parents were not denied a PLUS loan)*	**$23,000**	**$8,000**	**$31,000**
Independent Undergraduate Students *(and dependent students whose parents were denied a PLUS loan)*	**$23,000**	**$34,500**	**$57,500**
Graduate and Professional Students *(including undergraduate Stafford loans)*	**$65,500**	$73,000	$138,500

Entrance Counseling

Federal Direct Loan Entrance Counseling is a federal requirement for all students borrowing a Federal Direct Subsidized and/or Unsubsidized Stafford Loan for the first time at Curry College. Students are required to complete Federal Direct Loan Entrance Counseling online at www.Student-

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

We suggest Macbook or Macbook Pro users utilize Mozilla Firefox Internet Browser to avoid complications signing in to www.StudentLoans.gov. Please note that Federal Direct Loan funds will not be credited to your student account until you have completed the Entrance Counseling requirement, and the Federal Direct Loan Master Promissory Note and received confirmation from the U.S. Department of Education that both requirements have been satisfactorily completed.
Any student who ceases to be enrolled at least half-time in a degree program and who borrowed a federal student loan (FFELP and/or Federal Direct) subsidized and/or unsubsidized at any time while enrolled at the College is required to complete Exit Counseling online at www.studentloans.gov . Information that you borrowed from the Federal Direct Loan Program will be sent to the National Student Loan Data System (NSLDS), and will be accessible by guarantee agencies, ,lenders and institutions determined to be authorized users of the data system.

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

Federal Loan Repayment (FFELP and Direct Loans)

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

Loan Consolidation

If you have borrowed multiple federal student loans from different lenders, you might be eligible to consolidate them in to a single loan. Note: you cannot consolidate private education loans with your federal loans. Consolidation allows you to combine multiple loans into one new loan. This process may assist you in reducing your monthly loan payment. Your new consolidated loan bears a fixed interest rate based on the weighted average of your loans interest rates at the time you consolidate and rounded up to the nearest one-eighth of a percent. The consolidated loan interest rate will not exceed 8.25%. There are no fees to consolidate. For additional information about Loan Consolidation visit http://studentaid.ed.gov/PORTALSWebApp/students/english/consolidation.jsp?tab=repaying

State Programs

State grants are based on financial need and may be offered to eligible students from their state of legal residence. Students should complete the FAFSA and follow any additional application requirements from their home state. Students should also be aware of any deadlines that are imposed by their home state. Vermont and Pennsylvania have reciprocal agreements with Massachusetts and provide funding to students who attend Massachusetts Colleges. If

you are eligible for state aid funds, your tuition account will be credited once the College receives the funds from your state agency for the semester but no earlier than the end of the add/drop period for the semester. Please contact your state agency for additional information regarding eligibility.

State Grants

The Commonwealth of Massachusetts awards grants to Massachusetts residents who demonstrate financial need and meet application deadlines and award criteria. Other states that currently allow students to use state grant funds at Curry College include Vermont, and Pennsylvania. Award amounts for 2018-2019are not yet finalized by the Commonwealth. For2017-2018 , these grants ranged from $300-$1,600 per academic year. The Commonwealth of Massachusetts also offers additional assistance to qualified eligible students who are part-time or demonstrate high academic performance in their post-secondary academic courses. All of the grants provided by the Commonwealth of Massachusetts are subject to an application deadline of May 1.

Massachusetts Grants* - A Commonwealth of MA (state) source of financial aid. Eligibility requires state residency and demonstrated financial need. Additional information about grants from the Commonwealth is available at http://www.osfa.mass.edu/default.asp?page=aidPrograms.

Mass State Grants* - Awards are based on exceptional financial need as determined from filing the FAFSA and availability of funds to Massachusetts residents enrolled as full-time degree-seeking students in their first bachelor's program. Awards range from $600 - $1,600 as set by the Commonwealth. No separate application is necessary.

Mass Part-Time Grants* - These grants are awarded by the College based on a limited allocation of funds received from the Commonwealth. Awards are made to students based on exceptional financial need as determined from filing the FAFSA and availability of funds to undergraduate Massachusetts residents enrolled at least half-time but no more than three-quarter time for the semester in a degree program seeking their first bachelor's degree. Awards are set by the Commonwealth.

Massachusetts Gilbert Grant* - Gilbert Grants are funded by the Commonwealth of Massachusetts and are awarded by Curry College to eligible Massachusetts residents enrolled full-time in a degree program seeking their first bachelor who demonstrate financial need as determined by the results of the students filing the FAFSA. Awards vary and are subject to available funding.

Massachusetts No Interest Loan (NIL)* - A loan program funded by the Commonwealth of Massachusetts and administered by the College for Massachusetts residents enrolled full-time in a degree program working toward their first bachelor's degree who demonstrate high need. This is a loan and must be repaid. No Interest Loans are subject to available funding. The minimum NIL award a student can receive is $1,000, with a maximum award amount of $4,000 per academic year. NIL award amounts are determined according to financial need. A NIL eligible student has a lifetime borrowing limit of $20,000. You will be required to sign a promissory note and complete a Loan Entrance Interview with a Representative from Student Financial Services at the start of the semester. Loan proceeds will be credited to your tuition account once the loan funds are received from the Commonwealth but no earlier than the end of the add/drop period for the semester. Borrowers of Massachusetts No Interest Loans are required to complete an Exit Interview prior to ceasing enrollment on a half-time basis. This is completed online. You will receive a letter from the Massachusetts Department of Higher Education Office of Student Financial Assistance outlining the steps for completion of the online exit interview. You will be asked to log in to Educational Computer Systems, Inc. (ECSI) website to complete the exit interview. ECSI is the loan servicing company for the Massachusetts Department of Education. You will be required to provide family information and personal references. Please be sure to have this information ready when you begin the online Exit Interview. If you have any questions regarding your Massachusetts No Interest Loan debt or the Exit Interview process, please contact our office. *Award amounts are ESTIMATES until final payment is approved by the Commonwealth of Massachusetts.

Students who file the FAFSA may qualify for need-based aid in addition to one of these awards:

• GI Bill Yellow Ribbon Program

This institutional and federal match program is open to eligible U.S. Veterans and does not require that you file a FAFSA for consideration. Recipients must be in a degree seeking, undergraduate program. You must contact the Veteran's Certifying Official located in Curry's Registrar's Office to have your eligibility for this program certified. The Yellow Ribbon Program is comprised of a Curry College Yellow Ribbon Grant and a federal Yellow Ribbon Match

Award. You will need to complete an Enrollment Verification Form available in the Student Financial Services Office indicating your intended enrollment plans for the academic year for which you are seeking funds. Funding levels are very limited and available on a first-come basis. Funds will be credited to the student's tuition account once the federal match component is received for the semester. Students must maintain eligibility and renewal criteria as outlined by the Veterans Administration.

• IBEW (International Brotherhood of Electrical Workers) - Local 103 Scholarship

Value

$5,000 per year

$20,000 over four years

Duration

Renewable for up to four years. Renewal is based upon the student's ability to maintain at least a 2.5 grade point average (GPA) or better while completing a minimum of 30 semester credit hours per academic year.

Available for IBEW - Local 103 members and their families only. Please contact the local 103-IBEW for consideration. Consideration is given to accepted full-time first-year students with a minimum grade point average (GPA) of 2.5. Decisions will be based on many factors including GPA, extracurricular activities, and test scores.

Veterans Administration Benefits – If you are a veteran, the widow of a veteran, or the child of a disabled or deceased veteran, you may qualify for assistance from the United States Veterans Administration. For information, contact the Veterans Administration office nearest your home.

Tuition Payment Plan – Curry College utilizes Tuition Management Systems (TMS) to offer an interest-free tuition monthly payment plan to Curry's families. Informational brochures and payment plan applications are mailed to all students.

Private Education Loans

Please consider that the borrower may be eligible for Federal Loans and such Federal loans may have more beneficial terms than Private Education Loans. Additional financing is available for families through various non-need based education loans offered by lenders and private agencies. Families must apply separately and provide credit and debt information. Application fees and interest rates will vary depending on the type of loan requested. An example of available loans is the Federal Direct Parent (PLUS) Loan.

Information and application instructions for this and other loans are available in the Student Financial Services Office or on the Curry College website under Financing Options.

The method and criteria used by Curry College in selecting the Private Education Loan Lenders to publish in its brochures is available on the Curry website: www.curry.edu. The College will work with and process loans for any lender of your choice. Parents and students have the right to select the lender of their choice without penalty by the College and are not required to use any lenders on any lender list published by the College. When selecting the option best suited for your circumstances, you should compare interest rates, borrowing limits, credit requirements and repayment options.

Study Abroad

Enrollment in a program of study abroad through a third party provider, approved for credit by the College may be considered enrollment at Curry College for purposes of applying for federal and state student financial aid. Students seeking study abroad opportunities are encouraged to speak with a financial aid counselor to discuss their individual circumstances.

Enrollment in a Study Abroad Program which Curry directly partners with is considered enrollment at Curry College for purposes of applying for Institutional, federal and state aid. Students seeking study abroad opportunities are encouraged to speak with a financial aid counselor to discuss their individual circumstances. Additional information about these programs is available at http://www.curry.edu/programs-and-courses/undergraduate-programs/tuition-and-financial-aol/policies.html

Code of Conduct

An institutional financial aid professional, or any other College administrator involved in Title IV fund management or processing, is expected to always maintain exemplary standards of professional conduct in all aspects of carrying out his or her responsibilities, specifically including all dealings with any entities involved in any manner in student financial aid, regardless of whether such entities are involved in a government sponsored, subsidized, or regulated activity. In doing so, these employees should:

- Refrain from taking any action for his or her personal benefit.
- Refrain from taking any action he or she believes is contrary to law, regulation, or the best interests of the stu-

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

Help Resources

Massachusetts Department of Higher Education
Room 1401
One Ashburton Place
Boston, MA 02108-1696
Phone: (617) 994-6950
Fax: (617) 727-6397
Website: http://www.mass.edu/

If you have complaints against a post-secondary institution contact the state department of higher education for help with resolving the complaint.

U.S. Department of Education
FSA Ombudsman Group
830 First Street, N.E., Mail Stop 5144
Washington, DC 20202-5144
Phone: 1-877-557-2575
FAX: 202-275-0549

The Federal Student Aid Ombudsman Group of the U.S. Department of Education is dedicated to helping resolve disputes related to Direct Loans, Federal Family Education Loan (FFEL) Program loans, Guaranteed Student Loans, and Perkins Loans. The Ombudsman Group is a neutral, informal, and confidential resource to help resolve disputes about your federal student loans.

http://www.myfedloan.org/index.html

Federal Loan Servicing and Loan Repayment information
https://www.nslds.ed.gov/nslds/nslds_SA/

The National Student Loan Data System (NSLDS) is the U.S. Department of Education's (ED's) central database for student aid. NSLDS receives data from schools, guaranty agencies, the Direct Loan program, and other Department of ED programs. NSLDS Student Access provides a centralized, integrated view of Title IV loans and grants so that recipients of Title IV Aid can access and inquire about their Title IV loans and/or grant data

Office of Student Financial Assistance
454 Broadway, Suite 200, Revere, MA 02151
Phone: (617) 391-6070 | Fax: (617) 727-0667
http://www.mass.edu/osfa/students/forstudents.asp

OSFA is primarily responsible for the management and oversight of all state funded financial aid programs and advises the Board of Higher Education about financial aid policy matters of concern to the Commonwealth of Massachusetts.

Curry College is pleased to admit those students who have the necessary preparation and background to meet the requirements of the College. No student shall be denied admission on the ground of race, religion, national origin, sexual orientation, age, or sex, provided he or she has the necessary preparation and background.

First-year students are selected on the basis of a combination of the following criteria: secondary school record, personal essay, standardized test scores on the Scholastic Aptitude Test of the College Entrance Examination Board or the ACT of the American College Testing Program, recommendation from the secondary school, and the college readiness of the candidate.

International students are encouraged to apply. They must complete the same requirements as all other applicants to the College. For those students whose native language is not English, results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) must be sent in addition to other required materials. All international students must also submit a notarized Declaration of Financial Support in U.S. dollars. While Curry College offers merit scholarships, it is unable to offer financial aid to international students.

Admission Requirements – First-Year Students

Secondary School Record

To be considered for admission, the applicant generally will present a minimum of 16 units of work and will graduate from an approved secondary school. The basic units for admission should include four years of English, and the remaining units should consist primarily of foreign language, mathematics, science and social studies. A recommended program of studies would include four years of English, at least two years of a foreign language, three years of mathematics, two years of science (including at least one laboratory science), and two years of social studies. In lieu of a valid high school diploma, a GED certificate will be accepted.

Tests

Candidates for admission as freshmen are required to take the SAT or the ACT. Official scores of the new or old SAT, or ACT must be sent directly to the Admission Office from the appropriate testing agency. The tests are given several times a year, and it is recommended that high school students plan to take their test at such a time that the results will reach the Admission Office by the time the Committee begins its review of applications in September. Submission of the SAT or ACT results is optional only for students who are candidates for the Program for Advancement of Learning (PAL). Please note: Students who are not admitted to PAL will be required to submit SAT or ACT scores if they would like to be considered for admission to Curry without PAL.

Application Procedure

Students interested in candidacy should apply online at www.curry.edu or apply using the Common Application. Be sure to add Curry College to your "My Colleges" list. A rolling admission policy is followed, with December 1 as the application and supporting document completion deadline for Early Action candidates, an April 1 priority deadline for freshman (March 1 if applying for PAL, unless applying Early Action), and a priority deadline of July 1 for transfer students. The Admission Office begins the review of completed applications in September in order to inform candidates at the earliest possible date.

After the application has been submitted, accompanied by the non-refundable application fee of $50 and personal essay, candidates should request their secondary school counselor to submit official transcripts and recommendations directly to the Admission Office. Concurrently, candidates are required to submit the results of the SAT or ACT examinations directly to the Admission Office.

Accepted candidates for admission will be required to submit a deposit to the Admission Office by the Candidates' Reply Date (May 1), or by an alternate date specified by the Vice President of Admission and Dean of Undergraduate Admission. This deposit is refundable provided written notification is received by May 1. A final high school transcript and an official indication of graduation, i.e. a high school diploma, should be received by the Admission Office no later than July 15. Failure to submit these documents may result in the student's acceptance being rescinded.

Admission to the Program for Advancement of Learning (PAL)

Candidates for the Program for Advancement of Learning must submit diagnostic evaluation(s) and other materials which describe a specific language-based learning disability and/or ADHD. Testing must be administered within three years of application. Materials should be submitted directly to the Learning Center and include:

A. An individually administered comprehensive test of cognitive ability, adult version (WAIS-III, Woodcock-Johnson Cognitive Battery, etc.) that includes both subtest scores and narrative report. (Note: the WASI is not accepted).
B. Achievement testing indicating current levels in reading (decoding and comprehension), math and written language. For those students needing diagnostic or other educational testing, please contact the Educational Diagnostic Center (EDC) at Curry College.
C. Optional Supplementary Application. The application is available online or by request at (617) 333-2250.
D. An IEP or its equivalent is requested, if available (not mandatory). An interview with PAL is strongly recommended, and may be required in some cases. Deadlines: March 1 for first year students; July 1 for transfer students.

PAL is designed for students who have a primary diagnosis of a language-based learning disability and who have average to above average intellectual ability. Due to the popularity of PAL, space is limited. PAL is not designed to support students who have significant psychiatric or other disabling conditions in addition to a language-based learning disability. Such individuals, if otherwise qualified for admission to the College, are eligible for reasonable accommodations under the Americans with Disabilities Act (ADA) as arranged

through the College's ADA Coordinator. Please contact Coordinator of PAL for questions or more information regarding PAL admission procedures. Applicants to PAL for Multilingual Students or the Adult Center at PAL should see below for admission information to those programs.

PAL for Multilingual Students

To be considered for PAL for Multilingual Students, candidates must submit all required documents as outlined in Admission requirements as well as TOEFL score (except for students from the U.S. and the Commonwealth of Puerto Rico), and learning disabilities documentation in English (see PAL admission requirements). Please contact the Coordinator of PAL for Multilingual Students for more information regarding admission procedures.

Adult Center at PAL (ACP)

Applicants to the Adult Center at PAL (ACP) must submit formal documentation of a learning disability, including results of a recent Wechsler Adult Intelligence Scale (WAIS-R or WAISIII) as well as achievement testing in reading, language and math. An interview with the Coordinator of ACP is required for admission to the program. Please contact the Coordinator of ACP for more information or to inquire about your eligibility for ACP.

Early Admission

Certain qualified students may be allowed to enroll in the College at the completion of their junior year of high school. Candidates for this program must gain the approval of their high school to participate. College credit will be given for courses carried. The student must have his/her high school's approval of the courses and assurance that the courses will be accepted toward satisfying secondary school diploma requirements. The successful completion of the prescribed course of study and the secondary school's granting of a diploma will allow the student to matriculate. Academic standing will be determined by the number of semester credits of work completed. Financial assistance is not available to the student until his/her high school diploma has been awarded.

Advanced Placement Examinations

Curry College normally grants academic credit toward graduation to those who have successfully participated in the Advanced Placement Program of the College Entrance Examination Board and have earned a rating of "3," "4," or "5" on the Advanced Placement Examination. Applicants desiring this credit should request the College Entrance Examination Board to send the examination results to the Admission Office, Curry College.

The International Baccalaureate/Higher Level International Baccalaureate Examinations

Students who have participated in the International Baccalaureate diploma program at a secondary school may be eligible to receive advanced standing credit. Credit is granted on a case by case basis. An official IB transcript as well as the student's secondary school transcript is required. Advanced standing credit may also be awarded to the student who has completed a Higher Level IB course examination(s). Official test score results must be submitted for evaluation by the Registrar's Office.

Credit by Examination

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

2. Proficiency Evaluations: Proficiency evaluations for certification of credit are available for many courses at Curry. Matriculated students are eligible for these evaluations and, upon demonstration of satisfactory achievement, will receive ungraded credit for the course(s). The evaluations measure end-of-course competency in particular Curry course offerings and afford an additional option for shortening the time required to earn a degree. Directions, fee scale, and the application form for proficiency evaluations are available in the Registrar's Office. Continuing Education students should seek information from the Division of Continuing and Graduate Studies. An IEP or its equivalent is requested, if available (not mandatory).

Transfer Students

Each September and January, Curry College admits and welcomes transfer students. (Applications for transfer into the Nursing Program are accepted for the fall semester only). Students interested in applying for admission apply on-line at www.curry.edu or apply using the Common Application. If using the Common Application, be sure to add Curry College to your "My Colleges" list. A rolling admission policy is followed, except for students interested in transferring into the nursing program, with a priority deadline of July 1 for the fall semester and January 1 for the spring semester.

After the application has been submitted, accompanied by the non-refundable application fee of $50 and personal essay, candidates should submit all official college transcripts, the College Official's Report Form from each college previously attended, and proof of high school graduation to the Admission Office.

The results of the SAT or ACT, as well as an official high school transcript, are required if the applicant has completed less than 30 credits at another institution. If the student has completed more than 30 credits at another institution, proof of high school graduation is required and may be submitted as a photocopy of the high school diploma, GED results, or an official final high school transcript.

A student who has attended any other institution beyond the high school level, regardless of whether or not any advanced standing credit has been earned or is desired, is required to have an official transcript sent directly from his or her former institution to the Admission Office. A transfer applicant must report all colleges previously attended. Failure to provide accurate information or deliberate omission of transcripts may invalidate any acceptance to Curry College. The Admission Office expects to receive the final transcript prior to the acceptee's first registration at the College as a degree candidate. If extenuating circumstances prevent this, the final transcript must be sent directly to the Registrar's Office by the end of the first semester the student is enrolled at Curry College. The College may not accept credits in transfer if the transcript is received after the first semester.

Transfer students who, at the time of their matriculation have an Associate's Degree in a liberal arts course of study with a 2.0 cumulative average and 60 credits or the equivalent with no grades below a C– will be granted full junior status. Students transferring from a college with which Curry has an articulation agreement will be treated according to the terms of that agreement. Associate degrees from programs other than liberal arts will be evaluated for transfer credit on an individual basis.

College-level credit received from another institution, whether or not Curry College offers a parallel course, will normally be granted for graded courses in which a "C–" or better has been earned and the course is not of a technical nature that may not fit within the academic areas of the College.

Applicants to the Nursing Program must earn a grade of "C" or better in all prerequisites (Anatomy & Physiology I, Anatomy & Physiology II and Chemistry with Lab) in order for the courses to transfer and for their application to be considered for admission. If any of the prerequisite courses were failed and/or repeated at other institutions, the applicant will not be considered for Admission to the nursing program at Curry College.

Regardless of the number of credits accepted by Curry College, the transfer student must meet the normal requirements for graduation.

These are:

- The accumulation of 120 credits or the successful completion of a comprehensive evaluation by the Curry faculty
- Fulfillment of the requirements of a major
- Achievement of a 2.0 cumulative grade point average
- Fulfillment of the general degree requirements as specified in this Catalog

Credit for courses taken with United States Armed Forces Institute (USAFI) will be accepted on the basis of the guidelines developed by the American Council on Education document, "Guide to the Evaluation of the Educational Experiences in the Armed Services." Curry College may accept transfer credits for non-traditional study in accordance with the following guidelines and procedures:

A student may apply for up to a maximum of 9 credits toward graduation for experiences which have had an educational value although they have not occurred in the traditional academic environment. The student must apply to the Committee on Equivalent Education for the awarding of these credits, stating the nature of the experiences and demonstrating the educational value of the experience. These credits will not replace the normal requirements for graduation, but will count as "elective" credits toward the 120 credits required for graduation.

Transfer credits for criminal justice majors will be accepted only from regionally accredited institutions. Criminal Justice majors may not receive credit for any non-traditional study, including life experience, professional development and coursework completed through the Armed Services.

Admission Information

Before a transfer student will be asked to respond to an offer of Admission, Curry will notify the applicant of the specific course credits or equivalents to be granted upon enrollment. If an evaluation cannot be completed at the time admission is offered, Curry will make an evaluation before asking the student to make a commitment. A copy of the transfer student's Curry transcript will be sent to the student during the first semester at Curry. This record will serve as an official confirmation of recorded credits.

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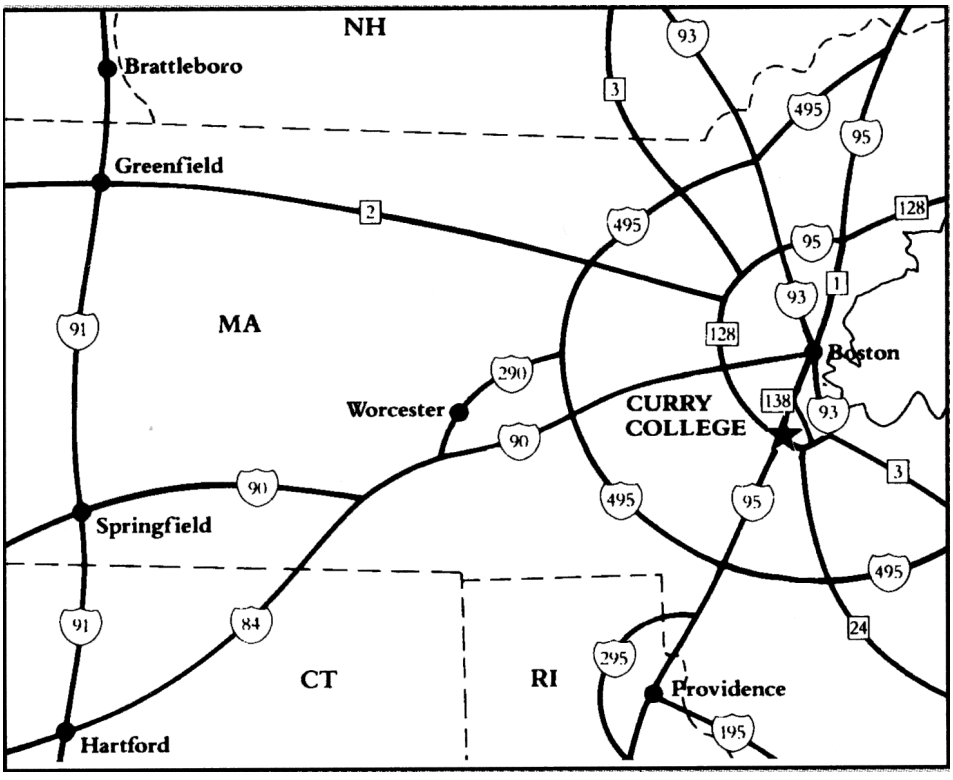

How to Reach the Milton Campus

- From the Massachusetts Turnpike: Proceed south on Route 128 (which is also Route 95 at that point). After exit 13, DO NOT follow signs for Route 95-Providence, RI. Follow signs for Route 93 North. Take exit 2B, which is Route 138 North. The College is 2 miles on the left.

- From Providence, R.I.: Take Route 95 North to exit 12. Follow signs for Route 93 North. Take exit 2B, which is Route 138 North. The College is 2 miles on the left.

- From Boston: Proceed South on the Expressway (Route 93 South) to Route 128 North. Take exit 2B, which is 138 North. The College is 2 miles on the left.

- From Cape Cod: Take Route 3 North to 128 North (Route 93 South). Take exit 2B, which is Route 138 North. The College is 2 miles on the left.

- By public transportation from Boston, take the MBTA red line from South Station to Ashmont Station. At Ashmont take the green trolley to Mattapan Station. Board the JBL 716 Bus marked “Stoughton” or “Canton” for a three-mile ride to the College entrance on Blue Hill Avenue in Milton. The College also provides free shuttle service daily, on an hourly basis, between local MBTA stops and the College during the academic year.

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Accreditation

This edition of the Curry College Catalog supersedes all previous editions, and is subject to change without notice.

Curry College is accredited by the New England Association of Schools & Colleges, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association at:

3 Burlington Woods Drive, Suite 100
Burlington, MA 01803
Tel: (781) 425-7700
Toll-free: 855-88-NEASC (855-886-3272)
Fax: (781) 425-1001

Granting the degrees of Bachelor of Arts, Bachelor of Science, Master of Business Administration, Master of Education, Master of Arts in Criminal Justice, and Master of Science in Nursing under the authority of the Commonwealth of Massachusetts, Curry is officially recognized by the United States Department of Education and is listed in the Department's Higher Education Directory.

The School of Nursing baccalaureate program pre-licensure tracks are approved by the Massachusetts Board of Registration in Nursing, 39 Causeway Street, Suite 500 Boston, MA 02114 617.727.9961. The baccalaureate degree program in nursing/master's degree program in nursing at Curry College are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

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

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

Also, the following policy statement was approved unanimously by the Curry College Board of Trustees on May 17, 1985.

"As members of a college community which is committed to the development of abilities and values that can lead to a lifetime of personal and professional fulfillment within an environment of positive challenge, support, and friendliness, we shall not tolerate sexual harassment in any form. We recognize this type of unwelcomed behavior not only as a form of sexual discrimination, and therefore illegal, but, more importantly, as an infringement of human rights which adversely affects the relationships between all members of the college community — students, faculty, and staff alike. At Curry College, sexual harassment is defined as the attempt to subject an individual to unwanted sexual attention, physically or verbally; or to coerce an individual into a sexual relationship or to punish the failure to comply; or to create a sexually intimidating environment wherever an individual lives, learns, or works."

Academic Calendar 2018-2019

SPRING SEMESTER 2019

JANUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Offices reopen	Wed., Jan. 2
Martin Luther King Day, offices closed*	Mon., Jan. 21
Final Registration/Check-in	Mon., Jan. 21
Residence halls reopen at 9 a.m.	Mon., Jan. 21
CLASSES BEGIN	Tues., Jan. 22

FEBRUARY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Add/Drop deadline (without fee)	Tues. Feb. 5
Presidents Day (no classes)**, offices closed*	Mon., Feb. 18
Monday class schedule in effect	Tues., Feb. 19

MARCH						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Residence halls close at 7 p.m.	Fri., March 8
Spring Recess (no classes)**	Sat., March 9 – Sun., March 17
Residence halls reopen at noon	Sun., March 17
Mid-term grades deadline	Wed., March 20

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Course selection for fall 2019	Mon., April 1 – Fri., April 12
Course withdrawal deadline	Fri., April 5
Grade/Pass/Fail deadline	Fri., April 5
Web registration for fall 2019	Mon., April 8 – Fri., May 3
Patriots Day (classes held), offices closed*	Mon., April 15

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

CLASSES END	Tues., May 7
Final examinations	Wed., May 8 - Mon., May 13
Residence halls close at noon	Tues., May 14
COMMENCEMENT	Sun., May 19
Memorial Day, offices closed*	Mon., May 27

See inside front cover for Fall Semester 2018 calendar.

SUMMER SESSION 2019

✣

Contact the Division of Continuing and Graduate Studies (617) 333-2364 for summer schedules.

* Office staff should check with supervisor.

** CE accelerated eight-week classes held during this time. Please consult with the Division of Continuing and Graduate Studies for details.

CURRY COLLEGE

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Milton, Massachusetts 02186-2395

curry.edu